

**DEPARTMENT BYLAWS FOR THE DEPARTMENT OF  
EDUCATIONAL LEADERSHIP AND POLICY STUDIES**  
COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES  
FLORIDA STATE UNIVERSITY  
(Amended November, 2021)

These are the current bylaws of the Department of Educational Leadership and Policy Studies. These bylaws were last approved on November 17, 2021 by a majority of the applicable voting members of the department and on 4/28/2022 by the College of Education, Health, and Human Sciences and the Office of Faculty Development and Advancement.

**Preamble**

**Establishment.** The Department of Educational Leadership and Policy Studies (Department) was constituted within the College of Education in the fall of 2001. These bylaws were established by a two-thirds vote of the faculty on January 31, 2002 and have been revised subsequently according to the procedures in Article 8 as amended that are documented in an appendix to this document. Nothing in these current or revised bylaws shall be deemed to override, substitute for, or take the place of any lawful requirement of the collective bargaining agreement between Florida State University and The United Faculty of Florida. The Department may continue to add, modify or delete any language in the by-laws that does not conflict with the collective bargaining agreement as necessary to ensure that the mission and core values of the Department are attained.

**Mission.** The Florida State University Department of Educational Leadership and Policy Studies is focused on educational improvement at all levels. The Department offers educational programs on interdisciplinary perspectives that shape theory and inform practice at the local, state, national and global levels. Through collaboration, innovative approaches, and a commitment to partnerships, we engage in research that shapes both policy and practice. We prepare scholars and leaders committed to using critical inquiry and research evidence to create learning environments focused on excellence and social change.

**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, the Faculty Handbook, and the Annual Promotion and Tenure Letter.

**B. Bylaws Revision.** Amendments to these bylaws may be proposed by the DAC, Bylaws Committee, Department Chair, or by petition of five eligible voting members of the Department. Proposals must be circulated at least five days in advance of an announced vote, which may take place by secret ballot or during a regular

meeting of the Department faculty. The amendment becomes a part of the Bylaws when approved by two-thirds (2/3) of the faculty eligible to vote.

**C. Sunset Provision.** These bylaws shall cease to apply after the November 2031 faculty meeting unless they are approved again by two-thirds (2/3) of the voting members of the department.

**D. Substantive Change Statement.** Faculty and staff members are expected to be familiar with and follow the Florida State Substantive Change Policy as found on the university website <http://provost.fsu.edu/sacs>

## **II. Membership and Voting Rights**

**A. Faculty Membership.** The faculty of the Department of Educational Leadership and Policy Studies shall consist of those persons holding tenure-track or non-tenure track rank in the Department **and** having at least 25% of their annual assignment of responsibilities assigned to the Department.

**B. Department Membership.** In addition to the faculty defined in II.A. above, the following are members of the Department of Educational Leadership and Policy Studies: full-time staff.

**C. Faculty Voting Rights.** All faculty members defined in II.A. above have full voting rights.

**D. Non-faculty Voting Rights.** All other departmental members as defined in II.B. above do not have voting rights.

## **III. Department Organization and Governance**

**A. Faculty Meetings.** The Department Chair may call a meeting of the Departmental Faculty. There are a minimum of two faculty meetings per year.

### **B. Department Chair Selection.**

**i. Duties.** The Department Chair is the executive officer of the department and serves as facilitator, mentor and articulator of faculty governance. In pursuance of these responsibilities, the Department Chair:

- a. Calls and presides at a regular meeting of the faculty at least once each term during the academic year;
- b. Formulates the agenda for faculty meetings and DAC meetings;
- c. Communicates to the faculty information regarding challenges and opportunities currently facing the Department and its constituent programs;
- d. Coordinates the DAC in making and implementing the decisions

required to respond to challenges and opportunities, including where appropriate the nomination and supervision of standing or ad hoc subcommittees of faculty, staff, and/or students to deal with particular issues in greater depth;

- e. Represents the Department in outside venues where the interests of the Unit are at stake, including the College of Education, Health, and Human Sciences Deans and Chairs Meetings;
- f. Communicates to the Dean and other University offices, as appropriate, information regarding Department operations, proposals emanating from the faculty, and responses to requests formulated by these offices;
- g. Oversees the distribution of resources and responsibilities across academic programs and faculty within the Department and conducts related decision making in a strategic, collegial, and democratic manner;
- h. Acts on the recommendations of the DAC;
- i. Makes any other decisions and takes any other initiatives necessary to ensure harmonious operation of the Department, including supervision of staff and faculty and/or resolution of policy-relevant issues on an as needed basis.
- j. Conducts annual review of faculty and department manager;
- k. Supervises preparation of faculty Assignments of Responsibilities (AOR);
- l. Recommends awards, sabbaticals, leaves and other honorary considerations;
- m. Assists faculty with development and submission of applications for contracts and grants;
- n. Monitors the implementation of the academic programs in cooperation with faculty and students of the Department's degree authorizations;
- o. Supervises the recruitment and work of administrative staff members;
- p. Administers budgets in consultation with the DAC members;
- q. Selects and recommends members for search committees to fill faculty vacancies; and
- r. Oversees faculty interactions with students.

