



FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION
Department of Sport Management

By-Laws, Policies, and Procedures

Revised: Fall 2017

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INTRODUCTION

Introduction. The Sport Management (SM) department has undergraduate, masters, and doctoral academic programs. The department employs full-time faculty members and adjunct faculty members who teach courses on an as needed basis. The full-time staff members employed by the department include the Department Manager, Academic Program Specialist, and an Accounting Associate. An Associate Department Chair is appointed during each Fall and Spring term.

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

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

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, College of Education, Florida State University, and external partners.

FACULTY GOVERNANCE

The Department of Sport (SM) is one of four units in the College of Education (COE). The department adheres to all policies, rules, and regulations of the COE, as well as those of Florida State University (FSU). The chief administrator in the department is the Department Chair. The individual serving as Department Chair is appointed by the Dean of the COE based on recommendations from the department faculty. The department operates under shared governance giving faculty a strong voice in decision-making. We believe that broad decision-making by faculty and staff increases their investment in the department's successes.

In this section, the following faculty governance policies, procedures, and practices are presented: Academic Program Structure, Faculty Council, Department Chair, Associate Department Chair, Promotion and Tenure, Merit, Assignment of Responsibilities, and Annual Faculty Evaluation.

Academic Structure

Responsibilities of the Department. The responsibilities of the department include, but are not limited to: developing academic goals, objectives, and strategic and long-range plans; developing department policies and procedures; developing, managing, and evaluating curriculum; developing budget requests for personnel and expense related items; recruiting adjunct faculty and graduate teaching assistants in the department; establishing and implementing policies for recruiting, admitting, retaining, disciplining, and dismissing students in the department; maintaining student records; and developing and nurturing alumni relations, including engaging in activities related to establishing scholarship support.

Faculty Council

The Faculty Council is responsible for policy decisions that impact faculty (annual evaluation, merit, promotion and tenure, and assignment of responsibilities) or other policies that affect the entire department.

Membership. The Faculty Council is comprised 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. The Department Chair serves as chair of the Faculty Council. The Department Chair will be responsible for scheduling faculty meetings, establishing the agenda, conducting the meetings, making the arrangements for meeting minutes, and distributing the minutes of the meetings.

Voting. To make decisions on action items, two thirds of the total qualified membership must be present at the meeting. A simple majority vote of those present will be required to pass any motion, unless otherwise specified in this policy manual.

Submitting Agenda items. The Department Chair will notify faculty in writing of Council meetings, and invite faculty to submit agenda items. Agenda items for Faculty Council may be submitted by any member of the Faculty Council.

By-law Revisions: This document and any future revisions to it may be approved by a two-thirds (2/3) majority vote of the Faculty Council.

SACS Substantive Change Policy: Faculty and staff members in the department are expected to be familiar with and follow the Florida State University Substantive Change Policy as found on the university web site at <http://provost.fsu.edu/sacs>.

Department Chair

All COE policies and by-laws related to a Department Chair are part of the department's policy. Additionally, the department faculty members have established policies related to the Chair position in the areas of: selection, term of office, annual assignment, duties and responsibilities, and evaluation.

Selection. The department faculty will identify candidates for the Department Chair and submit recommendations to the Dean of the COE for final approval. If the current Department Chair is a candidate, the following sequence will be used to identify a person (not a candidate for the Chair position) to Chair the Faculty Committee during the selection process:

The Chair of the Faculty Council (or appropriate designee voted on by the full time faculty, except for current chair) will request candidates for the Department Chair position to submit their name and supporting documentation by a specified date as set by the Council. All materials will be made available through secure systems for faculty to review. Faculty will be given two weeks to review candidate credentials. Following the two week period, the Faculty Council will meet to discuss the candidates. A vote will be taken by secret ballot. Faculty will have three days to submit their ballot to the locked departmental ballot box. The votes will be counted together by the Chair of the Faculty Council (or designee) and the Department Manager. The Chair of the Faculty Council (or designee) will be responsible for submitting the name(s) to the Dean of the COE for approval.

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 COE Dean. There are no term limits for serving the Chair position.

Duties and Responsibilities. The Assignment of Responsibility of the Department Chair will be determined by the Dean of the COE. Unless the COE policy otherwise stipulates, the administrative assignment for the Department Chair will be 50% for each term (Fall, Spring, and Summer). The essential duties and responsibilities of the Department Chair are described below.

The essential function of a department chair is to provide leadership for the department in consultation and cooperation with the COE Dean 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 re-accreditation 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 50% of the chair's duties 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.

Evaluation of Department Chair. The Merit Committee will be responsible for an annual evaluation of the Chair. The Chair of the Merit Committee will circulate an evaluation form to the committee members by March 15, and will request faculty 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 entire committee may choose to discuss the Department Chair evaluation, and then have the Committee Chair share the feedback from the faculty and committee discussion with the Department Chair; or the committee may choose to simply let the Committee Chair summarize the evaluation data and provide that summary to the Department Chair. The Chair of the Merit Committee will submit the results of the evaluation directly to the COE Dean.

Recalling the Chair. The Merit Committee, with a majority vote, may ask the Faculty Council 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 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 within 30 days following the procedures described above for initial appointment.

Associate Department Chair

The department faculty members have established policies related to the Associate Department Chair (herein Associate Chair) position in the areas of: selection, term of office, annual assignment, duties and responsibilities, and evaluation.

Selection. The department faculty will identify candidates for the Associate Chair and submit recommendations to the Department Chair and Dean of the COE for final approval. 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.

The Department Chair will request candidates for the Associate Chair position to submit their name and supporting documentation by a specified date. All materials will be made available through secure systems for faculty to review. Faculty members will be given two weeks to review candidate credentials. Following the two week period, the Faculty Council will meet to discuss the candidates. A vote will be taken by secret ballot. Faculty will have a designated period in which to submit their ballot to the departmental ballot box. The votes will be counted by the Department Chair and the Department Manager. The Department Chair will be responsible for submitting the name to the Dean of the COE for approval.

In the instance where only one individual is recommended, the Department Chair will forward the recommendation to the Dean of the COE for approval.

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 COE Dean. There are no term limits for serving in the Associate Chair position.

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 COE. Unless the COE 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 COE Dean. Any summer administrative responsibilities must be negotiated with the Department Chair and approved by the COE Dean. The essential duties and responsibilities of the Associate Chair are described below.

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. Specific duties associated with the role are presented below.

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.

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.

Liaison for Tully Partners. The Associate Chair will serve as the Department representative to the Tully Space Committee.

Graduate Director (PhD). The Associate Chair will serve as the Graduate 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.

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.

The remaining percentage of the Assignment of Responsibilities 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, 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.

To support the Associate Chair, a graduate assistant will be provided. The graduate assistant will be appointed on a 20-hour per week basis to provide administrative support. The Associate Chair will be responsible for supervising the graduate assistant.

Evaluation of the Associate Department Chair. The Merit Committee will be responsible for an annual evaluation of the Associate Chair. The Chair of the Merit Committee will circulate an evaluation form to the committee members by March 15, and will request faculty 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 entire committee may choose to discuss the Associate Chair evaluation, and then have the Committee Chair share the feedback from the faculty and committee discussion with the Associate Chair; or the committee may choose to simply let the Committee Chair summarize the evaluation data and provide that summary to the Department Chair. The Chair of the Merit Committee will submit the results of the evaluation directly to the Department Chair.

Recalling the Associate Department Chair. The Merit Committee, with a majority vote, may ask the Faculty Council 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 within 30 days following the procedures described above for initial appointment.

Promotion and Tenure

All promotion and tenure policies, procedures, and criteria used by the SM Department are in compliance with the policies of the University, Board of Trustees, BOT-UFF, and the College of Education.

