



Anne Spencer Daves College of Education,
Health, and Human Sciences
Department of Sport Management

Bylaws for the Department of Sport Management

2025-2026

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These are the bylaws for the Department of Sport Management in the Anne Spencer Daves College of Education, Health, and Human Sciences at Florida State University. These bylaws were last approved on September 8, 2025, by a majority of the applicable voting members of the department, with subsequent approval from the College and the Office of Faculty Development and Advancement November 21, 2025.

Preamble

The Sport Management (SM) department has bachelors, masters, and doctoral degree programs.

The following degrees are offered by the Department of Sport Management:

- Sport Management (PhD)
- Sport Management (MS)
- Sport Management (BS)
- Sport Management (MS) & Law (JD) - joint program

Vision. To provide high quality, professional education that prepares individuals for the sport and related industries, and to serve as a leader in research impacting society in general and the sport industry specifically.

Mission. The mission of the Department of Sport Management is to provide a dynamic educational environment. We seek to achieve our mission by (a) providing excellence and innovation in instruction in preparing qualified professionals; (b) pursuing research and other scholarly endeavors that advance the theory and practice of sport management; and (c) providing high quality leadership and service that benefit the

department, Anne Spencer Daves College of Education, Health, and Human Sciences, Florida State University, and external partners.

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. This document and any future revisions to it may be approved by a two-thirds (2/3) majority vote of all faculty members with a 100% assignment, as well as tenured faculty with less than a 100% assignment, but whose academic home resides in the department.

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 website <https://sacs.fsu.edu/substantive-change-policy/>

II. Membership and Voting Rights

A. Faculty Membership. The faculty of the Department of Sport Management shall consist of those persons holding a 100% assignment, as well as tenured faculty with less than a 100% assignment, but whose academic home resides in the department.

B. Department Membership. In addition to the faculty defined in II.A above, the following are members of the Department of Sport Management: full-time staff members including the Department Manager, Academic Program Specialist, and an Accounting Associate.

C. Faculty Voting Rights. All faculty members with a 100% assignment as well as tenured faculty with less than a 100% assignment but whose academic home resides in the department, may vote on action items affecting the department. To make decisions on items affecting the members of the department and the operations of the department, two-thirds of the total qualified membership must be present at a faculty meeting. A simple majority vote of those present will be required to pass any motion, unless otherwise specified in this policy manual. The faculty members are responsible for policy decisions that affect faculty (e.g., annual evaluation, merit, promotion and tenure, and assignment of responsibilities) or other policies that affect the entire department.

D. Non-faculty Voting Rights. Full-time staff members do not have voting rights on action items affecting the department.

III. Department Organization and Governance

A. Faculty Meetings. The Department Chair presides over faculty meetings. The Department Chair will be responsible for scheduling faculty meetings, establishing the agenda, and conducting the meetings.

B. Department Chair Selection.

1. Selection. The department faculty will identify candidates for the Department Chair and submit recommendations to the Dean of the Anne Spencer Daves College of Education, Health, and Human Sciences for final approval. If the current Department Chair is a candidate, the Associate Department Chair will preside over the faculty meeting during the selection process. If both the current Chair and Associate Department Chair are candidates, a faculty member with no apparent conflict of interest will be appointed to preside over the faculty meeting during the selection process.

The Department Chair (or Associate Department Chair) will request candidates for the Department Chair position to submit their names and supporting documentation by a specified date. All materials will be made available through secure systems for faculty members to review. Faculty members will be given two weeks to review candidate credentials. Following the two-week period, the faculty members will meet to discuss the candidates. A vote will be taken by secret ballot. Faculty members will have three days to submit their ballot to the departmental ballot box. The votes will be counted together by the Department Chair (or Associate Department Chair) and the Department Manager. The Department Chair (or Associate Department Chair) will be responsible for submitting the name(s) to the Dean of the Anne Spencer Daves College of Education, Health, and Human Sciences for approval.

2. Term of Office. The Department Chair will serve a term of three years, beginning the first day of the Fall semester. In the event that a person assumes the Chair position at a time other than the first day of the Fall semester, the term will run from the time the person assumes the position until the first day of the Fall semester after the person has served two full years of the term, or an alternate term that may be designated by the Dean of the Anne Spencer Daves College of Education, Health, and Human Sciences. There are no term limits for serving as Department Chair.

C. Department Leadership and Committees.

1. Department Chair. The essential function of a department chair is to provide leadership for the department in consultation and cooperation with the Dean of the Anne Spencer Daves College of Education, Health, and Human Sciences and perform duties assigned by the Dean. The chair is expected to promote and advocate for the department; support curriculum development and assessment; promote faculty scholarly and service activity; lead the department in reaccreditation reviews; manage classrooms and other academic space used by the department; effectively manage department budgets, including grants and scholarship funds; supervise tenure, promotion, appointment, salary and

other personnel decisions, lead recruitment and hiring of new faculty; participate in department long-range planning; provide leadership through effective participation in College and University policy and decision-making activities; facilitate alumni relations; represent the department to external constituencies and in community and professional outreach activities.

The additional duties of a department chair are as a faculty member. Those duties require teaching, providing academic advising to students, and engaging in scholarly activity and service. In the dual capacity as an administrator and faculty member, the chair is expected to be a role model for department faculty and staff, and develop and maintain a positive and productive work environment that promotes excellence in teaching, scholarship, service, and advising.

a. Evaluation of the Department Chair. The Chair of the Merit Committee will be responsible for an annual evaluation of the Department Chair. The Chair of the Merit Committee will circulate an evaluation form to the faculty members by March 15, and will request faculty members to submit evaluation information to him/her by April 1, each year. The information will be summarized by the Chair of the Merit Committee. The data on the evaluation form will be summarized to provide a single average score for each item and each category. The Chair of the Merit Committee will submit the results of the evaluation directly to the Dean of the Anne Spencer Daves College of Education, Health, and Human Sciences.

b. Recalling the Department Chair. The Merit Committee, with a majority vote, may ask the faculty members to begin a recall procedure and conduct a "Vote of Confidence." Such a meeting should be scheduled at such a time as to enable the largest number of faculty members to attend. To facilitate open discussion, the Department Chair will not be present. After sufficient discussion, a "Vote of Confidence" will be taken by secret ballot. If two-thirds of the faculty members in the department vote "no confidence," the Department Chair will be replaced following the procedures described for initial appointment.

2. Associate Department Chair. The essential function of an Associate Chair is to contribute to the leadership of the department in consultation and cooperation with the Department Chair. The Associate Chair is expected to promote and advocate for the department; support curriculum development and assessment; participate in department long-range planning; facilitate alumni relations; manage department communications.

a. Selection. The faculty members will nominate individuals for the Associate Chair role. Individuals interested and qualified may also self-nominate for consideration. To qualify for the role, an individual must have achieved the rank of Associate Professor and have been awarded tenure. Faculty members will discuss the candidates. A vote will be taken to select the individual who will

be recommended for the Associate Department Chair role. The Department Chair will be responsible for submitting the name to the Dean of the Anne Spencer Daves College of Education, Health, and Human Sciences for final approval. In the instance where only one individual is recommended, the Department Chair will forward the recommendation to the Dean of the Anne Spencer Daves College of Education, Health, and Human Sciences for final approval.

b. Term of Office. The Associate Chair will serve a term of two years, beginning the first day of the Fall semester. In the event that a person assumes the Associate Chair position at a time other than the first day of the Fall semester, the term will run from the time the person assumes the position until the first day of the Fall semester after the person has served two full years of the term, or an alternate term that may be designated by the Dean of the Anne Spencer Daves College of Education, Health, and Human Sciences. There are no term limits for serving in the Associate Chair position.

c. Duties and Responsibilities. The Assignment of Responsibility of the Associate Chair will be determined by the Department Chair in consultation with the Dean of the Anne Spencer Daves College of Education, Health, and Human Sciences. Unless the college level policy otherwise stipulates, the administrative assignment for the Associate Department Chair will be negotiated for the Fall and Spring terms and must be approved by the Dean of the Anne Spencer Daves College of Education, Health, and Human Sciences. Any summer administrative responsibilities must be negotiated with the Department Chair and approved by the Dean of the Anne Spencer Daves College of Education, Health, and Human Sciences. The essential duties and responsibilities of the Associate Chair are described below.