**ii. Selection.** When a vacancy occurs at the Chair level, the Dean will meet with the department to establish the parameters for selection of a chair either from within the department or through an external search. The Departmental Advisory Committee (DAC) will serve as the internal search committee with one member of DAC to serve as chair of the search process and committee. Note only DAC faculty members will serve on the committee to search for the chair, soliciting nominations and forwarding nominations to the Dean. Once the Dean approves the slate, candidates will forward. Prior to any committee recommendation being forwarded to the Dean, all members of the department/school (including faculty, staff, and students) will be afforded an

opportunity to meet with and provide feedback on any candidate to be considered for the office and majority vote of the faculty will serve as the recommendation to the dean. Our department will recommend our preference to the Dean who holds the final selection authority. For an external search, the Dean will convene the search committee.

**iii. Term in Office.** The Department Chair is elected to a three-year term that begins on June 1 of the first year and ends on May 31 of the last year. The term of Chair is renewable for a second consecutive term by a two-thirds vote of departmental faculty. Early in the third year of the term, the Chair shall be reviewed by the faculty with the review coordinated by DAC. The DAC shall meet with the Dean to report its findings. If a two-thirds vote for renewal is not obtained, the department will conduct a search as outlined in Section 2 above. Whenever the office of Chair/Director becomes vacant, the department shall conduct a search. While the selection process is occurring, the elected Vice-Chair (or, in the absence of an elected Vice-Chair, an appointee of the Dean) will serve as interim chair. The Department Chair may serve for no more than two consecutive three-year terms. A previous Department Chair may serve again, after at least one three-year term has passed.

**iv. Evaluation.** The Department Chair is evaluated by the Dean of the College. On an annual basis, a formative appraisal of the Department Chair will be coordinated by DAC and include a survey to faculty, staff and students. DAC will share and discuss the results with the Department Chair and a report will be shared with faculty and staff.

**v. Recall.** A petition for a vote of no confidence may be made by any two faculty members via a formal request to the DAC. The DAC will serve as an intermediary through which grievances will be shared with the Department Chair, who will be given a chance to respond prior to any vote of no confidence. No more than two such votes may be called in any calendar year.

Upon a two-thirds vote of no confidence in the Chairperson's administrative performance, produced by voting members of the Department, a search shall be initiated under Section 2 above.

## **C. Department Leadership and Committees.**

### **i. Associate Chair**

**a. Duties.** Associate Chair in the Department of Educational Leadership and Policy Studies is responsible for two main areas—student affairs and teaching/curriculum and serves as Acting Chair in absence of the Chair. The specific nature of these responsibilities will be determined by the Chair in discussion with the Associate Chair and may include additional responsibilities as needed and appropriate.

**b. Term.** Two years with possible extension beyond two years as

recommended by the Department Chair and DAC and as approved by the Dean.

**c. Selection and Procedure.** The Department Chair will call for self-nominations of faculty (tenure-line or specialized faculty) who are interested in this position. After screening for the candidate's qualification and match, the Chair will put forward the name(s) to the DAC for a discussion. After DAC members agree on the candidate, the faculty will vote on the Associate Chair. The Chair will forward the recommendation to the Dean for approval.

**d. Assignment of Responsibilities.** The AOR will be determined by the Department Chair in consultation with the Dean. The administrative assignment for the Associate Chair will be negotiated for the Fall and Spring terms and must be approved by the Dean. The essential responsibilities of the Associate Chair are described in section C.i. Duties above. The remaining percentage of the AOR will be allocated to the 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 across the Fall and Spring terms, 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 scholarship, teaching and advising, and service.

**e. Evaluation.** The Associate Chair will follow the faculty evaluation process in the same way as the other faculty members each year.

**f. Recall.** A petition for a vote of no confidence may be made by any two faculty members via a formal request to the Department Chair who will serve as an intermediary through which grievances will be shared with the Associate Chair. The Associate Chair will be given a chance to respond prior to any vote of no confidence. No more than two such votes may be called in any calendar year. Upon a two-thirds vote of no confidence in the Associate Chair's administrative performance produced by voting members of the Department, a new selection process shall be initiated following Selection & Procedure above.