Promotion Guidelines for Specialized Faculty. The department will adhere to the University policies. Information on promotion for specialized faculty positions is available at <http://fda.fsu.edu/Faculty-Development>. The department criteria for promotion are included in Appendix C. The university guidelines for specialized faculty promotion are included in Appendix D. The departmental policies and procedures govern the promotion process for faculty hired in specialized positions. All faculty members who are eligible are considered 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 shall not be automatic nor may it be regarded as guaranteed upon completion of a given term of service. The promotion process is presented in Appendix D.

Promotion and Tenure Guidelines for Faculty in Tenure-Earning Positions. The department will adhere to the University policies. Information on promotion for tenure-track faculty members is available at <http://fda.fsu.edu/Faculty-Development/Promotion-and-Tenure>. The following departmental policies and procedures govern the Promotion and Tenure process for faculty hired in tenure-earning positions. Faculty members are normally considered for tenure in the 6th year of service in a tenure-earning position. The time period discussed below is adjusted for tenure earning faculty who have prior service credit granted at the time of initial employment.

Orientation of First-Year Faculty to the Promotion and Tenure Process. In the first semester of employment, faculty in tenure-earning positions receive information governing promotion and tenure including policies, procedures, and guidelines of the University, Board of Trustees, BOT-UFF, the College of Education, and the SM Department. The Department Chair meets with tenure-earning faculty to review the departmental promotion and tenure policies and procedures, including the Second Year and Fourth Year reviews. Throughout the first year of employment, the Department Chair will periodically meet with tenure-earning faculty to discuss their progress toward promotion and tenure, particularly in the areas of research and teaching.

Negotiating the Research and Teaching Assignment of Responsibilities (AOR). Prior to the start of each academic year, a tenure-earning faculty member is required to submit to the Department Chair his or her research goals and specific products or outcomes (i.e., submit articles to specific journals; collect data; present paper at national conference) for the upcoming academic year. The Department Chair then meets with each faculty member to negotiate the assignment of responsibilities (AOR) which has three primary components: 1) Research and Scholarship, 2) Instruction, and 3) Service. (See section on Assignment of Responsibilities).

Typically, tenure-earning faculty members receive a 25%-40% research assignment during tenure-earning years. Once the annual assignment including the research goals and specific outcomes have been approved, the information is entered on the COE's Assignment of Responsibilities (AOR) website which is then signed by the faculty member and Department Chair, and then submitted to the COE Dean's office for approval. If for any reason the COE Dean disagrees with the assignment, the AOR form is returned for further negotiations between the Department Chair and the faculty member until the AOR is approved by both the Department Chair and COE Dean.

Maintaining an Updated Vita and Promotion and Tenure Binder. The Department Chair advises tenure-earning faculty in their first semester of employment to prepare an initial vita and maintain a binder (similar to the one required for the promotion and tenure process) with documentation of the faculty member's performance in the three assigned areas of responsibility during the tenure-earning years. Examples of the types of documents maintained in the binder include an updated vita, Assignment of Responsibility forms, summary results of SUSSAI/SPOT evaluations each semester, copies of journal articles submitted, accepted, or published including transmittal correspondence, copies of course outlines and course assignments, evidence of service to an academic program, the SM department, the COE, the university, and the academy. The Department Chair provides tenure-earning faculty with model vita and binders to follow.

Meeting with the Chair of the Department's Promotion and Tenure Committee. The Department Chair and the Promotion and Tenure Committee Chair work closely to provide tenure-earning faculty with ongoing evaluative feedback throughout the tenure-earning years. The Department Chair advises tenure-earning faculty to meet with the Chair of the department's Promotion and Tenure Committee in the first semester of employment to review their initial vita and discuss research goals and outcomes.

Scheduling Peer Evaluation. At least once each academic year tenure-earning faculty must have a formal peer evaluation of their teaching conducted by a tenured faculty member. The Department Chair provides tenure-earning faculty with names of possible peer evaluators. It is the responsibility of the faculty candidate to schedule a day and time with the peer evaluator to conduct the review. Faculty members shall be notified at least two weeks in advance of the date, time, and place of any direct classroom observation or visitation by the Department Chair made in connection with promotion and/or tenure.

Annual Faculty Evaluation as it Relates to Promotion and Tenure. In the Spring semester of each year, tenure-earning faculty are formally evaluated by the Department Chair (see Annual Evaluation) and the department's Promotion and Tenure Committee (see section below) to determine progress being made toward tenure and/or promotion.

Second-Year Review. At the end of the second year of employment, tenure-earning faculty members are required to go through a formal evaluation process similar to a promotion and tenure review. For this review, a faculty candidate is evaluated by the department's Promotion and Tenure Committee, the Department Chair, and the Dean of the COE.

In the fall semester of the second year, a faculty candidate meets with the Chair of the Department's Promotion and Tenure Committee to discuss the preparation of a binder for promotion and tenure. The Chair of the Promotion and Tenure Committee provides the faculty candidate with model binders to follow. With the guidance of the Chair of the Promotion and Tenure Committee, the faculty candidate is expected to complete the Second Year Review folder in the spring semester. This binder contains everything, in the same format, as the binder submitted for promotion and tenure, with the exception of external letters.

During the spring semester, the Department's Promotion and Tenure Committee independently reviews the material in the binder in the same manner as if the faculty candidate were being reviewed for promotion and/or tenure. The Committee then meets to formulate evaluative feedback as to whether the faculty candidate is making sufficient progress toward tenure. If the Committee makes the decision that insufficient progress is being made toward tenure, the Committee then provides the faculty member with specific recommendations. The Chair of the Promotion and Tenure Committee is responsible for providing faculty with these recommendations both orally, and in writing. A copy of the Committee's written recommendation is also submitted to the Department Chair. The Department Chair will meet with the faculty member to discuss the Second Year report. A copy of the second year report shall be included in the promotion and tenure binder.

Fourth-Year Review. At the end of the fourth year of employment, tenure-earning faculty members are required to go through a formal evaluation process similar to a promotion and tenure review. For this review, a faculty candidate is evaluated by the department's Promotion and Tenure Committee, the Department Chair, and the Dean of the COE.

In the fall semester of the fourth year, a faculty candidate meets with the Chair of the Department's Promotion and Tenure Committee to discuss the preparation of a binder for promotion and tenure. The Chair of the Promotion and Tenure Committee provides the faculty candidate with model binders to follow. With the guidance of the Chair of the Promotion and Tenure Committee, the faculty candidate is expected to complete the Fourth Year Review binder in the spring semester. This binder contains everything, in the same format, as the binder submitted for promotion and tenure, with the exception of external letters.

During the spring semester, the Department's Promotion and Tenure Committee independently reviews the material in the binder in the same manner as if the faculty candidate were being reviewed for promotion and/or tenure. The Committee then meets to formulate evaluative feedback as to whether the faculty candidate is making sufficient progress toward tenure. If the Committee makes the decision that insufficient progress is being made toward tenure, the Committee then provides the faculty member with specific recommendations. The Chair of the Promotion and Tenure Committee is responsible for providing faculty with these recommendations both orally, and in writing. A copy of the Committee's written recommendation is also submitted to the Department Chair. The Department Chair will meet with the faculty member to discuss the Fourth Year report. A copy of the Fourth Year report shall be included in the promotion and tenure binder.

Identifying External Reviewers. In the fourth year of employment, the Department Chair advises tenure-earning faculty to begin identifying external reviewers (see section below) for the formal promotion and tenure process.

Preparing Promotion and Tenure Binders. In the summer of the fifth year of employment, tenure-earning faculty who are nominated for tenure and/or promotion are actively engaged in compiling documents and data for their promotion and tenure binders. The Department Chair meets with faculty as needed to provide policy or procedure information including deadlines governing the promotion and

tenure process. The Department Chair also encourages faculty candidates to attend the university sponsored promotion and tenure workshops conducted by the Office of the Dean of Faculties.