(1) Alumni Activities. The Associate Chair will function as the contact person for alumni relations. Particular responsibilities include, but are not limited to, updating each semester the roster of alumni who have recently graduated; respond to inquiries from alumni; update departmental records and promotional materials with information pertaining to alumni.

(2) Manage Department Communications. The Associate Chair will collect information regarding events and activities taking place each semester, and be responsible for ensuring up-to-date news and events are posted to the Department website and the Department Facebook site. Prepare an annual newsletter highlighting activities and events taking place through the department, and involving the faculty, staff, and students.

(3) Graduate Studies Director (PhD). The Associate Chair will serve as the Graduate Studies Director for the PhD program. Responsibilities include, but are not limited to, responding to inquiries from prospective students; facilitating contact between prospective faculty members and prospective students; processing applications from prospective doctoral

students in coordination with the Academic Program Specialist; remain apprised of current policies pertaining to graduate students, and report to the faculty members as needed information pertaining to policies and procedures impact graduate students; coordinate the annual update of the Graduate Student Handbook and the department's doctoral advising guide. As a primary contact, the Associate Chair will schedule campus visits for prospective PhD student prospects, applicants, and admits. All meetings should be finalized at least one week in advance of campus visit.

(4) Other Administrative Tasks.

(a) Journal Rankings. The Associate Chair will oversee the updating and maintaining (as directed by the faculty) of the Journal Rankings List for the Department. This list will typically be updated after the Summer Planning Meeting and then amendments are reviewed at the first or second program meeting of the subsequent fall term.

(b) Space Assignment. The Associate Chair, under consultation with the Department Chair, maintains oversight of graduate student office assignments. New office assignments are established in July or early August, with key returns/pick-ups and office vacancy/move-ins to happen no later than orientation week. It has been common practice to give main floor offices to doctoral students who will be teaching lecture classes in the coming year, followed by rank or seniority.

(c) Qualifying Exam. The Associate Chair is responsible for preparing (in consultation with the GFS Faculty) and administering the First-Year Qualifying Exam. The Exam should take place during Finals Week in the Spring semester, over a 36-hour period. The Associate Chair should hold a meeting with first-year doctoral students approximately one month prior to the exam to lay out exam and assessment procedures. The Associate Chair should also consult the faculty approximately one month prior to the exam as to any changes that need to be made (to questions, articles, reading lists, etc.). The Associate Chair should proctor the exam (or seek volunteers to help with the proctoring) and schedule the computer lab, and should schedule any special accommodations (OAS, extra time, etc.) as needed. The Associate Chair will send out the completed exams to the faculty for review (which must be completed by the following Monday at noon), compile results, notify students, meet with students who have failed one or more portions, and proctor any second administrations. All results are to be recorded in Student Central grade submissions.

(5) Acting Department Chair. The Associate Chair will serve as acting Department Chair in the event the current Chair is unavailable due to illness or other planned absence.

In addition to the duties noted, the Associate Chair's Assignment of Responsibilities will include duties as a faculty member. Those duties require teaching, providing academic advising to students, and engaging in scholarly activity and service. The annual teaching load will include three (3) courses, that may be taught in a dispersion agreed upon by the Department Chair, and which does not detract from delivery of the department's curricula. In the dual capacity as an administrator and faculty member, the Associate Chair is expected to be a role model for department faculty and staff, and develop and maintain a positive and productive work environment that promotes excellence in teaching, scholarship, service, and advising.

d. Evaluation of the Associate Department Chair. The Chair of the Merit Committee will be responsible for an annual evaluation of the Associate Department Chair. The Chair of the Merit Committee will circulate an evaluation form to the faculty members by March 15, and will request faculty members to submit evaluation information to him/her by April 1, each year. The information will be summarized by the Chair of the Merit Committee. The data on the evaluation form will be summarized to provide a single average score for each item and each category. The Chair of the Merit Committee will summarize the evaluation data and provide that summary to the Department Chair. The Department Chair will discuss the results with the Associate Department Chair as part of the annual evaluation.

e. Recalling the Associate Department Chair. The members of the Merit Committee, with a majority vote, may ask the faculty members to begin a recall procedure and conduct a "Vote of Confidence." Such a meeting should be scheduled at such a time as to enable the largest number of faculty to attend. To facilitate open discussion, the Associate Chair will not be present. After sufficient discussion, a "Vote of Confidence" will be taken by secret ballot. If two-thirds of the faculty members in the department vote "no confidence," the Associate Chair will be replaced following the procedures described above for initial appointment.

3. Committees

a. Merit. Faculty members in the department are evaluated for merit based on the academic year's productivity in teaching, research, and/or service activities. This productivity is evaluated based on the faculty member's Assignment of Responsibility (AOR) for that year. Each faculty member will be evaluated and ranked for an award of merit as **does not meet expectations** (no merit), **official concern** (no merit), **meets expectations** (merit eligible), or **exceeds expectations** (merit eligible). A merit rank will be assigned for each element of the AOR – teaching,

research, and service – as applicable. A final merit score will be based on an aggregate of the ranking for each element.

(1) Membership. All full-time faculty members shall serve on the Merit Committee. The Merit Committee Chair is elected annually by the faculty members in the Spring term.

b. Curriculum. The Curriculum Committee is responsible for reviewing, recommending, and passing on programmatic matters such as the development of new courses, elimination or modification of existing courses, core concentrations, and new programs or certifications.

(1) Membership. The Curriculum Committee is comprised of all faculty members with a 100% assignment. The Department Chair is exempt from serving on the committee since the Chair has a separate role in reviewing and approving curriculum materials.

(2) Appointment of Chair and Term of Service. The Department Chair appoints the Chair of the Curriculum Committee following a rotation system for committee assignments. The Chair shall be appointed to serve for two consecutive years, then is not eligible to serve as Chair for at least two years, unless otherwise mutually agreed upon. Service as the Chair of the Department Curriculum Committee will coincide with service as the department representative to the Anne Spencer Daves College of Education, Health, and Human Sciences Curriculum Committee.

c. Promotion & Tenure. The Promotion and Tenure Committee provides one of the most important ways in which faculty participate in the governance of the Department and the University. The Promotion and Tenure Committee serves in a fact-finding capacity by independently reviewing and evaluating faculty credentials for promotion and tenure decisions.

(1) Membership and Term of Service. The Promotion and Tenure committee is comprised of all tenured faculty members. A candidate for promotion and/or tenure may not serve as a member of the committee. The Department Chair is not eligible to serve on the Promotion and Tenure Committee.

(a) Election of the Chair. The members of the Promotion and Tenure Committee elect a chair.

d. Promotion for Specialized Faculty Members. The Promotion for Specialized Faculty Committee provides one of the most important ways in which faculty participate in the governance of the Department and the University. The committee serves in a fact-finding capacity by independently reviewing and evaluating faculty credentials for promotion decisions.