**ii. Department Advisory Committee (DAC).** The Department Advisory Committee (DAC) shall provide support, advice, and counsel to the Chair and to the faculty of the Department. It may recommend establishment of standing and ad hoc committees as may be necessary in the overall management of the Department's work, in securing the welfare of faculty and students, and in assuring compliance with College and University rules.

**a. Powers & Duties.** The DAC will be responsible for advising the Chair in meeting the Department's goals and realizing its mission and vision. The DAC's advisory responsibilities include:

- a. Strategic planning to establish long-range goals and objectives for the Department;
- b. Curricular planning and coordination;
- c. Staff and faculty development;
- d. Budgetary and fiscal planning;
- e. Long-range projection of resource needs and resource generation strategies;
- f. Development and application of sound accounting and reporting procedures for the Department;
- g. Conduct an annual review of the Chair's performance for the purpose of offering recommendations for improvement.

**b. Representation & Election.** The DAC shall consist of: Program Coordinators/Directors from each of the Department's programs (Educational Leadership & Policy, Higher Education, Online EdD, Online EDA, and Undergraduate Leadership). Two additional faculty members are selected as follows; one is appointed by the Department Chair and one member is elected at large by the departmental faculty. The Departmental Manager will represent staff. Two student representatives, one each selected by the Higher Education Student Association (HESA) and the Leadership, Education, Activism, and Research Network (LEARN), will serve as non-voting members. All faculty members, including the Department Chair are voting members.

**c. Meetings.** The DAC will be chaired by the Department Chair for the length of the duration of that officer's mandate, or by Associate Chair in the event of the Department Chair's absence. The Advisory Committee shall meet at least once each month during the Fall and Spring semesters of the academic year and at such other times as the Department Chair may determine at discretion or upon petition from at least two members of DAC.

Any faculty member or student enrolled in the Department may initiate a request for a DAC meeting by communicating this petition in writing to the Department Chair.

**iii. Standing Committees.** The standing committees of the Department include the Curriculum Committee, Bylaws Committee, the Undergraduate Committee, the Faculty Development Committee, and the Promotion and Tenure Committee.

**a. General guidelines for the committees,** unless otherwise noted, are as follows:

- Standing committees will be composed of representatives from the Educational Leadership & Policy and Higher Education programs. Committee members will be nominated or self nominated in a faculty meeting during the spring semester.

- Unless otherwise indicated, committee membership is limited to voting faculty members of the Department and students currently enrolled in departmental degree programs.
- Each committee will be chaired by one member selected by the committee for the academic year.
- The configuration of standing committees presented in this Article may be modified by vote of the Department faculty as circumstances dictate. If shortages of personnel make it impossible at particular periods to fill requisite positions on all committees, their functions may be temporarily combined at the discretion of the Department Chair.
- The selection of replacements and additions to standing committees may be undertaken by a vote of the Department faculty either in a faculty meeting or by electronic vote.

**b. Curriculum Committee.** The Curriculum Committee is responsible for reviewing, recommending, and passing on programmatic matters such as the development of new graduate courses, elimination or modification of existing courses, core concentrations, new programs or certifications, and review and rank of university fellowship folders. The chair of the committee serves as Department representative to the College Curriculum Committee.

**c. Bylaws Committee.** The Bylaws Committee is responsible for reviewing, recommending, and revising the Department bylaws as needed. The Bylaws Committee Chair will present any revision or addition to the Department bylaws at a faculty meeting and administer faculty vote for approval. The bylaws will then be forwarded to the Dean and the University's Vice President for Faculty Development and Advancement for review for concordance with College and University bylaws. Once the Dean and University approve the bylaws or make recommendations for changes, faculty will vote on the implementation of the final revised bylaws.

**d. Undergraduate Committee.** The Undergraduate Committee is responsible for developing policy regarding undergraduate course offerings and curriculum, monitoring related activities of PEAC and the University Undergraduate Policy Committee, and advising the Department Chair and DAC on matters related to policy for undergraduate education. At least one member of the committee must teach undergraduate courses.

**e. Faculty Development Committee.** The Faculty Development Committee is responsible for planning and implementing a system of faculty development that contributes to improved teaching and learning within the Department as well as recognition of outstanding research, teaching or service. The committee is also responsible for developing, maintaining and implementing a system of evaluation that complies with College and University policies on faculty evaluation and award of merit pay. (See Article X for specific procedures for faculty evaluations).

**f. Promotion and Tenure (P&T) Committee.** The purpose of the P&T Committee is to carry out promotion and tenure deliberations in accordance with department, college and university guidelines and to annually review and adopt Department criteria for tenure and promotion. It shall be composed of five members of the tenured faculty elected from the Department. When a specialized faculty member is considered for promotion, one specialized faculty member will join the P&T Committee. The chair of this committee will serve as a representative to the College Promotion and Tenure Committee.