Soliciting External Reviewers. The Department Chair has the responsibility of soliciting external reviewers to evaluate faculty candidates. These individuals are asked to provide an objective assessment of the candidate's standing in the field and an evaluation of the quality of the candidate's contributions to their field, as well as any comments concerning teaching and service if known to the outside reviewer. The Department Chair also requests that the outside reviewer state whether or not he or she would support promotion and/or tenure for the candidate at FSU, and whether or not the reviewer would support promotion and/or tenure for this individual if he or she were a candidate at the reviewer's institution.

The Department Chair is required to solicit a minimum of five evaluative letters from outstanding scholars who are tenured, have attained the rank of full professor, and are employed at a college or university (other than FSU) deemed a peer institution of Florida State University. The Department Chair may request the names of possible external reviewers from the candidate as well as from faculty in the candidate's academic program. Peer reviewers who do not meet these qualifications must be justified in writing as having an equivalent national or international standing by the Department Chair or the COE Dean. A copy of the external reviewer's evaluation is placed in the candidate's promotion and tenure binder.

Complying with University Requirements. The Department Chair is also responsible for ensuring that promotion and tenure binders are prepared in compliance with department, COE, and university requirements. The Department Chair assigns responsibilities to office staff to assist faculty in assembling promotion and tenure binders. Office staff members are required to comply with established department, COE, and university requirements for preparing binders and discharging their responsibilities in a professional manner. A faculty candidate is to be respectful of the office staff and provide accurate information for the binder in a timely manner.

Critiquing Binders Prior to Formal Review. The Chair of the department's Promotion and Tenure Committee is responsible for providing a thorough critique of the binders before they are submitted for the first level of review by the department's Promotion and Tenure Committee.

Faculty Candidate's Responsibilities. A faculty candidate is responsible for compiling documents and data for the promotion and tenure binders. The candidate is responsible for ensuring the binder is complete before it is submitted for review to the department's Promotion and Tenure Committee and to the next higher level of review, to the COE's Promotion and Tenure Committee. The candidate's signature on the cover sheet certifies that the binder is complete, meaning that the candidate has had an opportunity to assist in its preparation and that all materials in the binder are valid and accurate. Once the cover sheet is signed, no materials may be added.

The department's Promotion and Tenure Committee is responsible for nominating and voting on faculty candidates for promotion and tenure as described in the section below.

Department Chair's Review. After tenure and promotion decisions are made by the department's Promotion and Tenure Committee (see section below) and the department's tenured faculty (if required), the Department Chair provides the next level of review. The Department Chair is required to review the binders of faculty nominated for tenure and/or promotion and prepare an objective assessment of the candidate. The Chair is required to state in the letter whether or not he or she would support promotion and/or tenure for the candidate at FSU.

The Chair's letter is placed in the binder and a copy is given to the faculty candidate. The Department Chair informs faculty candidates in writing that they may attach a response to the Chair's evaluative letter to be included in the promotion and tenure binder before the binder is sent to the COE Promotion and Tenure Committee.

Certifying Promotion and Tenure Binders. Before binders are submitted to the COE Promotion and Tenure Committee, the Department Chair meets with faculty candidates to review the binder/s and sign the Summary Cover Sheet(s). The Department Chair's signature on the cover sheets certify that he or she has discharged his or her duty to prepare the binder in compliance with University policies and procedures. The signature of the faculty candidate signifies that he or she has had an opportunity to review the binder and certify all materials in the binder as valid and accurate. It is the Department Chair's responsibility for submitting promotion and tenure binders to the COE Dean's office in a timely manner.

Promotion Committee for Specialized Faculty

Eligibility and Composition of the Promotion and Tenure Committee. The Promotion Committee for Specialized Faculty members is comprised of three members. The committee must include at least one specialized faculty member in the department. The remaining members may be tenured or tenure-earning faculty. A candidate for promotion may not serve as a member of the Promotion Committee for Specialized Faculty. The three representatives to the committee are elected by a majority of the faculty in the department, who cast a vote. Elections take place annually in the Spring semester. The Department Chair is not eligible to serve on the Promotion Committee for Specialized Faculty.

Eligibility and election of the Chair of Promotion Committee for Specialized Faculty. Once the members of the Promotion Committee for Specialized Faculty are elected, they meet and elect a chair.

Promotion and Tenure Committee

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. At Florida State University, faculty members do not apply for promotion or for tenure; they are nominated for promotion and for tenure by the department's Promotion and Tenure Committee. This nomination of faculty for tenure and for promotion strongly impacts the quality of teaching, research, and service at Florida State University.

The Promotion and Tenure Committee serves in a fact-finding capacity by independently reviewing and evaluating faculty credentials for promotion and tenure decisions. Those elected to serve the Promotion and Tenure Committee are among the most experienced and qualified faculty in the department.

Evaluating and Nominating Faculty Candidates for Promotion and Tenure. Annually during the Spring semester, the department's Promotion and Tenure Committee independently evaluates each faculty member on the progress he or she is making toward earning tenure or promotion, or both, if applicable. The Committee is required to evaluate the files of department faculty who have not yet earned tenure and/or attained the rank of professor. The evaluation is focused on the faculty member's performance in the three assigned areas of responsibility (research, teaching, and service).

Once the members independently review faculty files, they meet as a Committee to formulate evaluative feedback and make nominations of faculty for promotion and/or tenure. If the Committee makes the decision that insufficient progress is being made toward tenure and/or promotion, the

Committee then provides the faculty member with specific recommendations. A copy of the Committee's written recommendation is also submitted to the Department Chair.

Faculty who are nominated for promotion are required to prepare binders and go through formal review by the department's Promotion and Tenure Committee, Department Chair, COE Promotion and Tenure Committee, Dean of the COE, the university's Promotion and Tenure Committee, and the university's Provost. Faculty nominated for tenure are also formally reviewed and voted on by the tenured faculty of the department.

Voting of the Promotion and Tenure Committee. 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 committee Chair of the compiled advice 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.

Tenure Nominations by the Tenured Faculty. 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. (Note: the tenured faculty are not involved in evaluating and nominating faculty candidates for promotion). 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.

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)*.

Eligibility and Composition of the Promotion and Tenure Committee. The Promotion and Tenure committee is comprised of three members. Faculty who are hired in tenure-earning positions but have not yet earned tenure, may be elected to the Department promotion and tenure committee as long as the majority of the members on the committee are tenured. A candidate for promotion and/or tenure may not serve as a member of the Department promotion and tenure committee. The three representatives to the Promotion and Tenure committee are elected by a majority of the tenured and tenure earning faculty in the department, who cast a vote. Elections take place annually in the Spring semester. The Department Chair is not eligible to serve on the Promotion and Tenure Committee.

Eligibility and election of the Chair of Promotion and Tenure Committee. Once the members of the Promotion and Tenure Committee are elected, they meet and elect a chair. The Chair of the committee must be tenured.

Composition Exception. In the instance where there are fewer tenured than tenure-earning faculty members, and it is not possible to have tenured faculty members comprise a majority of the committee membership, the Promotion and Tenure committee will function with two members. A tenured and non-tenured faculty member are to be elected by a majority of the tenured and tenure-earning faculty in the department. The tenured faculty member will serve as the Chair of the committee. If there are no other tenured faculty members able to serve on the committee, the Department Chair is eligible to serve.

Eligibility for Promotion and Tenure

Eligibility for Tenure. Faculty members serving in tenure-earning positions (Associate Professor and Professor) are eligible for nomination for tenure by the department’s Promotion and Tenure Committee and by the department’s tenured faculty. The Assistant Professor position is an untenured position and faculty at this rank must be promoted to Associate Professor before being tenured. Typically an assistant professor is considered simultaneously for promotion and tenure during the 6th year of service. Faculty not recommended for promotion and tenure by the 6th year are terminated by the University at the end of seven years. A faculty member may be considered for tenure during the 5th year of tenure-earning service provided he or she has submitted a written request and obtained the COE Dean’s approval. Approval of the written request shall be placed in the candidate’s promotion and tenure binder.