(1) Membership. The Promotion Committee for Specialized Faculty members is comprised of the tenured faculty members, and the specialized faculty members at or above the rank of a candidate under consideration (only those at rank II or III are eligible to serve). A candidate for promotion may not serve as a member of the committee. The Department Chair is not eligible to serve on the Promotion Committee for Specialized Faculty.

(b) Election of the Chair. The individual elected as Chair of the Promotion and Tenure Committee will serve as Chair of the Promotion for Specialized Faculty Committee.

e. Ad hoc. Temporary committees will be established as needed to address special issues or tasks. The Department Chair will nominate faculty members as needed to constitute such committees. Faculty members may also volunteer for specific services as desired. Examples of temporary committees include but are not limited to Search Committee, Scholarship Selection Committee, Strategic Planning Committee, etc. Once formed, each ad hoc committee will select a Chair as needed. Ad hoc committees will continue till completion of the special task.

f. Anne Spencer Daves College of Education, Health, and Human Sciences Committee Service. Service on college committees may require disparate time commitments. To ensure no single faculty member carries an inordinately higher service assignment and/or carries a high service assignment over time, membership on college committees will be subject to term limits of two years. Such limits will ensure that service on select committees will be rotated among the faculty members in the department. The following rotation will be used by the Department Chair to designate service assignments for the college committees.

- (1)** Faculty Advisory Board
- (2)** Curriculum Committee
- (3)** Scholarship Committee
- (4)** Technology Fee Committee

Note: The Associate Department Chair will serve on the Council on Research in Education (CORE).

D. Faculty Senators. A faculty member will serve as the department's representative to the Faculty Senate for a two-year term. Terms begin in the Fall semester; in the preceding Spring semester the Department Chair will call for nominations. Prospective senators may self-nominate or be nominated by a fellow faculty member. The faculty members will vote to select an individual to represent the department.

E. Faculty Recruitment. Search committees will be formed as needed to recruit prospective faculty members. Individuals may volunteer or be nominated for service. The faculty members shall vote to select members of a search committee. A search committee will include three department members, one of which will be selected as Chair, a faculty member from outside the department, and a graduate student from the department. The Department Chair will work with a search committee to prepare a position announcement. A search committee will receive applications, conduct an initial review of applications to identify a pool of qualified candidates, conduct screening interviews as needed, and propose a pool of candidates for in-person interviews. The Search Committee Chair will coordinate campus interviews and plan the itinerary for such. The Search Committee Chair is encouraged to follow the guidelines in Appendix III in managing the recruitment process.

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. Development and Review. The faculty members in the Department of Sport Management are responsible for the development and review of the curriculum for the respective degrees. The faculty members are responsible for reviewing, recommending, and passing on programmatic matters such as the development of new courses, elimination or modification of existing courses, core concentrations, and new programs or certifications.

B. Curriculum Committee Membership. See section III C. 3. b.

C. Syllabus Preparation. All instructors developing a syllabus for a course offered through the department are expected to prepare each syllabus in a manner consistent with the template published by the Anne Spencer Daves College of Education, Health, and Human Sciences. Particular elements are required for inclusion by the university and/or college, including but not limited to a statement on attendance, academic integrity, and accommodations for individuals with disabilities. Each syllabus should also include a department policy statement (see sample below) on late work. All instructors are expected to adhere to a “no acceptance” policy pertaining to late work. Syllabi should include information about accommodations for submitting work in the instance of an excused absence. Accommodations should be made when a student submits documentation whose authenticity can be verified.

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

1. Annual Evaluation. Each faculty member will prepare an annual evaluation packet documenting his/her teaching, research, and service as applicable to his/her assignment of responsibility. The Department Chair will review each faculty member's materials and prepare an annual letter of evaluation. For tenure-track faculty members the Department Chair will also prepare a letter documenting progress toward promotion and tenure. For specialized faculty members the Department Chair will also prepare a letter documenting progress toward promotion. The Department Chair will schedule a meeting with each faculty member to discuss his/her annual evaluation and as applicable progress toward promotion or progress toward promotion and tenure. The Department Chair will be evaluated by the Dean of the Anne Spencer Daves College of Education, Health, and Human Sciences.

The annual evaluation packet prepared by each faculty member is to include the following elements:

- a. A self-reflection that describes accomplishments in teaching, research and service (as assigned in your AOR). Each statement should address long-term goals and how a given year's accomplishments in teaching, research, and service relate to the long-term goals. The self-reflection should also provide an explanation of the significance that one's scholarship, teaching, and service is making in the field of study.
- b. A copy of the official AOR for the year (Jan 1 – Dec 31) including the research product page.
- c. The annual evaluation template.
- d. A current copy of one's vita.
- e. For those with a Scholarship/Research assignment, provide an electronic copy of all scholarly products accepted, 'in press', or published during the evaluation period.

- f. A copy of the syllabus for each course taught in the review period (excluding DIS's, supervised teaching, supervised research).
- g. Evaluations of teaching including copies of the summary page for student evaluations of instructor and course content (SPCI) for each course taught and any peer evaluation of teaching.

2. Department Criteria. In addition to the broad criteria described in the preceding sections, performance expectations for faculty members in the Department of Sport Management are noted in Appendix II. Performance expectations are presented in each area: teaching, scholarship/research, and service.

3. Merit Evaluation. Faculty members in the Department of Sport Management are evaluated for merit based on the academic year's productivity in teaching, research, and/or service activities. Productivity is evaluated based on the faculty member's Assignment of Responsibility (AOR) for that year. Each faculty member will be evaluated and ranked for an award of merit as **does not meet expectations** (no merit), **official concern** (no merit), **meets expectations** (merit eligible), or **exceeds expectations** (merit eligible). A merit rank will be assigned for each element of the AOR – teaching, research, and service – as applicable. A final merit score will be based on an aggregate of the ranking for each element.

a. Composition of the Merit Committee. Refer to III C 3 a.

b. Documents Required for Merit Consideration. The merit evaluation materials required for the review include:

- (1) A self-reflection that describes the faculty member's accomplishments in teaching, research and service (as assigned on his or her AOR). The maximum length is 2 pages double-spaced.
- (2) A copy of the official AOR(s) for the evaluation period including the research product page(s).
- (3) Annual evaluation template.
- (4) Summary page of the student instructor and course content evaluations (SPCI) for each course taught and any peer evaluation of teaching.
- (5) A current copy of one's vita
- (6) A copy of all scholarly products submitted, accepted, or published during the evaluation period.

c. Dates for Submitting Merit Evaluation Materials. The due date for submitting merit folders is set based on the Anne Spencer Daves College of Education, Health, and Human Sciences evaluation schedule.

d. Procedures for Reviewing Merit Folders. See Appendix I.

B. Criteria for Evaluation of Tenure-track Faculty.

1. Teaching. Teaching effectiveness, including effectiveness in presenting knowledge, information, and ideas by means or methods such as lecture, discussion, assignment, demonstration, laboratory exercise, practical experience, and direct consultation with students. The evaluation shall include consideration of effectiveness in imparting knowledge and skills, and effectiveness in stimulating students' critical thinking and/or creative abilities, and adherence to accepted standards of professional behavior in meeting responsibilities to students. The teaching evaluation shall also include consideration of contribution to:

- a.** Development or revision of curriculum, course structure, accreditation compliance, or other elements of the professional obligation
- b.** Other assigned university duties, such as advising, counseling, and supervision of interns, or as described in a Position Description, if any, of the position held by the employee.