**D. Faculty Senators.** The Department Chair solicits self-nominations and calls for a vote.

**E. Faculty Recruitment.** Faculty members are recruited and selected via search committee that consists of at least two faculty members from the home program, one faculty member from a different program in the department, one graduate student from the home program, and at least one faculty member from outside the department.

**F. Unit Reorganization.** In the event of the occurrence of an alteration or modification to the structure, arrangement, or organization of a recognized administrative or organizational entity of the College, involvement by faculty within the specific implicated unit will occur with full notice of proposed changes being provided, as well as opportunities to voice advisory nonbinding opinions, concerns, and suggestions on the matter.

#### **IV. Curriculum**

See Section III.C.iii.b (Curriculum Committee)

#### **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:

- Substantially Exceeds FSU's High Expectations
- Exceeds FSU's High Expectations
- Meets FSU's High Expectations
- Official Concern
- Does Not Meet FSU's High Expectations

Annual reviews of faculty performance based on the prior calendar year are conducted by the Department Chair and are reported in annual review letters, progress letters, and performance rating summary forms. Sources of information include data from the Faculty Expertise and Advancement System (FEAS), merit rubric, faculty narrative



statement and observation (note, the merit rubric and faculty narrative statement are also submitted by faculty for 2. Merit Reviews). Annual review meetings between the Department Chair and faculty member also include discussion of the faculty member's assignment for the coming academic year.

Merit reviews are conducted on an annual basis by the Faculty Development Committee (FDC) for the purposes of making recommendations to the Department Chair for merit pay (when available).

Merit reviews are based on the Department Merit Matrix that is in effect on January 1<sup>st</sup> of the year being evaluated. Revisions to the Merit Matrix are considered on a biennial basis in odd-numbered year to then go into effect for the subsequent even-numbered year as long as approved by December 31<sup>st</sup> of the odd-numbered year.

1. Each member of the faculty will be evaluated using the matrix appropriate for their classification (i.e., tenure-track faculty or specialized faculty), without modification related to the time distribution reflected in the Assignment of Responsibilities.
2. Based on faculty members' overall Merit Score (calculated as the sum of merit points earned for research, teaching, and service) faculty members' performance will be classified according to the following scale:
  - a. Does not meet FSU's High Expectations or Official Concern (to be used at the discretion of the Department Chair)
  - b. Meets FSU's high expectations
  - c. Exceeds FSU's High Expectations
  - d. Substantially Exceeds FSU's High Expectations.
3. Although the performance review process will be managed by the FDC, and although the FDC will recommend faculty members' status/rating, the Department Chair will have the responsibility to confirm faculty rankings and the authority to reclassify faculty members if confronted with extenuating circumstances, though any such reclassification would require the assent of the FDC. Examples of such circumstances may include, part-year employment or significant changes in faculty member responsibilities (e.g., transition into or out of department chair, reallocation of time across departments/centers/institutes, sabbaticals, personal or family leave).

**B. Criteria for Evaluation of Tenure-track Faculty. See Appendix A: Faculty Evaluation Criteria.**

**C. Criteria for Evaluation of Specialized Faculty. See Appendix A: Faculty Evaluation Criteria.**

## **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 progress toward promotion

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.

**C. Peer Involvement in Evaluation of Promotion and Tenure of Faculty.** The Department Promotion & Tenure (P&T) Committee and Department Chair will conduct the review on the basis of eBinders and other electronic documents compiled and submitted by the faculty member being reviewed. The timing and criteria for promotion reviews and the process for a post-review meeting for tenure-line faculty members and specialized faculty members who have not yet attained the highest rank are specified in the Department P&T criteria document.

**D. Criteria for Promotion and Tenure of Tenure-track Faculty.** See Appendix B: Criteria for Promotion and Tenure: Tenure-Track Faculty

**E. Criteria for Promotion of Specialized Faculty.** See Appendix C: Criteria for Promotion: Specialized Faculty

## Appendix A: Faculty Evaluation Criteria

The FDC will report the share of points in each area that you earned on the matrix. This information will be reviewed by the Department Chair in their consideration of whether a faculty member's productivity aligned with your assignment.

**NOTES: 1) Points given at the discretion of the FDC committee (average of discretionary points across members) in each of the three areas based on evidence provided by the faculty member. 2) If on a family or medical leave during the course of a year, faculty are eligible for 100 points maximum at the discretion of the FDC committee in each of the three areas – research, teaching and service. Basic parameters of the leave, such as length of time, should be noted in the narrative statement.**

### RESEARCH

#### ***Publications***

Each article/book published will receive a base of 20 merit points. Products include journal articles, chapters in edited volumes, books, edited volumes.