Eligibility for Promotion. Normal time-in-rank to be considered for promotion for tenure earning and specialized faculty is during the fifth year of service in that rank. However, consideration for early promotion is possible any time prior to the 5th year when sufficiently justified by demonstrated merit. Typically a tenure-earning assistant professor is considered simultaneously for promotion and tenure during the 6th year of service.

Candidate Withdrawal from Promotion/Tenure Process. A candidate may withdraw his or her binder within five working days of being informed of the results of the vote by the respective promotion committee. For tenure-earning faculty, a candidate may also withdraw his or her binder within five working days of being informed of the results of the vote by the tenured faculty, regardless of the results of the vote. The candidate may withdraw his or her binder not only when it receives compiled negative advice, but also when it receives a tie or compiled positive advice (with split positive and negative ballots). If the candidate does not exercise this option to withdraw his or her binder from further

consideration, the binder is submitted to the next level of review (COE's Promotion Committee for Specialized Faculty or the Promotion and Tenure committee). The candidate's request for withdrawal from the promotion and/or tenure process must be in writing and submitted to the Department Chair.

Criteria for Promotion and Tenure

All individuals considered for promotion or tenure are evaluated in accordance with the policies of the University, Board of Trustees, BOT-UFF, the College of Education and the SM department. In evaluating the competencies of a faculty member, primary assessment is in terms of his or her performance of the assigned duties and responsibilities as reported on the COE's Assignment of Responsibility (AOR) form.

The criteria on which recommendations are too based are:

- (a) Teaching effectiveness; (b) evidence of research productivity; and (c) service to the University, the community (local, state, national), and the profession.

1. Teaching Effectiveness

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

2. Research Productivity

Faculty members with a research appointment should pursue a program of 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 courses, 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:

- (i) 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. Number of pages of article should be indicated.)
 - (ii) Scholarly books; text-books; 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 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.
 - (c) Documents describing research and development efforts in a programmatic sense, including funded project proposals.
 - (d) Reports of research and development efforts typically having limited distribution, such as project progress, technical and final reports, or locally reproduced reports.
 - (e) Original articles of a semi-popular nature, having the purpose of disseminating technical or scientific information.
 - (f) 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.

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

- (i) 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.
- (ii) 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.
- (iii) 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.
- (iv) 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.
- (v) 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.)

3. Service

- (a) 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:

- (i) The amount of effort and time involved
 - (ii) The breadth of such service, in terms of variety and organizational levels within the University.
 - (iii) Leadership exercised, as indicated by chairmanships, assigned committee responsibilities, etc.
- (b) 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:

- (i) 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.
- (ii) Within the local community-talks or speeches to local service groups, parent-teachers organizations, school faculty meetings; consult with local schools.
- (iii) Within the state-cooperative work with schools, the State Department of Education; lectures and talks to school faculties, teacher organizations, statewide service organizations.

- (iv) 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
 - (v) 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) Services to the profession evidenced by such activities as the following:
- (i) functions performed (beyond simple membership) in professional and scientific organizations;
 - (ii) holding office in such organizations, including chairmanships and memberships on boards and committees;
 - (iii) 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.

Merit Policies and Procedures

Faculty members in the Department of SM 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 FSU's high expectations** (no merit), **official concern** (no merit), **meets FSU's high expectations** (low merit), **exceeds FSU's high expectations** (medium merit), or **substantially exceeds FSU's high expectations** (high merit). 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.

Composition of the Merit Committee. The Merit Committee is comprised of all full-time faculty members.

Merit Committee Chair. The Merit Committee Chair is elected annually by the members of the committee in the spring term.

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 or Summary of Accomplishment report.
4. Summary page of the SPOT/SUSSAI scores 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.

Dates for Submitting Merit Evaluation Materials. The due date for submitting merit folders is set based on the COE evaluation schedule. It is expected that merit folders will be submitted by the end of January (for the preceding year). All folders are submitted to the administrative office (1002 Tully) and made available to the members of the Merit Committee.

Eligibility for Merit. All full-time faculty members will be reviewed for merit.

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 rank ordered based on the Merit Score.

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

Faculty Member	<u>Teaching</u> Avg. of summed scores	<u>Research</u> Avg. of summed scores	<u>Service</u> Avg. of summed scores	<u>Merit</u>
	Avg. * AOR%	Avg. * AOR%	Avg. * AOR%	Sum of products

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 COE.

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.

Assignment of Responsibilities

The Department adheres to all policies of the College of Education and the University related to faculty Assignment of Responsibilities. The department allocates teaching assignments and workloads in accordance with the procedures set forth by the COE. For a more detailed description of faculty assignment of responsibilities, of faculty teaching load, refer to the University Faculty Handbook.

Each faculty member will be provided copies of the COE and University policies, procedures, guidelines and forms for completing their annual Assignment of Responsibilities (AOR) form. In the Spring semester, all faculty members will complete a rough draft of the AOR for the next academic year and submit it to the Department Chair. The Chair then meets with each of the tenure-earning faculty and negotiates any changes or modifications that must be made to meet COE guidelines and departmental needs. Once the annual assignment including the research goals and specific outcomes have been approved, the information is entered in the online Assignment of Responsibilities (AOR) form, and subsequently submitted to the COE Dean's office for approval. If for any reason the COE Dean disagrees with the assignment, the AOR form is returned for further negotiations between the Department Chair and the faculty member until the AOR is approved by both the Department Chair and COE Dean's office.

The three areas of assigned responsibilities on the AOR are: Instruction and Advisement, Research, and Service. Instructional assignments will follow COE guidelines for both the percent of the assignment and the percent for each instructional component. The percent of the assignment allocated for research will be negotiated with each faculty member. However, Assistant Professors in tenure-earning positions will typically be assigned a research load of 25-40%.

Instructional Assignment. The department follows the COE requirements for assigning instructional loads for Fixed Credit Courses, Individual Instruction for Credit and Other Instruction not for Credit. A faculty member does not receive a percentage on the AOR for serving on a doctoral or master's student's committee. An assignment in the third area, Other Instruction not for Credit, must be requested by the faculty member by written proposal that clearly identifies goals, activities, and measurable outcomes.

Specialized faculty. Teaching faculty members will have an instructional and service assignment equal to the percent of the position. The assignment of responsibilities varies depending on the department's needs and the expertise of the faculty member.

Half-time faculty. Individuals who hold half-time positions receive a specific nine-month salary for which they are assigned a 50% instructional load (6 semester credit hours).

Adjunct faculty. Adjunct faculty will be hired as needed to fulfill department instructional needs and are assigned responsibilities on a course-by-course basis.

Graduate students. Doctoral students are hired as needed to fulfill department instructional needs and are assigned responsibilities on a course-by-course basis. Graduate students are not allowed to have primary teaching appointment at the graduate level of instruction. Under no circumstances may a

graduate student be appointed as a member of another graduate student's supervisory and examining committee.

Research Assignment. A tenure-track faculty member's research assignment is negotiated with the Department Chair and approved by the COE Dean. The faculty member must identify the research outcomes (i.e., manuscripts submitted; papers presented) for the percent of AOR that is being required.

Service. Faculty have opportunities to provide service to the department, COE, university, and to appropriate professional organizations, local, state, and national governmental boards, agencies and commissions. Service assignments typically do not exceed 5% for most faculty members. Individuals filling particular administrative roles (e.g., Department Chair) are assigned a higher percentage for service. If a faculty member believes that a service activity justifies a larger assignment, the faculty member may request an additional percentage in the area of "other instruction not for credit" as described.