2. Scholarship/Research. Contribution to the discovery of new knowledge, development of new educational techniques, and other forms of creative activity. Evidence of research and other creative activity shall include but not be limited to: published books; articles and papers in professional journals; papers presented at meetings of professional societies; and research and creative activity that has not yet resulted in publication. The evaluation shall include consideration of the employee's productivity, including the quality and quantity of what has been done during the year, and of the employee's scholarship/research and other creative programs and contributions; and recognition by the academic or professional community of what is done.

3. Service. Service that is related to and furthers the mission of the University, including service on departmental, college, and university committees, councils, and senates; service in appropriate professional organizations; participation in professional meetings, symposia, conferences, workshops, service on local, state, and national governmental boards, agencies and commissions; and service to public schools. Evaluation of service shall include consideration of contribution to:

- a.** The orderly and effective functioning of the faculty's academic program, department, college, and/or the total university;
- b.** The university community;

- c. The local, state, regional and national communities, and scholarly and professional associations;
- d. Such other responsibilities as may be appropriate to the assignment.

C. Criteria for Evaluation of Specialized Faculty.

1. Teaching. Evidence of teaching effectiveness will include the following:

- a. **Statement of assigned teaching responsibilities.** Statements of assigned teaching responsibilities are given consideration primarily as a framework describing the faculty member's work within the department within which the various indicators of teaching effectiveness are to be assessed. They will include listings of course assignments and individual study offerings, student advisees, thesis and dissertation advisees with indicators of "major advisor" assignments.
- b. **Student evaluations of performance.** Student evaluation of instructor and course content will constitute one source of evidence of teaching effectiveness of the faculty member.
- c. **Appraisals of teaching effects.** Evidence which describes critical incidents of the effects of the faculty member's teaching on other individuals will be considered in assessing teaching effectiveness. Such evidence may come from unsolicited letters, memoranda, or other documents describing incidents in which capabilities learned as a result of the faculty member's teaching have been put to use in productive ways. Signed documents may originate from students, former students, faculty colleagues, or others. If signed documents are used, they shall be made available upon request. Such incidents may be considered to have considerable predictive validity, but their freedom from personal bias and ulterior motives need to be carefully judged. Criteria for assessing evidence of teaching effectiveness will include:
 - (1) Specificity of the incidents reported (as contrasted with general impressions).
 - (2) Breadth of effect, as indicated by a variety of critical incidents and the probable spread of their influence.

d. Peer evaluation. All specialized faculty members positions shall submit a peer review annually. In conjunction with this submission, the faculty member may also present such other evidence of teaching effectiveness as deemed to be appropriate in the circumstances. Such evidence may include alternative evaluations by students, faculty (peer review) or administrators.

e. Other evidence. Faculty members may submit evidence of effort and creativity in developing instruction within the sphere of the faculty member's teaching responsibilities.

2. Service.

a. University. Service to the University is considered to be rendered by membership on committees convened to perform administrative, support, advisory and decision-making functions necessary to the operation of the University or any of its component divisions, schools, departments, or departmental units.

Criteria for assessment of this factor are as follows:

- 1) The amount of effort and time involved
- 2) The breadth of such service, in terms of variety and organizational levels within the University.
- 3) Leadership exercised, as indicated by chairpersonships, assigned committee responsibilities, etc.

b. Community. Service to the community encompasses a broad variety of activities, generally educational in nature, within the University, the local community, the state, the nation, or other countries of the world. The following are examples of such activities:

- 1) Within the University-lectures or seminars involving other departments or having a campus-wide orientation. Consultations on scholarly and instructional matters with other departments, which are in addition to assigned teaching responsibilities.
- 2) Within the local community-talks or speeches to local service groups, parent-teachers organizations, school faculty meetings; consult with local schools.

3) Within the state-cooperative work with schools, the State Department of Education; lectures and talks to school faculties, teacher organizations, statewide service organizations.

4) Within the nation-lectures and speeches to national organizations, including professional meetings; consultation with groups or organizations sponsoring educational R & D efforts of national scope; service as a member of reviewing panels or boards for federal agencies engaged in educational and R & D activities

5) International activities-educational and educational research activities in the form of lectures, consultations, or contracted work with agencies of other countries. Talks and speeches at international congresses of a professional nature.

c. Profession. Service to the profession may be evidenced by such activities as the following:

- 1) Functions performed (beyond simple membership) in professional and scientific organizations;
- 2) Holding office in such organizations, including chairpersonships, and memberships on boards and committees;
- 3) Service as editor, consulting or reviewing editor for professional journals having state, national, or international distribution.

Criteria for assessment of service in all categories are as follows:

- 1) Extent and variety of activities
- 2) Estimated effectiveness, in accordance with evidence available
- 3) Degree of importance of the activity, in terms of its potential impact.

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. As part of the annual evaluation process the Promotion and Tenure Committee members will review the materials for each faculty member who is not yet at the highest rank for their position and provide evaluative feedback as to whether the faculty member is making satisfactory progress toward promotion and tenure. The feedback will be shared via memo with the faculty member and department chair. The faculty member may request a meeting with the Chair of the Promotion and Tenure Committee to discuss the feedback. The department chair is responsible for preparing the progress toward promotion letter.

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 the date specified (generally mid-January). 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.

During the spring semester, the Department's Promotion and Tenure Committee members independently review the binder in the same manner as if the faculty member were being reviewed for promotion and/or tenure. The Committee members then meet to formulate evaluative feedback as to whether the faculty member is making satisfactory progress toward promotion and tenure. If the Committee members make the decision that unsatisfactory progress is being made toward promotion and tenure, the Committee members then provide the faculty member with specific recommendations. The Chair of the Promotion and Tenure Committee is responsible for providing a faculty member with these recommendations both orally and in writing. A copy of the Committee's written recommendation is also submitted to the Department Chair.

C. Peer Involvement in Evaluation of Promotion and Tenure of Faculty. The Promotion and Tenure Committee serves in a fact-finding capacity by independently reviewing and evaluating faculty credentials for promotion and tenure decisions. The department Promotion and Tenure Committee completes a third-year review of tenure-track faculty as noted in section VI. B. The department Promotion and Tenure Committee reviews the materials of tenure track faculty members being considered for promotion and tenure.

1. **Promotion.** During the fall semester, the department's Promotion and Tenure Committee members independently review the binders and formally vote for faculty candidates of promotion and/or tenure. At the Promotion and Tenure meeting, committee members may ask questions for clarification of the documents presented in a candidate's binder but may not discuss information that is not contained in the binder. A committee member may not advocate for or against a candidacy; all members exercise their own independent evaluations of each record. The Committee votes by secret ballot for final decisions regarding tenure and promotion. The issues of promotion and tenure are voted for separately.

Each candidate for promotion and/or tenure is notified in writing by the Chair of the department's Promotion and Tenure Committee. The reason that is cited most frequently for any negative secret ballot from committee members is recorded on the *Reasons for Negative Committee Review Ballots* form(s). Only the official reasons designated by the University Committee for a negative ballot may be used. The department's Promotion and Tenure Committee considers a tie ballot to be neither positive nor negative. When there is a tie, the binder is forwarded to the next level of review without advice, unless the candidate requests that the binder not be forwarded.

The Chair of the department's Promotion and Tenure Committee is responsible for scheduling and chairing meetings, administering the balloting, and documenting the results of the voting for the next level of evaluation. For faculty seeking promotion, the next level of review after a decision by the department's Promotion and Tenure Committee is with the Department Chair. Following deliberations on promotion and tenure, and after the committee votes, the Chair of the Promotion and Tenure Committee is charged with submitting a narrative that summarizes the review. The narrative is to be submitted to the Department Chair along with the voting results. A faculty member who is not recommended for promotion or for tenure may appeal that negative decision through the University appeals process.