Additional points will be awarded for *order of authorship and having a student as co-author*. Authored *books and edited volumes* will be awarded additional merit points. Lastly, merit points will be awarded for the quality of publication outlet based on the criteria listed in the matrix (peer reviewed, acceptance rate, JCR indexed, high impact factor, note whichever is higher annual or five year average) – most apply specifically to articles, but Refereed/Peer Review may also be applied to books and edited volumes.

Research products that have been published will be awarded the full value of merit points, if no points were previously awarded for acceptance/in press. Research products that have been accepted/in press will be awarded 50% of the eligible points, with the 50% balance to be awarded in the year of publication. Please list all publications in the supplemental publications merit spreadsheet and indicate if accepted/in press, published or both. This is an attempt to keep better track of when publications are credited.

Manuscripts submitted for review will not be counted until accepted/in press or published. You may request discretionary points for these efforts

Publications for which points are awarded must be listed in a separate spreadsheet "Publications Summary" on the merit matrix.

#### ***Presentations***

Presentations made will be awarded a base of 10 merit points.

International/national conference presentations will receive an additional 10 points with an additional 5 awarded for refereed/peer-reviewed conferences.

### ***Grants & Contracts***

Merit points will be awarded for proposal submissions. Each submission will be awarded a maximum of 10 points. Only principal and co-principal investigators are eligible for grant submission points.

Merit points will be given for all grants awarded in the year that the grant is awarded. Each grant/contract awarded will receive a base of 15 points with additional points given for the role (principal investigator, co-pi), financial value of the award and students employed.

Ongoing activities of grants in all subsequent years will generate merit points for principal and co-principal investigators and for the number of students employed.

### ***Recognition for Research/Creative Work***

Awards that recognize faculty's research/creative work will receive 10 merit points.

Additional merit points will be awarded on the basis of the scope of recognition.

### ***Committee Discretion***

Based on the faculty member's narrative statement, merit points awarded at the FDC's discretion may include, but not limited to the following [brief statements should be listed in respective sheet in matrix file as well]:

- Invited presentations
- Sole authorship
- Prestige of press for books/edited volumes
- White papers/policy/research reports that go beyond expected contractual activities of grant funded efforts, or that have a notable impact/exposure
- submitted manuscripts
- Employ more than 3 students on grants
- Conference presentations with students
- Policy briefs
- Grant efforts, but not as PI or Co-PI
- Supervision of postdoctoral fellows/scholars

## **TEACHING**

### ***Fall/Spring/Summer Courses Taught***

Each course taught in a 'regular' section will be awarded 10 merit points.

Additional points will be awarded for excellence in teaching-based SPOT/SUSAI Evaluations that have at least an 80% response rate in face-to-face courses and 65% in online courses, Peer Evaluations, size of class (25 or more students, 15 or more students) and Characteristics of the Course (size, first time offering, first

time teaching/new platform).

### ***Doctoral Dissertation Committees***

Merit points will be awarded for each student for whom a faculty member serves as chair or temporary advisor (7 pts).

Additional points will be awarded to chairs and members of the committees at different points of success: dissertation defended (10 pts for Chair, 5 points for member), prospectus defended (10, 5 points) or prelim research paper defended (5, 2 pts).

### ***Master's Advising***

One merit point for each master's advisee will be awarded with an additional 10 points awarded to the advisor/chair and 5 points to the second reader for a student's successful defense of a master's thesis or 2 points (1 point to second reader) awarded for the successful completion of master's comprehensive exams. Both readers of EDA comprehensive exams are all considered first readers.

### ***Recognition for Teaching/Advising***

Official recognition/teaching awards will generate 10 merit points. Additional points may be awarded based on the scope of recognition.

### ***Committee Discretion***

Based on the faculty member's narrative statement, merit points awarded at the FDC's discretion may include, but not limited to the following [brief statements should be listed in respective sheet in matrix file as well]:

- Nominations for teaching/mentoring awards
- Non-Traditional Courses (e.g., DIS, Practicum, Internship, Comprehensive Exams) otherwise not counted above
- Student extraordinary successes
- Supervision of undergraduate honors thesis
- Over 30 students, acknowledge if have assistance from a TA
- Course redesign

## **SERVICE**

Merit points will be awarded based on service to the institution, field/discipline, and the public – as well as for recognition for service.

### ***Service to the Institution...***

...includes – program, department, college and university committee service; program coordination and one-time service (examples – chair ad hoc committee, undertake new initiative, host an R-3 Grad Student Development Session).

### ***Service to the Field/Discipline***

...reflects journal related activities, conference leadership and activities, grants

and award reviews, leadership in national associations and tenure/promotion reviews.