Examples of service opportunities at each level are provided below. Most of the University committee seats are appointed by the administration, while a few are faculty elected. For a listing of the University committees and selection procedures, please refer to Faculty Senate Committees in the Faculty Handbook. The positions in the COE and department are elected by the entire faculty. Faculty who are interested in serving should see the Department Chair for more information.

University: Faculty Senate, Budget Crisis Committee, Athletic Advisory Board, and Council on Research and Creativity

College: Promotion and Tenure, Technology, Curriculum, CORE, Student Life, and Faculty Advisory Board. (See COE Faculty Governance for further information)

Department Service: Department Chair, Promotion and Tenure Committee, Merit Committee, Space Committee, Coordinator of Undergraduate Admissions, and Coordinator of Graduate Admissions.

Term limits for select committee service

Select committee assignments 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 select committees will be subject to term limits. Such limits will ensure that service on select committees will be rotated among the faculty members in the department. Term limits are effective for the following committees:

Department

Curriculum Committee Chair. All faculty members serve the department curriculum committee; the Chair of the Department's Curriculum Committee will be limited at two years. A faculty member shall be elected as Chair for two consecutive years, then is not eligible to serve as Chair for at least two years, unless otherwise mutually agreed upon.

College

Curriculum Committee. Service on the College of Education Curriculum Committee coincides with service as Chair of the Department Curriculum Committee. A faculty member shall serve up to two consecutive years on the College Curriculum Committee, then will rotate off the College Curriculum Committee for at least two years, unless otherwise mutually agreed upon.

Council on Research in Education (CORE): Service on CORE shall be limited at two consecutive years, followed by at least two years off from eligibility to serve, unless otherwise mutually agreed upon.

Summer Appointment

In addition to the academic year assignment given to nine-month contract faculty members, a supplemental summer assignment may be given. The Department Chair has the responsibility for making supplemental summer assignments. Supplemental appointments will be offered in accordance with departmental criteria and rotation policy in a fair and equitable manner.

The following criteria will be considered in selecting faculty to be offered supplemental summer appointments:

- Summer appointments funded from the University's supplemental summer allocation are intended specifically to reflect and fulfill the academic needs of students. Supplemental funds are provided primarily to support the department's teaching programs and are not generally available for other activities.
- The courses offered for summer teaching assignments shall be selected based on: the academic needs of students and/or the students' demands for programs; the budgeted resources available to the department; the programmatic needs of the department; and the qualifications of the faculty members available to teach the courses deemed necessary to be offered during the summer. The members of the Faculty Council will meet during the Spring term, prior to the opening of registration for summer courses, to determine what courses will be offered.
- Summer assignments shall be offered to qualified faculty members before anyone who is not a faculty member.
- As soon as practical, the Department Chair will notify each faculty member regarding the department's plans for the supplemental summer program. Each faculty member will be requested to indicate in writing if he or she is interested in receiving a Summer appointment, and to identify course assignment preferences. The faculty members' responses will be considered by the Department Chair when making the assignments.
- A faculty member who obtains his or her own summer employment (e.g., a research grant or other award) shall not be omitted from the consideration for subsequent Summer appointments because of such employment.
- No final commitment for an appointment to be funded from the University's supplemental summer allocation shall be made until the department's final allocation is confirmed, typically in April.
- The Faculty Council will determine what summer courses may be offered. Assignment to teach a summer course will be based on the following criteria.
 - Expertise associated with topical content.
 - Time since last Summer appointment. Faculty members will be prioritized for appointments according to length of time since their last Summer Appointment. Those faculty members who have not recently taught will be given first consideration, with appointments being offered subsequently to those who have taught more recently.
 - Each interested faculty member will be afforded an opportunity for a Summer appointment, which will include assignment to teach one summer course. Appointments will be based on course availability.

- Once initial appointments are made, if additional courses are available, subsequent course assignments will be based on topical expertise and desire to teach.

Curriculum Committee

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. The chair of the committee serves as Department representative to the College Curriculum Committee.

Membership. The Curriculum Committee is comprised 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. The Department Chair is exempt from serving on the committee since the Chair has a separate role in reviewing and approving curriculum materials. The Chair of the Curriculum Committee is elected annually by the faculty members.

Annual Faculty Evaluation

The department adheres to all COE, University, and BOT-UFF policies related to the evaluation of full-time tenured faculty, tenure-earning faculty, non-tenure earning faculty, part-time and adjunct faculty.

Purpose, Scope, and Sources of Evaluation. All faculty members must be evaluated annually on the basis of his or her performance in fulfilling responsibilities to the University. The basic purpose of the evaluation is Faculty improvement in the functions of teaching, research, and service. The Department Chair is responsible for supervising and evaluating faculty and assisting the person being evaluated in correcting any performance deficiencies reflected in the evaluation. This evaluation shall precede and be considered in recommendations and final decisions on tenure, promotions, salary increments, and retention or termination.

When first employed, each Faculty member shall be apprised, through his or her assignment of responsibilities, of what is expected of him or her, generally, in terms of teaching, research and/or service, and specifically if there are particular requirements and/or duties involved. If and when these expectations change during the period of service of the Faculty member, that Faculty member shall be apprised of the change in written form.

The performance of each Faculty member shall be evaluated in accordance with BOT-UFF agreements, university policy, COE, and departmental criteria and procedures on annual evaluation of faculty.

The evaluation of each Faculty member with respect to teaching, research and service shall be the responsibility of the Department Chair in accordance with university policy. The following minimum procedures shall be employed by the Department Chair in arriving at the Faculty evaluation:

Evidence of Performance. Implementing SUS policy, the Department Chair shall request each member of the faculty to submit to him or her annually (and at least two weeks prior to the evaluation meeting

between the Chair and the faculty member), evidence of performance in teaching, research, and service (and other University duties where appropriate), together with a candidate statement and/or supportive data which the Faculty member deems appropriate in evaluating his or her performance.

Each faculty member shall submit annually to the Department Chair the results of the administration of SPOT/SUSSAI student evaluation instrument for each semester. 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.

Faculty and staff members on leave or sabbatical, and compensated or uncompensated if for professional purposes, are to be evaluated. The member on leave is to be requested to submit a report on the progress made in accomplishing the purposes of the leave; a copy of the evaluation made is to be sent to the employee for signature and comment. Departmental evaluation guidelines shall insure that members on approved leave are not penalized in the evaluation process.

Reporting Procedures. A written annual evaluation is completed during each Spring semester based on the Spring semester and Fall semester assignments of responsibilities for the preceding calendar year, and the Evidence of Performance Report (EOP) submitted by the faculty member for the preceding calendar year.

Faculty members shall be notified at least two weeks in advance of the date, time, and place of any direct classroom observation or visitation made in connection with the annual evaluation.

The evaluator will be the Department Chair. The Department Chair shall be familiar with university policy for a definition of procedures and data to be used in the annual evaluation of the faculty.

Each employee eligible for tenure shall be apprised in writing once each year of the employee's progress toward tenure in order to provide assistance and counseling to the employee.

The Department Chair shall be evaluated by the COE Dean.

A special report may be required in cases where the Dean of the COE disagrees with the Department Chair as outlined below. In the event of the termination of a faculty member, whether it be voluntary or involuntary, at a date other than May, a special report will be prepared. A special report may also be required when directed by the President, Academic Vice President, or the Dean of the Faculties.

Evaluation Criteria

The annual performance evaluation shall be based upon the Assignment of Responsibilities and shall take into account the nature of the assignments in terms, where applicable, of:

(1) 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 or 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.
- University policy provides, "In evaluating teaching, the evaluation of its effectiveness shall be related to approved written objectives of each course which shall be given to each class at the beginning of each academic term."

(2) 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 research and other creative programs and contributions; and recognition by the academic or professional community of what is done.

(3) 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, COE, 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.