2. **Tenure.** For tenure-earning faculty, the next level of review after a decision by the department's Promotion and Tenure Committee is with the tenured faculty of the department. The tenured faculty members have an opportunity to independently review the binders of the tenure candidates for a given period of time, usually one week. Then, the Chair of the Promotion and Tenure Committee calls a meeting of the tenured faculty to discuss the binders of faculty candidates and conduct balloting for (or against) a tenure nomination. The vote of the tenured faculty is done by secret ballot. Results of the tenured faculty balloting are indicated on the *Summary Cover Sheet for Tenure* and does not include reasons for negative ballots. The vote of the Promotion and Tenure Committee, the vote of the tenured faculty (if appropriate), and the binders of the faculty candidates are then submitted to the Department Chair for the next level of review.
3. **Voting Abstentions.** A faculty member who accepts election to the department's Promotion and Tenure committee is committed to reviewing and evaluating all files considered by the committee. Abstentions (refusals to ballot) should occur only for reasons of recusal, such as being unable to provide an unbiased assessment of a candidate due to extensive collaborative research or having a personal relationship with the candidate. Failure to ballot due to absence from campus during the review process is recorded as "absent not voting," not as an "abstention." Abstentions and absences are listed separately on the *Summary Cover Sheet(s)*.

D. Criteria for Promotion and Tenure of Tenure-track Faculty. All individuals considered for promotion or tenure are evaluated in accordance with the policies of the University, Board of Trustees, BOT-UFF, the Anne Spencer Daves College of Education, Health, and Human Sciences and the Department of Sport Management. In evaluating the competencies of a faculty member, primary assessment is in terms of his or her performance of the assigned duties and responsibilities based on the Assignment of Responsibility (AOR). The criteria on which recommendations are to be based are: (a) teaching; (b) scholarship/research; and (c) service.

1. **Teaching.** Evidence of teaching effectiveness will include the following:

a. Statement of assigned teaching responsibilities. Statements of assigned teaching responsibilities are given consideration primarily as a framework describing the faculty member's work within the department within which the various indicators of teaching effectiveness are to be assessed. They will include listings of course assignments and individual study offerings, student advisees, thesis and dissertation advisees with indicators of "major advisor" assignments.

b. Student evaluations of performance. Judgments or estimates by students will constitute one source of evidence of teaching effectiveness of the faculty member.

c. Appraisals of teaching effects. Evidence which describes critical incidents of the effects of the faculty member's teaching on other individuals will be considered in assessing teaching effectiveness. Such evidence may come from unsolicited letters memoranda, or other documents describing incidents in which capabilities learned as a result of the faculty member's teaching have been put to use in productive ways. Signed documents may originate with students, former students, faculty colleagues, or others. If signed documents are used, they shall be made available upon request. Such incidents may be considered to have considerable predictive validity, but their freedom from personal bias and ulterior motives need to be carefully judged. Criteria for assessing evidence of teaching effectiveness will include:

- (1) Specificity of the incidents reported (as contrasted with general impressions).
- (2) Breadth of effect, as indicated by a variety of critical incidents and the probable spread of their influence.

d. Peer evaluation. All faculty members in tenure-earning positions shall submit a faculty peer review evaluation annually. In conjunction with this submission, the faculty member may also present such other evidence of teaching effectiveness as deemed to be appropriate in the circumstances. Such evidence may include alternative evaluations by students, faculty (peer review) or administrators.

e. Other evidence. Faculty members may submit evidence of effort and creativity in developing instruction within the sphere of the faculty member's teaching responsibilities.

2. Scholarship/Research. Faculty members with a research appointment should pursue a program of scholarship/research devoted to the development of knowledge and the advancement of one's field of study. Evidence of research productivity may come from a variety of sources, including the following:

a. Scientific and technical articles and scholarly books contributing to the advancement of knowledge in the faculty member's chosen field of specialization, profession, or discipline.

Articles and books will be considered based on:

- (1)** Articles in journals: Prestige of journal and circulation; top tier journals are recognized as being included in the Social Sciences Citation Index (SSCI) and having a five-year impact factor of 2.0 or higher; originality and scope of article, length and breadth as exhibited by variety of sub-fields in which research or development is manifest; research effort required; journal refereed; co-authored works; and multi-author works. (The status of the journals should be indicated, i.e., refereed or non-refereed. The citation should be given in APA format.)
 - (2)** Scholarly books; textbooks; edited and/or translated books published by university, scholarly, or commercial press with international and national reputation: contract status of the book; the work has been accepted for publication and will be published, to differentiate from the contract often used by commercial houses indicating desire to consider publication rather than guarantee of publication; book reviews, or if not available, referee's report; influence of work as indicated by frequency of citation (e.g., SSCI journal citations; Google Scholar; Scopus, etc.) in published works of other investigators and writers, reprinting, translation in foreign language, or similar criteria; research effort required; and number of copies printed.
- b.** Articles in published works: book chapters; anthologies; proceedings of conferences or symposia; technical reports; original articles of semi-popular nature, having as their purpose the dissemination of technical or scientific information; book reviews, newspaper articles/reviews (listed separately); encyclopedia articles; and abstracts.
 - c.** Research-based papers presented to professional associations or groups. Related scholarship: papers read at national or international professional meetings; papers read at regional professional meetings; discussant or chairman/chairwoman roles at conference or symposia; and invited lectures.
 - d.** Documents describing research and development efforts in a programmatic sense, including funded project proposals.
 - e.** Reports of research and development efforts typically having limited distribution, such as project progress, technical and final reports, or locally reproduced reports.
 - f.** Original articles of a semi-popular nature, having the purpose of disseminating technical or scientific information.

g. Developed materials or procedures, or descriptions of them, which involve applications of theory or empirically based findings intended for use in the improvement of educational practices.

h. Criteria to be used to assess research productivity, applicable to any or all of these categories of output, are as follows:

- (1)** The extent to which the faculty member has contributed to the publication, report, or other document, and the nature of this contribution, as originator, designer, co-worker, writer, etc.
- (2)** The breadth and amount of scholarly effort, as exhibited by the variety of subfields in which research and development has been conducted, as well as by the number of products.
- (3)** The originality and quality of scholarly products, as indicated by such criteria as publication in journals employing referees, or working with publishers who submit manuscripts for editorial review, etc.
- (4)** The influence of the member's scholarly work, as indicated by such criteria as frequency of reference by other investigators and writers, reprinting, foreign translations, etc.
- (5)** The importance of the scholarly work, as judged by its potential effects in producing a substantial increase in the advancement of knowledge. (In terms of this criterion, for example, a publication reporting a valid generalization based upon evidence is rated more highly than a programmatic paper or a semi-popular article. As another example, a published article recording theory or empirical results is rated more highly than an oral report at a professional meeting.)

The evidence of scholarship/research for promotion to Associate Professor will be accounted from the candidate's date of initial employment at rank of Assistant Professor. The initial date of employment will be provided to the Promotion and Tenure committee. The evidence of scholarship/research for promotion to Professor will be accounted from the date on which the last promotion binder was submitted to the department. Publications will be accounted based on the date a Digital Object Identifier (DOI) has been assigned by a publisher.

3. Service.

a. University. Service to the University is considered to be rendered by membership on committees convened to perform administrative, support, advisory and decision-making functions necessary to the operation of the University or any of its component divisions, schools, departments, or departmental units. Service to the University will also include advising and counseling students and supervising student interns.