***Service to the Public...***

...includes public committee/board membership and public commentary.

***Recognition for Outstanding Service*** is also awarded merit points.

***Committee Discretion***

Based on the faculty member's narrative statement, merit points awarded at the FDC's discretion may include, but not limited to the following [brief statements should be listed in respective sheet in matrix file as well]:

- Extraordinary effort as committee chair/member
- Organize symposium
- Service as faculty mentor
- Invited presentations
- Mentor junior faculty members
- Conduct teaching observations
- Student recruitment/mentoring beyond committee or advisee assignment

## **Appendix B: Criteria for Promotion and Tenure: Tenure Track Faculty**

Criteria used to determine recommendations for promotion and for award of tenure for faculty members are designed to be consistent with statutory requirements, the Operating Manual of the Board of Regents, and Florida State University policies as reflected in the SUS-UFF agreement.

The criteria on which recommendations are to be based are: (a) teaching effectiveness; (b) evidence of productive scholarship in the field of educational leadership and (c) service to the University, the community (local, state, national and international), and the profession or discipline.

### Specific Criteria

#### 1. Teaching effectiveness

Evidence of teaching effectiveness will include the following:

- (a) Statement of assigned teaching responsibilities 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 evaluations. Judgments or estimates by student will constitute one source of evidence of teaching effectiveness of the faculty member.

- (c) Evidence of effort and creativity in developing instruction within the sphere of the faculty member's teaching responsibilities.

- (d) Appraisals of teaching effects by student, former students, faculty colleagues, or others, as contained in letters or other documents, solicited or unsolicited, may be used in the candidate's Statement of Evidence, should the candidate so chose.

#### Appraisals of effects of teaching.

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 these evidences of teaching effectiveness will include:

(1) Specificity of the incidents reported (as contrasted with general impressions).

(2) Breadth of effect, as indicated by variety of critical incidents and the probable spread of their influence.

## 2. Productive Scholarship

Productiveness in scholarly work is considered to embrace the total spectrum of research, development and evaluation as described under Article 10 in the SUS-UFF Agreement. A program devoted to the development of knowledge and to the education of professional men and women who will engage in the various activities encompassed by educational R & D must pursue goals in all areas of this field.

Evidence of productive scholarship may come from a variety of sources, including the following:

### (a) Published books

(i) Scholarly books; limited monograph of 75 to 100 pages; text-books; edited and/or translated books; bibliographical books; books of reading or casebooks; any of the above co-authored or with multi-authors, in descending order.

(ii) Published, university, scholarly, commercial, international and national reputation; vanity or subsidy presses, differentiating those subsidy presses whose publications are refereed; and in house organs.

(iii) Details of publications: Is the book out or does the individual have a contract? Contract signifies that 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 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 journals: Prestige of journal and circulation; 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 or non-refereed. Number of pages of article should be indicated.)
- (c) Articles in published works: book chapters; anthologies; proceedings of conferences or symposia; technical reports; original articles of semipopular nature, having as their purpose the dissemination of technical or scientific information; book reviews, newspaper articles/reviews listed separately; encyclopedia articles; and abstracts. (Number of pages of the articles should be indicated)
- (d) Related scholarship: papers read at national or international professional meetings; papers read at regional professional meetings; discussant or chairman roles at conference or symposia; invited lectures; editorship, service on Board of Editors, and editorials position on boards of regional, national and international journals; professional awards for scholarship; grants from the FSU Research Council; role as referee of manuscripts, journals and grant proposals, consultant to a federal agency, university, or national foundation or foreign university, or government agency; visiting appointment reflecting scholarship or post-doctoral research program; funded research-Government, University, International, Regional, etc.; consultation resulting in scholarly publication.

Criteria to be used to assess productive scholarship, applicable to any or all of these categories of output, are as follows:

- (1) The extent to which the faculty members has contributed to the publication report, or other document, and the nature of this contribution, as originator, designer, co-workers, writer, etc.
- (2) The breadth and amount of scholarly effort, as exhibited by the variety of sub- fields in which research and development has been conducted, as well as by number of products.
- (3) The Originality and quality of scholarly products, as indicated by such criteria as publications 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 translation, 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 semipopular article. As another example, a published article recording theory or empirical result is rated more highly than an oral report at professional meeting).