The Department Chair will complete the Annual Evaluation Summary Form. The summary form will be used to document each faculty member's overall performance. The Chair will assign a performance rating for each element in the AOR. Faculty members who are meeting expectations will be rated in one of the following three categories:

- * Meets FSU's High Expectations: This describes an individual who demonstrates the requisite knowledge and skills in his/her field of specialty and completes assigned responsibilities in a manner that is both timely and consistent with the high expectations of the university.
- * Exceeds FSU's High Expectations: This describes an individual who exceeds expectations during the evaluation period by virtue of demonstrating noted achievements in teaching, research, and/or service.
- * Substantially Exceeds FSU's High Expectations: This describes a faculty member who exceeds performance expectations during the evaluation period as noted by exemplary accomplishment or recognition in teaching, research, and/or service.

If an individual's overall performance rating is below "Meets FSU's High Expectations," suggestions for improvement will be provided. Faculty members who are not meeting expectations will be rated in one of the following two categories:

- * Official Concern: This describes an individual who demonstrates the requisite knowledge and skills in his/her field, but is not completing assigned responsibilities in a manner that is consistent with the high standards of the university.
- * Does Not Meet FSU's High Expectations: This describes an individual who fails to demonstrate with consistency the knowledge, skills, or abilities required in his/her field of specialty, and/or in completing assigned responsibilities.

In addition to the broad criteria described in the preceding pages, performance expectations for faculty members in the SM Department are noted in Appendix A. Performance expectations are presented in each area, teaching, research and service.

After the Department Chair completes the Annual Evaluation Summary Form, it will be discussed with the faculty member. The faculty member may attach to the Report any statement he or she desires. In addition, in the case of a "Does Not Meet FSU's High Expectations," the Department Chair shall fully document the unsatisfactory performance prior to discussion with the faculty member. The Department Chair will propose in written form to the faculty member specific recommendations to assist the faculty member in achieving at least a "Meets FSU's High Expectations" rating. The recommendation should be implemented within an academic year. Examples of recommendations could include: mentorship, programs offered through FSU's Academic & Professional Program Services, study on the campus of FSU (course titles and particular professors should be specified); provision to work with or to observe the work of an outstanding professor; participation in departmental staff development programs, etc.

After discussion is completed and attachments made (if any), the faculty member will indicate that the evaluation has been reviewed by signing the Annual Evaluation Summary Form and indicating the number of pages attached to it.

Upon the completion of the discussion with the faculty member, the Annual Evaluation Summary Form will be forwarded to the COE Dean. If the Dean agrees with it, he or she shall so indicate by affixing his or her signature. In the event he or she disagrees, the Dean may discuss the area of disagreement with the Department Chair. All COE and university policies will be followed if the COE Dean makes the decision to submit his/her own performance report.

Disposition of Annual Evaluation Summary Form. When the overall performance of a faculty member is satisfactory and the performance report has been reviewed by the COE Dean, the Annual Evaluation Summary Form will be filed in the faculty member's departmental personnel file together with any attachments. The contents of the faculty evaluation file shall be confidential and shall not be disclosed except to the faculty member evaluated and those whose duties require access.

Provision for Appeal. In the event that a faculty member is dissatisfied with the performance rating on the Annual Evaluation Summary Form, this procedure allows the faculty member to register his or her disagreement in writing to the appropriate administrative level. All COE and university policies will be adhered to for appeals.



FLORIDA STATE UNIVERSITY

COLLEGE OF EDUCATION

Department of Sport Management

Appendix A

Annual Evaluation Criteria

	Does not Meet FSU's High Expectations	Official Concern	Meets FSU's High Expectations	Exceeds FSU's High Expectations	Substantially Exceeds FSU's High Expectations
Teaching	<p>Fails to fulfill teaching assignment on AOR.</p> <p style="text-align: center;">OR</p> <p>Fulfills teaching assignment on AOR.</p> <p style="text-align: center;">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 style="text-align: center;">OR</p> <p>Has failed to respond to official concerns as identified in previous evaluations.</p>	<p>Fulfills teaching assignment on AOR.</p> <p style="text-align: center;">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 style="text-align: center;">OR</p> <p>Fails to administer all course evaluations (where applicable).</p>	<p>Fulfills teaching assignments on AOR.</p> <p style="text-align: center;">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 style="text-align: center;">AND</p> <p>Receives more than 70% of student ratings as "4" and/or "5" ("Excellent") on teaching evaluations for each course taught.</p> <p style="text-align: center;">AND AT LEAST ONE OF THE FOLLOWING</p> <p>Developing a new course in addition to teaching a full course load.</p> <p style="text-align: center;">OR</p> <p>Serves as university representative on thesis/dissertation committees.</p>	<p>Fulfills teaching assignment on AOR.</p> <p style="text-align: center;">AND AT LEAST 2 OF THE FOLLOWING</p> <p>Receives a teaching award either from the university or another agency.</p> <p style="text-align: center;">OR</p> <p>Receives an advising award either from the university or another agency.</p> <p style="text-align: center;">OR</p> <p>Receives a graduate mentoring award either from the university or another agency.</p>

				<p style="text-align: center;">OR</p> <p>Nominated for teaching award, advising award, or graduate mentoring award.</p> <p style="text-align: center;">OR</p> <p>Evidence of promoting student growth and development (e.g., student publications, presentations, awards).</p> <p style="text-align: center;">OR</p> <p>Peer evaluations from out-of-program faculty.</p> <p style="text-align: center;">OR</p> <p>Participates in professional development activities and utilizes strategies learned to enhance instruction.</p>	<p style="text-align: center;">OR</p> <p>Receives at least 70% excellent ratings on teaching evaluations on all rated courses.</p> <p style="text-align: center;">OR</p> <p>Teaches an additional class over department norms without additional compensation.</p> <p style="text-align: center;">OR</p> <p>Presentation or publication for a professional organization, agency, or other entity, that contributes to the advancement of teaching and learning.</p> <p style="text-align: center;">OR</p> <p>Publishes a textbook through a major university or commercial publishing house. First author or co-author (with one other).</p>
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				<p style="text-align: center;">OR</p> <p>Publishes an edited textbook through a major university or commercial publishing house. Editor or co-editor (with one other).</p> <p style="text-align: center;">OR</p> <p>Publishes a textbook through a niche press outlet. First author or co-author (with one other).</p>	
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	Does not Meet FSU's High Expectations	Official Concern	Meets FSU's High Expectations	Exceeds FSU's High Expectations	Substantially Exceeds FSU's High Expectations
Research	Fails to fulfill research assignment on AOR.	<p>Fulfills research assignment on AOR.</p> <p style="text-align: center;">AND</p> <p>Exhibits a pattern of effort that fails to drive independent scholarship.</p>	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 style="text-align: center;">AND</p> <p>Achieves any two (2) of the following:</p> <p>Annual productivity includes publishing at least one (1) article in a top tier journal</p> <p style="text-align: center;">OR</p> <p>Receives an internally funded research award (e.g., COE research grant; CRC award). Note: Does not include travel related funding.</p> <p style="text-align: center;">OR</p> <p>Invited research presentation.</p> <p style="text-align: center;">OR</p> <p>Collaborator on an externally funded grant.</p>	<p>Fulfills research assignment on AOR.</p> <p style="text-align: center;">AND</p> <p>Achieves any two (2) of the following:</p> <p>Annual productivity includes publishing: (i) at least two co-authored articles in top tier journals (with 1st or 2nd author position); or (ii) at least one solo-authored article in a top tier journal.</p> <p style="text-align: center;">OR</p> <p>Receives an externally sponsored award.</p> <p style="text-align: center;">OR</p> <p>Serves as PI on an externally funded grant.</p> <p style="text-align: center;">OR</p> <p>Delivers an invited keynote or plenary presentation.</p>