Criteria for assessment of this factor are as follows:

- (1) The amount of effort and time involved
- (2) The breadth of such service, in terms of variety and organizational levels within the University.
- (3) Leadership exercised, as indicated by chairpersonships, assigned committee responsibilities, etc.

b. Community. Service to the community encompasses a broad variety of activities, generally educational in nature, within the University, the local community, the state, the nation, or other countries of the world. The following are examples of such activities:

- (1) Within the University-lectures or seminars involving other departments or having a campus-wide orientation. Consultations on scholarly and instructional matters with other departments, which are in addition to assigned teaching responsibilities.
- (2) Within the local community-talks or speeches to local service groups, parent-teachers organizations, school faculty meetings; consult with local schools.
- (3) Within the state-cooperative work with schools, the State Department of Education; lectures and talks to school faculties, teacher organizations, statewide service organizations.
- (4) Within the nation-lectures and speeches to national organizations, including professional meetings; consultation with groups or organizations sponsoring educational R & D efforts of national scope; service as a member of reviewing panels or boards for federal agencies engaged in educational and R & D activities
- (5) International activities-educational and educational research activities in the form of lectures, consultations, or contracted work with agencies of other countries. Talks and speeches at international congresses of a professional nature.

c. Profession. Service to the profession may be evidenced by such activities as the following:

- (1) Functions performed (beyond simple membership) in professional and scientific organizations;
- (2) Holding office in such organizations, including chairpersonships and memberships on boards and committees;

- (3) Service as editor, consulting or reviewing editor for professional journals having state, national, or international distribution.

Criteria for assessment of service in all categories are as follows:

- 1) Extent and variety of activities
- 2) Estimated effectiveness, in accordance with evidence available
- 3) Degree of importance of the activity, in terms of its potential impact.

E. Tenure Upon Appointment (TUA) In instances where a prospective faculty member is considered for employment which would include tenure upon appointment (TUA) the following process is to be followed.

1. The candidate will provide evidence of accomplishment in scholarly and/or creative activity, excellence in teaching, and excellence in service.
2. Three outside letters of recommendation directed specifically to FSU are to be included as evidence for the candidate. Recommendation letters submitted as part of the search process may be used, or different external letters may be solicited following the university process for requesting such letters as part of the promotion and tenure process.
3. The department's Promotion and Tenure Committee will convene and review the evidence of scholarly/creative activity, teaching, and service, and vote by secret ballot on the question of tenure upon appointment.
 - a. The review will be focused on the candidate's most recent five years of activity.
4. The tenured faculty members in the department will review the evidence of scholarly/creative activity, teaching, and service, and vote by secret ballot on the question of tenure upon appointment.
 - a. Any tenured faculty member may request a meeting of the tenured faculty to discuss the candidate's qualifications. Such meeting will be convened by the Chair of the department Promotion and Tenure Committee.
5. The chair of the department's Promotion and Tenure Committee will report to the department Chair the results of the committee vote and the tenured faculty member vote.
6. The department Chair will report to the dean the results of the committee and tenured faculty vote.

Typically, tenure should be requested prior to the appointment of the candidate, and in no circumstances should it be requested any later than 3 months after the appointment begins.

F. Criteria for Promotion of Specialized Faculty. All individuals considered for promotion are evaluated in accordance with the policies of the University, Board of Trustees, BOT-UFF, the Anne Spencer Daves College of Education, Health, and Human Sciences and the Department of Sport Management. In evaluating the competencies of a faculty member, primary assessment is in terms of his or her performance of the assigned duties and responsibilities based on the Assignment of Responsibility (AOR). Specialized faculty promotion criteria shall include:

- 1. Statement of assigned teaching responsibilities.** Statements of assigned teaching responsibilities are given consideration primarily as a framework describing the faculty member's work within the department within which the various indicators of teaching effectiveness are to be assessed. They will include listings of course assignments and individual study offerings, student advisees, thesis and dissertation advisees with indicators of "major advisor" assignments.
- 2. Evidence of well-planned and delivered courses which shall include submission of course syllabi and any pertinent course-based materials.**
- 3. Student evaluations of performance.** Evaluation material should include summaries of data from the Student Perception of Courses and Instructors (SPCI). Other relevant student materials may also be submitted.
- 4. Letters from faculty members or other qualified university personnel who have conducted peer evaluations of the candidate's teaching.**
- 5. Appraisals of teaching effects.** Evidence which describes critical incidents of the effects of the faculty member's teaching on other individuals will be considered in assessing teaching effectiveness. Such evidence may come from unsolicited letters memoranda, or other documents describing incidents in which capabilities learned as a result of the faculty member's teaching have been put to use in productive ways. Signed documents may originate from students, former students, faculty colleagues, or others. If signed documents are used, they shall be made available upon request. Such incidents may be considered to have considerable predictive validity, but their freedom from personal bias and ulterior motives need to be carefully judged.

Criteria for assessing the evidence of teaching effectiveness will include:

- a.** Specificity of the incidents reported (as contrasted with general impressions).
- b.** Breadth of effect, as indicated by a variety of critical incidents and the probable spread of their influence.

6. **Proven ability to teach multiple courses within a discipline/major as evidenced by the candidate's assignment of responsibility**
7. **Evidence of instructional innovation, involvement in curriculum development, authorship of educational materials, and participation in professional organizations related to the area of instruction.**

Appendix I. Procedures for Reviewing Merit Folders.

The Chair of the Merit Committee is responsible for communicating with the members and setting a time period for reviewing merit folders. The Chair is also responsible for preparing ballots for each Committee member to use to record merit scores of each faculty member evaluated. No faculty member will submit an evaluation of his or her own merit. Each ballot contains a section for teaching, research, and service. In each section (as appropriate) faculty members will be evaluated using a numeric choice of:

- 0 = No merit
- 1 = Low merit
- 2 = Medium merit
- 3 = High merit

When completing an evaluation, each section shall be assessed based on the materials provided, in conjunction with the merit criteria outlined in Appendix B. Each faculty member has the discretion to include a brief narrative (no more than one paragraph) on the ballot form noting what s/he believes is exemplary effort in any or all of the areas evaluated. After independently evaluating faculty candidates for merit, members of the Merit Committee place their ballots in the departmental ballot box.

The Chair of the Merit Committee meets with the Department Chair to compile the merit evaluations. A score for each element of the AOR will be computed from the ratings of the merit committee members. First, a score for each element of the AOR will be calculated for each eligible faculty member by summing each rating for a respective element and dividing by the number of evaluators. The average from all the evaluators' scores will then be multiplied by the respective percentage for each corresponding element of the AOR. The product will be each faculty members' respective teaching, research, and service score (as applicable). Note: Instructional faculty will not have a research score. The final scores for each element will be summed together to determine a Merit Score. The faculty members will be ranked based on the Merit Score.

The merit report will include the following for each faculty member (as applicable):

	<u>Teaching</u>	<u>Research</u>	<u>Service</u>	<u>Merit</u>
Faculty Member	Avg. of summed scores	Avg. of summed scores	Avg. of summed scores	

Avg. * AOR%	Avg. * AOR%	Avg. * AOR%	Sum of products
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Narrative content (if any)

The narrative content is to be used by the Department Chair to support any recommendations for discretionary allocation of merit funds. The results of the merit evaluation, along with any recommendations for discretionary allocations, will be submitted by the Department Chair to the Dean of the Anne Spencer Daves College of Education, Health, and Human Sciences.