### 3. Service

- (a) Service to the University is considered to be rendered by membership on committees convened to perform administration support, advisory and decision- making functions necessary to the operation of the University or any of its component division, schools, department 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) amount of effort and time involved
  - (2) the breadth of such service, in terms of variety and organizational levels with the University
  - (3) leadership exercised, as indicated by chairmanships, assigned committee responsibilities, etc.
- (b) Service to the community encompasses a broad verity 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 others 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/college and university faculty meeting; consultation with local schools.
  - (3) Within the state-cooperative work with schools, the State Department of Education; lectures and talks to school/college and university faculties, teacher organizations, state-wide 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) Service to the profession is evidenced by such activities as the following:

- (1) Functions performed (beyond simple membership) in professional organizations;
- (2) holding office in such organizations, including chairmanships 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) Estimate effectiveness, in accordance with evidence available
- (3) Degree of importance of the activity, in terms of its probable influence.

Submitted to ELPS  
Faculty December 6,  
2011

## **Appendix C: Criteria for Promotion of Specialized Faculty**

### **(Approved by Faculty Vote in October 2021)**

The Department of Educational Leadership and Policy Studies (ELPS) provides programs of excellence serving undergraduates, graduates, and advanced graduates by teaching, advising, and providing professional role models. ELPS is committed to high quality graduate preparation programs, service to the state of Florida, the region, and nation, and research/scholarship to influence audiences of researchers, schools, policymakers, and administrators.

The ELPS Department is focused on educational improvement at all levels. The Department offers educational programs on interdisciplinary perspectives that shape theory and inform practice at the local, state, national and global levels. Through collaboration, innovative approaches, and a commitment to partnerships, we engage in research that shapes both policy and practice. We prepare scholars and leaders committed to using critical inquiry and research evidence to create learning environments focused on excellence and social change.

The mission is accomplished by:

- Implementing graduate preparation programs that are comprehensive and prepare practitioners to implement state-of-the-art research-based practices;
- Conducting high-quality research, service, and/or scholarly activities/projects; and
- Translating research to practice through service and/or scholarly activities/projects to the profession at the local, state, national and international levels.

Specialized Faculty includes Teaching Track, Instructional Support Track, Research Track, and Re- search Support Track faculty. Specialized Faculty are critical individuals who contribute to the mission of ELPS primarily through high quality teaching, service, and, to a lesser degree, scholarly projects/activities/research.

### **Promotion Criteria**

Specialized Faculty promotion decisions shall take into account the nature of assignments on Annual Assignments of Responsibilities (AORs). Assignments may include teaching, service, and/or scholarly activities/projects/research.

### **Teaching**

**The following activities (for all specialized faculty with a teaching assignment listed on the candidate's AOR), will be considered for promotion:**

Summaries of data from Student Perceptions of Teaching (SPOT) or Student Perceptions of Courses and Instructors (SPCI) in terms of:

- Evidence of well-planned and delivered courses and
- Evidence of overall teaching effectiveness

Specialized Faculty promotion decisions shall also take into account:

- Two signed letters from faculty members who have conducted peer evaluations of the candidate's teaching within the last 12 months.
- Proven ability to teach multiple courses within a discipline/major (as delineated on the candidates' AOR),
- Teaching or advising awards and/or nominations for University and/or COE Teaching Awards,
- Effective academic program administration (for those faculty responsible for direction/coordinating an academic program), and
- Other teaching-related activities, such as instructional innovation, involvement in curriculum development, authorship of educational materials, and participation in professional organizations related to the area of instruction.

Per the university policy on course evaluations, the following courses do not require administration of course evaluations: dissertation, thesis, directed independent study, practicum, summer courses, distance learning, online courses, hybrid courses, fieldwork, undergraduate courses with fewer than 10 students, and graduate courses with fewer than 5 students ([https://distance.fsu.edu/docs/admin\\_docs/CourseEvaluationPolicy.pdf](https://distance.fsu.edu/docs/admin_docs/CourseEvaluationPolicy.pdf)).

Specific to Specialized Faculty with Teaching Assignment(s),

- Evidence of well-planned and delivered courses:
  - *Promotion to Teaching/Instructional Support/Research/Research Support Faculty II* candidate receives more than 70% student responses to "Overall course content rating" as satisfactory to excellent
  - *Promotion to Teaching/Instructional Support/Research/Research Support Faculty III* candidate receives at least 70% excellent ratings for "Overall course content rating" on all rated courses
- Evidence of overall teaching effectiveness:
  - *Promotion to Teaching/Instructional Support/Research/Research Support Faculty II* candidate receives more than 70% student responses for "Overall teaching effectiveness" as satisfactory to excellent
  - *Promotion to Teaching/Instructional Support/ Research/Research Support Faculty III* candidate receives at least 70% excellent ratings for "Overall teaching effectiveness" on all rated courses.