				<p style="text-align: center;">OR</p> <p>Officially sponsors a scholar from another organization or university, and the collaboration results in a product (e.g., grant application, article, book chapter, etc.).</p> <p style="text-align: center;">OR</p> <p>Research cited or quoted in mainstream or non-academic outlets (e.g., ESPN, Wall Street Journal, USA Today, etc.).</p> <p style="text-align: center;">OR</p> <p>Publishes an edited book (not a textbook) through a major university or commercial publishing house. Editor or co-editor (with one other).</p> <p style="text-align: center;">OR</p> <p>Publishes a book through a niche press outlet. First author or co-author (with one other).</p>	<p style="text-align: center;">OR</p> <p>Receives an external award for scholarly activity (e.g., book of the year; article of the year; achievement award, etc.).</p> <p style="text-align: center;">OR</p> <p>Publishes work in high-quality mainstream/non-academic outlets (e.g., ESPN.com, NY Times, Salon, Harper's, Wall Street Journal, etc.).</p> <p style="text-align: center;">OR</p> <p>Publishes a book (not a textbook) through a major university or commercial publishing house. First author or co-author (with one other).</p>
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	Does not Meet FSU's High Expectations	Official Concern	Meets FSU's High Expectations	Exceeds FSU's High Expectations	Substantially Exceeds FSU's High Expectations
Service	Fails to fulfill service assignment on AOR.	<p>Fulfills service assignment on AOR.</p> <p style="text-align: center;">AND</p> <p>Is consistently non-participatory.</p> <p style="text-align: center;">OR</p> <p>Chronically does not meet deadlines.</p>	Fulfills service assignment on AOR and participates in program meetings.	<p>Fulfills service assignment on AOR.</p> <p style="text-align: center;">AND</p> <p>Achieves any two (2) of the following:</p> <p>Serves on an ad hoc committee(s) (e.g., department, university or professional organizations) not listed in AOR.</p> <p style="text-align: center;">OR</p> <p>Reviews grants for state or federal agency.</p> <p style="text-align: center;">OR</p> <p>Service to a professional association through activities such abstract reviews, committee membership (e.g., award, membership, promotion) etc.</p>	<p>Fulfills service assignment on AOR.</p> <p style="text-align: center;">AND</p> <p>Achieves any two (2) of the following:</p> <p>Receives a service award.</p> <p style="text-align: center;">OR</p> <p>Serves as the Editor of a scholarly journal</p> <p style="text-align: center;">OR</p> <p>Serves as an Associate/Assistant Editor for two or more scholarly journals.</p>

				<p style="text-align: center;">OR</p> <p>Serves as a guest reviewer for professional publications (2 or more per year).</p>	<p style="text-align: center;">OR</p> <p>Serves in leadership role within or outside the university community that draws upon one's expertise.</p>
				<p style="text-align: center;">OR</p> <p>Serves on a professional or state committee or task force.</p>	<p style="text-align: center;">OR</p> <p>Sponsors a student organization/activity.</p>
				<p style="text-align: center;">OR</p> <p>Provides promotion and/or tenure reviews for another institution.</p>	<p style="text-align: center;">OR</p> <p>Reviews grants for a federal agency.</p>
				<p style="text-align: center;">OR</p> <p>Serves on an editorial board.</p>	<p style="text-align: center;">OR</p> <p>Utilized as an expert witness in a proceeding or hearing (federal or state level).</p>
				<p style="text-align: center;">OR</p> <p>Nominated for a service award.</p>	<p style="text-align: center;">OR</p> <p>Serves as a conference organizer/director/chair for a national or international association</p>

				<p style="text-align: center;">OR</p> <p>Prepare reports or research presentations for outside agencies, government, or non-government organizations.</p> <p style="text-align: center;">OR</p> <p>Serves as an official faculty mentor.</p>	<p style="text-align: center;">OR</p> <p>Serves as an Officer of a scholarly association (e.g., NASSM, NASSS, etc.).</p>
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FLORIDA STATE UNIVERSITY

COLLEGE OF EDUCATION

Department of Sport Management

Appendix B

Merit Evaluation Criteria

	Does not Meet FSU's High Expectations (No Merit)	Official Concern (No Merit)	Meets FSU's High Expectations (Low Merit)	Exceeds FSU's High Expectations (Medium Merit)	Substantially Exceeds FSU's High Expectations (High Merit)
Teaching	<p>Fails to fulfill teaching assignment on AOR.</p> <p style="text-align: center;">OR</p> <p>Fulfills teaching assignment on AOR.</p> <p style="text-align: center;">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>Fulfills teaching assignment on AOR.</p> <p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">AND</p> <p>Receives more than 70% of student ratings as "4" and/or "5" ("Excellent") on teaching evaluations for each course taught.</p> <p style="text-align: center;">AND AT LEAST ONE OF THE FOLLOWING</p> <p>Developing a new course while teaching a full course load.</p> <p style="text-align: center;">OR</p> <p>Serves as university representative on thesis/dissertation committees.</p>	<p>Fulfills teaching assignment on AOR.</p> <p style="text-align: center;">AND AT LEAST 2 OF THE FOLLOWING</p> <p>Receives a teaching award either from the university or another agency.</p> <p style="text-align: center;">OR</p> <p>Receives an advising award either from the university or another agency.</p> <p style="text-align: center;">OR</p> <p>Receives a graduate mentoring award either from the university or another agency.</p> <p style="text-align: center;">OR</p>

				<p style="text-align: center;">OR</p> <p>Nominated for teaching award, advising award, or graduate mentoring award.</p> <p style="text-align: center;">OR</p> <p>Evidence of promoting student growth and development (e.g., student publications, presentations, awards).</p> <p style="text-align: center;">OR</p> <p>Peer evaluations from out-of-program faculty.</p> <p style="text-align: center;">OR</p> <p>Participates in professional development activities and utilizes strategies learned to enhance instruction.</p>	<p>Receives at least 70% excellent ratings on teaching evaluations on all rated courses.</p> <p style="text-align: center;">OR</p> <p>Teaches an additional class over department norms without additional compensation.</p> <p style="text-align: center;">OR</p> <p>Presentation or publication for a professional organization, agency, or other entity, that contributes to the advancement of teaching and learning.</p> <p style="text-align: center;">OR</p> <p>Publishes a textbook through a major university or commercial publishing house. First author or co-author (with one other).</p>
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				<p style="text-align: center;">OR</p> <p>Publishes an edited textbook through a major university or commercial publishing house. Editor or co-editor (with one other).</p> <p style="text-align: center;">OR</p> <p>Publishes a textbook through a niche press outlet. First author or co-author (with one other).</p>	
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	Does not Meet FSU's High Expectations (No Merit)	Official Concern (No Merit)	Meets FSU's High Expectations (Low Merit)	Exceeds FSU's High Expectations (Medium Merit)	Substantially Exceeds FSU's High Expectations (High Merit)
Research	Fails to fulfill research assignment on AOR.	<p>Fulfills research assignment on AOR.</p> <p>AND</p> <p>Exhibits a pattern of effort that fails to drive independent scholarship.</p>	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 any two (2) of the following:</p> <p>Annual productivity includes publishing at least one (1) article in a top tier journal</p> <p>OR</p> <p>Receives an internally funded research award (e.g., COE research grant; CRC award). Note: Does not include travel related funding.</p> <p>OR</p> <p>Invited research presentation.</p>	<p>Fulfills research assignment on AOR.</p> <p>AND</p> <p>Achieves at least any two (2) of the following:</p> <p>Annual productivity includes publishing: (i) at least two co-authored articles in top tier journals (with 1st or 2nd author position); or (ii) at least one solo-authored article in a top tier journal.</p> <p>OR</p> <p>Receives an externally sponsored award.</p>