Public Access to the Scores and Ratings. Individual faculty members may submit a written request to the Department Chair for information regarding their respective ranking and scoring.

Merit Ratings and Promotion and Tenure. An award of high merit to a faculty member is not an indicator of his or her progress toward promotion and/or tenure. Promotion and tenure is a separate process.

Appendix II. Performance Expectations

	Does not Meet Expectations	Official Concern	Meets Expectations	Exceeds Expectations
Teaching	<p>Fails to fulfill teaching assignment on AOR.</p> <p>OR</p> <p>Fulfills teaching assignment on AOR.</p> <p>AND</p> <p>Shows a pattern of chronic low achievement as evidenced by ratings of "2" or "1" ("Poor") on 30% or more of teaching evaluations in at least one course in two consecutive semesters.</p> <p>OR</p> <p>Has failed to respond to official concerns as identified in previous evaluations.</p>	<p>Fulfills teaching assignment on AOR.</p> <p>AND</p> <p>Rated "2" or "1" ("Poor") on 50% or more of teaching evaluations for each course taught.</p> <p>(Unless there are extenuating circumstances as documented in their annual evaluation materials.)</p>	<p>Fulfills teaching assignments on AOR.</p> <p>AND</p> <p>More than 50% of teaching evaluations per course are rated as "3" ("Satisfactory") and/or "4".</p>	<p>Fulfills teaching assignment on AOR.</p> <p>And achieves at least two (2) of the following:</p> <p>Receive more than 70% of student ratings as "4" and/or "5" ("Excellent") on teaching evaluations for each course taught.</p> <p>OR</p> <p>Develop a new course in addition to teaching a full course load without any additional compensation or course reductions.</p> <p>OR</p> <p>Serve as an FSU university representative on more than one thesis/dissertation committee.</p> <p>OR</p> <p>Serve as a voting member of a thesis/dissertation committee for another university.</p> <p>OR</p> <p>Receive a university/college teaching, advising, and/or mentoring award.</p>

				<p>OR</p> <p>Receive a teaching, advising, and/or mentoring award from other an organization outside of FSU (e.g., NASSM)</p> <p>OR</p> <p>Complete a formal student mentorship (e.g., UROP, McNair's scholar, etc.).</p> <p>OR</p> <p>Complete a certification (that requires more than 5 hours of work/participation/involvement) that contributes to the advancement of teaching and learning and utilizes strategies learned to enhance instruction (e.g., CAT CAT workshop QM course certification).</p> <p>OR</p> <p>Integrate a service-learning component in a course that results in external recognition, or program funding.</p> <p>OR</p> <p>Publish a peer-reviewed textbook through a major university or commercial publishing house.</p> <p>OR</p> <p>Deliver a peer-reviewed or invited presentation/keynote address to a university, professional organization, agency, or other entity, that contributes to the advancement of teaching and learning (e.g., NASSM Teaching and Learning, Women in sport)</p> <p>OR</p>
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				Serve as a faculty (co-)advisor for department-sponsored RSOs (i.e., SMSA, WISA, MIS)
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	Does not Meet Expectations	Official Concern	Meets Expectations	Exceeds Expectations
Research	<p>Fails to fulfill research assignment on AOR.</p> <p>AND</p> <p>Exhibits a pattern of effort that fails to drive independent scholarship.</p>	Fails to fulfill research assignment on AOR.	Fulfills research assignment on AOR and is on a trajectory that meets criteria as defined in the Sport Management and university P&T guidelines during the evaluation period.	<p>Fulfills research assignment on AOR.</p> <p>AND</p> <p>Achieves at least two (2) of the following: (An element may be repeated for additional achievement.)</p> <p>Publish an additional an additional scholarly product as first author (journal article, book chapter, white paper, etc.)</p> <p>OR</p> <p>Receive funded research award(s) (total > \$10,000). Note: May be internal and/or external awards; does not include travel-related funding.</p> <p>OR</p> <p>Deliver an invited keynote presentation.</p> <p>OR</p> <p>Receive an externally sponsored research based award (e.g., NASSM fellow, NASSS fellow, NAK fellow, best paper award, etc)</p>

				<p>OR</p> <p>Publish a book through a major university or commercial press outlet.</p> <p>OR</p> <p>Publish a handbook through a major university or commercial publishing house.</p> <p>OR</p> <p>Publish work in high quality mainstream, nonacademic outlets (e.g., ESPN.com, The Atlantic).</p>
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	Does not Meet Expectations	Official Concern	Meets Expectations	Exceeds Expectations
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Service	Fails to fulfill service assignment on AOR.	Fulfills service assignment on AOR.	Fulfills service assignment on AOR and participates in program meetings.	Fulfills service assignment on AOR.
		<p align="center">AND</p> <p>Is consistently non-participatory.</p> <p align="center">OR</p> <p>Chronically does not meet deadlines.</p>		<p align="center">AND</p> <p>Achieves at least two (2) of the following: (An element may be repeated for additional achievement.)</p> <p>Serve on an ad hoc committee(s) (e.g., department, university, community or professional organizations) not listed in AOR.</p> <p align="center">OR</p> <p>Review grants for a state or federal agency or major foundations (e.g., NSF, NIH, Spencer Foundation, RJ).</p> <p align="center">OR</p> <p>Serve as an officer for a scholarly association (e.g., NASSM, NASSS)</p> <p align="center">OR</p> <p>Receive formal recognition focused on service to major professional/community organizations (e.g., outstanding conference journal/reviewer, volunteer of the year, NASSM service award)</p> <p align="center">OR</p> <p>Serve as the editor-in-charge of a scholarly journal</p> <p align="center">OR</p> <p>Serve on a professional or state committee or task force.</p>

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				<p>OR</p> <p>Receive a college/university service award.</p> <p>OR</p> <p>Chaperone a department-sanctioned student networking trip (e.g., CFP, final four)</p>
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Appendix III. Managing the Recruitment Process

The following information section includes information for the Chair of a faculty search committee to follow in managing the recruitment process. It aligns with university policy on search committees and faculty recruitment, which can be found here:

https://fda.fsu.edu/leadership-toolkit/faculty_recruitment

Per the FSU Office of Faculty Development and Advancement, the goals of the university's Faculty Recruitment procedures are to:

- Hire outstanding faculty
- Conduct an open and competitive search process
- Foster diversity and inclusion
- Comply with federal, state and university regulations and policies

The authority and responsibility of a faculty search are enumerated as follows:

- The dean/department chair is charged with stewardship of the entire hiring process from inception through welcoming a new faculty member into the department.
- The committee chairperson provides leadership to the search committee members and ensures consistency and equity in how the search is conducted.
- Consult with Human Resources, Office of Equity, Diversity & Inclusion to learn of any institutional/departmental goals for diversity, affirmative action implications, and non-discriminatory hiring practices.