If selected ratings for overall teaching effectiveness or overall course content fall below these criteria in the three (3) years immediately preceding application for

promotion, a candidate may still be eligible for promotion if, in the opinion of the ELPS Promotion and Tenure Committee, the ratings do not accurately assess the overall course content or teaching effectiveness of the candidate for teaching assignment(s) on the AOR. Multiple sources of evidence should be considered. However, overall course content or teaching effectiveness ratings may not consistently fall below the criteria.

## **Service**

### **In relation to service activities, the following will be considered:**

Specialized Faculty may further the mission of the department, college, and university by engaging in service to the University, COEHHS, ELPS, community, and the professional field. The following service activities may be considered for promotion:

- Service to the University and COEHHS 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, programs, departments, or departmental units.
- Service to ELPS is identified and defined by other service and administrative activities as described on AORs. Such service may include (but is not limited to) engaging in program coordination, program approval/accreditation, recruitment, establishing relationships with school districts, post-secondary institutions, and other community agencies, and assisting with departmental and program administrative tasks.
- Service to the community encompasses a broad variety of professional activities within the local, state, regional, national, and international communities. Examples of such service activities include talks, speeches to local service groups, professional organizations, consultation with post-secondary institutions and other entities, and service on organizational boards.
- Service to the field may include service as a member of reviewing panels or boards for federal, state, and local agencies engaged in educational and/or human service/leadership activities; service on boards and committees of professional organizations; and educational activities such as consultations or contracted work with educational or related agencies.

The evaluation of service activities for purposes of promotion will be based on documentation of successful completion of service activities specified on the AOR during the promotion evaluation period. Successful completion of service activities not specified on the AOR also will be considered.

Specialized Faculty promotion decisions shall also consider:

- Evidence of exemplary performance of service activities as documented by letters from colleagues inside and outside the University,
- Service awards, and
- Completion of service beyond what is required on the AOR.

## **Research and Scholarly Activities/Projects**

### **In relation to research and scholarly activities/projects, the following will be considered:**

Specialized Faculty may, but are not required to, engage in scholarly projects/activities/research to advance understandings and improvements in teaching and learning in their disciplines and/or research interests. These activities may include (but are not limited to) presentations at local, state, regional, national and international levels (refereed/non-refereed) conferences; publication of research-based or practitioner articles in refereed journals; work on grants; and publication of books, chapters, or articles in published works.

The evaluation of research and scholarly activities/projects for purposes of promotion will be based on documentation of successful completion of these activities/projects specified on the AOR during the evaluation period. Successful completion of research and scholarly activities/projects not specified on the AOR also will be considered.

Specialized Faculty promotion decisions shall also consider:

- Presentation of an invited or keynote presentation at a national or international event,
- Receipt of an award recognizing scholarly contributions,
- Award of an external or internal grant, and
- Completion of research and scholarly activities/projects beyond what is required on the AOR.

### **In addition, promotion decisions for Specialized Faculty shall also consider:**

1. Annual evaluations,
2. Annual Assignments of Responsibility (AOR),
3. Fulfillment of the department/unit written promotion criteria in relation to the assignment, and
4. Evidence of sustained effectiveness relative to opportunity and according to assignment.

## **Promotion Process**

The Department Chair of the Educational Leadership and Policy Studies (ELPS) shall be notified of the eligibility of Specialized Faculty in the unit who are eligible for promotion consideration by the COEHHS Dean's Office. The Chair will then notify the

individual faculty of their eligibility. If the faculty member wishes to proceed, the Chair may not withhold the opportunity to undergo review. ELPS considers all Specialized Faculty who are eligible for promotion each year. Although the period of time in a given rank is normally five years, demonstrated merit, not years of service, is the guiding factor. Promotion, however, is neither automatic nor guaranteed as a result of the completion of a given term of service.

The promotion committee for Specialized Faculty shall consist of the duly elected Promotion and Tenure Committee for ELPS (as defined in the bylaws) with the addition of a Specialized Faculty member (thus fulfilling the need to include at least one peer on the committee as delineated by collective bargaining). Upon review by this extended committee, the committee recommends action on the candidate by secret ballot and prepares a report of the Committee's recommendations.

The Chair of ELPS independently reviews the binder of each prospective candidate and recommends action to the Dean, considering both the vote of the departmental Promotion and Tenure Committee and its recommendations. The Dean considers these recommendations, independently reviews the binder, and submits her/his advice concerning the eligibility of the candidate to the Office of the Vice President for Faculty Development and Advancement [Note: The Dean may place a letter of evaluation on the record of achievement as reflected in the binder].

Candidates will be informed of the results of the recommendations at each level of review. Candidates may withdraw their file from consideration within five working days of being informed of the results of the review at any level of consideration. Candidates must, should they choose to withdraw, notify in writing (through the ELPS Chair and Dean) the Office of the Vice President for Faculty Development and Advancement.