Per university policy, all faculty search committee members are required to complete the Faculty Search Training prior to evaluating applicants. Searches are expected to adhere to the Faculty Recruiting Guidelines found at

https://hr.fsu.edu/sections/employment-recruitment-services/departments/faculty-recruiting-hiring-resources?page=ers/ers_faculty_recruiting_resources

The outline below provides a guide for Search Committee Chairs to consult when leading a faculty search:

1. In general, the Search Committee Chair shall be responsible for:
 - a. Managing and reviewing submissions to the University application website
 - b. Scheduling committee meetings to
 - i. Review applications
 - ii. Hold phone/Zoom interviews (long list)
 - iii. Schedule campus interviews (short list), including:
 1. Creating the itinerary for each candidate
 2. Scheduling the Committee Interviews
 3. Scheduling the Research Presentations

4. Scheduling meetings with the Dean of the College of Education, Associate Dean of Research for the College of Education, the Chair of the Department of Sport Management, doctoral students in the Department of Sport Management, and all meals.
 - c. Communicate to faculty and students the candidate schedules, and make available relevant documents for each (i.e., CV, cover letter, research statement, etc.) via Department canvas site
 - d. Circulate Qualtrics surveys to faculty and doctoral students about each candidate interviewed during the campus interview stage (sample survey below)
 - e. Schedule meeting to vote on final decision
 - f. Communicate outcome of vote to Department chair via written memo, which includes discussion of candidates, formal vote and recommendation, and ancillary documents such as all surveys and summaries thereof
 - g. Maintain records of all search activities for period of four (4) years per University policy.
2. Recruitment
 - a. The Department faculty work together to produce a Job Announcement that is then published to the various academic listservs in the field (e.g., NASSM, NASSS, SMA, etc.) as well as trade publications such as The Chronicle of Higher Education.
 - b. The Search Committee Chair should expect to field inquiries from prospective candidates about the position leading up to the closing date of the position announcement regarding the search process (i.e., deadlines, materials needed to submit, etc.) and position specifications. The Chair shall respond in a timely fashion, and be consistent with communication to all applicants regarding the position. Using a standard form letter response is helpful for the sake of consistency.

3. Review of applications

Once the deadline for applications has passed, the Search Committee Chair is responsible for scheduling a meeting with the committee members to formally evaluate all of the candidates. Each committee member has access to the application portal, and can view all of the application items for each candidate. The Chair shall create a spreadsheet to record discussion on all candidates. Typically, there are four tiers into which applicants will fall:

- *Tier 1 applicants:* These applicants are qualified for the advertised position (i.e., hold a PhD in Sport Management or related field; have

topical and/or methodological expertise in the area preferred in the search; have an active research and publication record commensurate with Department expectations (e.g., Tier 1 journal publications; externally funded grants, etc.)

- *Tier 2 applicants:* These applicants are qualified for the advertised position (i.e., hold a PhD in Sport Management or related field; have topical and/or methodological expertise in the area preferred in the search (e.g., sport marketing, sport analytics, sport media, sport and organizational behavior, etc.); but perhaps lack an active research or publication record commensurate with Department expectations (e.g., lack of Tier 1 journal publications; no grant funding, lack of teaching experience, etc.).
- *Tier 3 applicants:* These applicants meet the minimum qualification of eligibility to be hired (i.e., hold a PhD in Sport Management or related field, but have no active research agenda and/or have a record that does not align with the position preference (e.g., someone with a background in sport finance who applies for a sport marketing position but has never published or taught about sport marketing).
- *Tier 4 applicants:* These applicants do not meet the minimum qualification of eligibility to be hired, i.e., do not hold a Ph.D. in Sport Management or related field.

Once applicants have been discussed, the Committee shall endeavor to produce a long list (e.g., 5 to 7 applications) for 30-minute Zoom interviews. Ideally, the applicants who make it to the Zoom stage should all be considered Tier 1 applicants. The Search Committee Chair prepares a memo to the Department Chair summarizing the deliberations of the Search Committee and includes a recommendation for Zoom interviews. Once the list is approved, the Search Committee Chair shall schedule the interviews in a fair and equitable manner (i.e., same amount of time for each candidate, scheduled in a reasonable timeframe, etc.).

4. The Committee shall produce a standard list of questions (e.g., 5-7) to be asked of each candidate during a 30-minute Zoom interview, with applicable elaboration for use in the in-person campus interview. Example of such questions *might* include the following related to research, teaching, and the field of sport management (*note*: each candidate must be asked the same questions in the same order):
 - a. What specifically attracted you to this position?
 - b. What do you think makes you different or will separate you from the other candidates?
 - c. Can you please discuss your overall research agenda, including how you situate your research within the domain of sport management specifically? Follow-up: Can you connect what you just said to external grant funding opportunities?

- d. Thinking about your methodological approach to research, can you highlight the methods you use and why, and how that relates to your paradigmatic orientation toward conducting research?

- e. What is your dream course to teach at the doctoral level, and why? How would you teach it? What topics would you focus on? What texts would you use or highlight? What projects or kinds of papers would you have the students do?
 - f. Our undergraduate and master's degree programs are primarily oriented around graduating students who want to go on to work in the sports industry. Can you talk about how you would frame or translate your courses at that level to that student population?
 - g. One of the primary pedagogical responsibilities of tenure-track faculty in our department is the recruitment, training, and mentorship of doctoral students. Can you talk us through the approach you would have to mentoring your doctoral students?
 - h. Looking at the field of sport management, what issues or pressing concerns do you see on the horizon in the coming years?
5. Following completion of all Zoom interviews, the committee shall meet to discuss the strengths and weakness of the candidates and, crucially, how they fit within the remit of the position announcement. The goal of this meeting is to produce a 'short list' of three candidates to whom campus interviews are extended. Once a decision is made on the short list, the Search Committee Chair shall prepare a memo to the Department Chair summarizing the deliberations of the Search Committee and includes a recommendation for on-campus interviews. Once approved, the Search Committee Chair shall schedule the on-campus interviews in a fair and equitable manner (similar schedules, similar accommodations, similar meetings, etc.). The Search Committee Chair shall work with the Department Accounting Professional to schedule air travel and hotel accommodations for each candidate, as well as confirm availability of the Dean with the Dean's scheduler.
 6. Once on campus interviews are approved, the Chair shall request letters of reference for each candidate per the university guidelines.
 7. The Chair shall next prepare itineraries for all on-campus interview candidates. The Chair shall ensure that each candidate's itinerary is identical in content to the extent possible (exceptions might include: duration of meeting with the Dean due to scheduling, number of meals based on arrival/departures times of the candidate, etc.). Each itinerary shall include:
 - a. Interview with search committee (60 minutes)
 - b. Research presentation (60 minutes)
 - c. Meeting with COE Dean (or Dean designate representative)
 - d. Meeting with SPM Dept. Chair (breakfast; exit interview)
 - e. Meeting with COE Associate Dean of Research
 - f. Meeting with SPM doctoral students (45-60 minutes in a Tully classroom)
 - g. Meals with SPM faculty members (typically, a lunch and 1-2 dinners)

8. At the conclusion of each campus interview, the Chair shall circulate a Qualtrics survey to faculty and doctoral students via email (two separate surveys with different questions for each group). The results are kept by the Chair and circulated to the search committee members prior to the search committee deliberation meeting.
9. At the search committee deliberation meeting, the committee shall discuss in detail all candidates who had a campus interview. The discussion should include feedback from each committee member about the committee interview, research presentation, and quality of research; a discussion of the survey results about each candidate; the strengths and weaknesses of the candidate as observed during the campus visit; and a discussion of how each candidate 'fits' in the department in terms of research, teaching, and service experiences, expectations, and opportunities. At the conclusion of the deliberations, the Chair shall hold a formal vote as to who the committee should recommend be offered the position. (Typically, this takes the form of a ballot ranking each candidate).
10. Following the committee meeting in Item 8, the Chair prepares a memo to the Department Chair and Dean with the formal recommendation, providing a rationale for the recommendation, highlights of the surveys, and any other items deemed important to the deliberations.
11. At the conclusion of the search, and once a faculty candidate has formally been offered and accepted the position, the Search Committee Chair must fill in the HR Faculty Search Disposition form, attesting to the reason why each applicant was not offered a Zoom interview, campus interview, and ultimately the position.