				<p style="text-align: center;">OR</p> <p>Officially sponsors a scholar from another organization or university, and the collaboration results in a product (e.g., grant application, article, book chapter, etc.).</p> <p style="text-align: center;">OR</p> <p>Collaborator on an externally funded grant.</p> <p style="text-align: center;">OR</p> <p>Has research cited or quoted in mainstream/non-academic outlets or publications (e.g., ESPN, Wall Street Journal, USA Today, etc.).</p>	<p style="text-align: center;">OR</p> <p>Serves as PI on an externally funded grant.</p> <p style="text-align: center;">OR</p> <p>Delivers an invited keynote or plenary presentation.</p> <p style="text-align: center;">OR</p> <p>Receives an external award for scholarly activity (e.g., book of the year; article of the year; achievement award, etc.).</p> <p style="text-align: center;">OR</p> <p>Publishes work in high-quality mainstream/non-academic outlets or publications (e.g., ESPN.com, NY Times, Salon, Harper's, Wall Street Journal, etc.).</p>
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				<p style="text-align: center;">OR</p> <p>Publishes an edited book (not a textbook) through a major university or commercial publishing house. Editor or co-editor (with one other).</p> <p style="text-align: center;">OR</p> <p>Publishes a book through a niche press outlet. First author or co-author (with one other).</p>	<p style="text-align: center;">OR</p> <p>Publishes a book (not a textbook) through a major university or commercial publishing house. First author or co-author (with one other).</p>
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	Does not Meet FSU's High Expectations (No Merit)	Official Concern (No Merit)	Meets FSU's High Expectations (Low Merit)	Exceeds FSU's High Expectations (Medium Merit)	Substantially Exceeds FSU's High Expectations (High Merit)
Service	Fails to fulfill service assignment on AOR.	<p>Fulfills service assignment on AOR.</p> <p style="text-align: center;">AND</p> <p>Does not consistently participate in program meetings.</p>	Fulfills service assignment on AOR and participates in program meetings.	<p>Fulfills service assignment on AOR.</p> <p style="text-align: center;">AND</p> <p>Achieves any two (2) of the following:</p> <p>Serves on an ad hoc committee(s) (e.g., department, university or professional organizations) not listed in AOR.</p> <p style="text-align: center;">OR</p> <p>Reviews grants for state or federal agency.</p> <p style="text-align: center;">OR</p> <p>Service to a professional association through activities such abstract reviews, committee membership (e.g., award, membership, promotion) etc.</p>	<p>Fulfills service assignment on AOR.</p> <p style="text-align: center;">AND</p> <p>Achieves any two (2) of the following:</p> <p>Receives a service award.</p> <p style="text-align: center;">OR</p> <p>Serves as the Editor of a scholarly journal</p> <p style="text-align: center;">OR</p> <p>Serves as an Associate/Assistant Editor for two or more scholarly journals.</p>

				<p style="text-align: center;">OR</p> <p>Serves as a guest reviewer for professional publications (2 or more per year).</p> <p style="text-align: center;">OR</p> <p>Serves on a professional or state committee or task force.</p> <p style="text-align: center;">OR</p> <p>Provides promotion and/or tenure reviews for another institution.</p> <p style="text-align: center;">OR</p> <p>Serves on an editorial board.</p> <p style="text-align: center;">OR</p> <p>Nominated for a service award.</p>	<p style="text-align: center;">OR</p> <p>Serves in leadership role within or outside the university community that draws upon one's expertise.</p> <p style="text-align: center;">OR</p> <p>Sponsors a student organization/activity.</p> <p style="text-align: center;">OR</p> <p>Reviews grants for a federal agency.</p> <p style="text-align: center;">OR</p> <p>Utilized as an expert witness in a proceeding or hearing (federal or state level).</p> <p style="text-align: center;">OR</p> <p>Serves as a conference organizer/director/chair for a national or international association</p>
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				<p style="text-align: center;">OR</p> <p>Prepare reports or research presentations for outside agencies, government, or non-government organizations.</p> <p style="text-align: center;">OR</p> <p>Serves as an official faculty mentor.</p>	<p style="text-align: center;">OR</p> <p>Serves as an Officer of a scholarly association (e.g., NASSM, NASSS, etc.).</p>
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FLORIDA STATE UNIVERSITY

COLLEGE OF EDUCATION

Department of Sport Management

APPENDIX C

Department Promotion Criteria Specialized Faculty Positions

All individuals considered for promotion or tenure are evaluated in accordance with the policies of the University, Board of Trustees, BOT-UFF, the College of Education and the SM department. In evaluating the competencies of a faculty member, primary assessment is in terms of his or her performance of the assigned duties and responsibilities as reported on the COE's Assignment of Responsibility (AOR) form.

Specialized Faculty promotion decisions shall take into account:

1. Annual evaluations.
2. Annual assignment of responsibility (AOR).
3. Promotion criteria in relation to the assignment in the supervisor's letter.
4. Evidence of sustained effectiveness relative to opportunity and according to assignment in the supervisor's letter.

Teaching Faculty promotion criteria:

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 Student Perceptions of Teaching (SPOT) or 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 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:

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

(b) Breadth of effect, as indicated by 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 D

Florida State University Specialized Faculty Promotion Guidelines

Promotion Criteria

All Specialized Faculty promotion decisions shall take into account:

1. Annual evaluations.
2. Annual assignment of responsibility (AOR).
3. Fulfillment of the department/unit written promotion criteria in relation to the assignment in the supervisor's letter. (All departments/units must have written promotion criteria and procedures for all applicable Specialized Faculty available in the department/unit, posted on a single publicly accessible University Web site, and on file in the Office of the Vice President for Faculty Development and Advancement.)
4. Evidence of sustained effectiveness relative to opportunity and according to assignment in the supervisor's letter.
5. All actions are effective the beginning of the next academic year.

Teaching Faculty promotion decisions shall take into account:

1. Evidence of well-planned and delivered courses.
2. Summaries of data from Student Perceptions of Teaching (SPOT) or Student Perception of Courses and Instructors (SPCI).
3. Letters from faculty members who have conducted peer evaluations of the candidate's teaching.
4. Proven ability to teach multiple courses within a discipline/major.
5. 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.

Instructional Support track promotion decisions shall take into account:

1. Evidence of contributions in support of instruction, as attested by internal letters from faculty members at FSU.
2. Other instructional support activities, such as instructional innovation, involvement in curriculum development, authorship of educational materials, and participation in professional organizations.

Research Faculty or Curator track promotions shall take into account:

1. Scholarly or creative accomplishments of high quality, appropriate to the field, in the form of books and peer-reviewed scholarly publications.
2. Success in obtaining external funding, as principal investigator or co-principal investigator on grants.

3. Recognized standing in the discipline and profession, as attested to by letters from outstanding scholars outside the university.
6. Other research-related activities, such as chapters in books, articles in refereed and non-refereed professional journals, musical compositions, exhibits of paintings and sculpture, works of performance art, papers presented at meetings of professional societies, reviews, and research and creative activity that has not yet resulted in publication, display, or performance.

Research Support Faculty promotion shall take into account:

1. Evidence of contributions in support of research, as attested by internal letters from collaborators at FSU.
2. Scholarly or creative accomplishments of high quality and appropriate to the field (books and peer-reviewed scholarly publications).
3. Success in obtaining external funding as principal or co-principal investigator on a grant.
4. Other research-related activities, such as chapters in books, articles in refereed and non-refereed professional journals, musical compositions, exhibits of paintings and sculpture, works of performance art, papers presented at meetings of professional societies, reviews, and research and creative activity that has not yet resulted in publication, display, or performance.

University Librarian and Information Specialties track promotion shall take into account:

1. Demonstrated excellence in specialized area of librarianship.
2. Participation in continuing education in the form of appropriate academic course work, workshops, institutes or conferences.
3. Participation or membership in professional associations.
4. Attainment of an advanced degree.
5. Publications.
6. Evidence of commitment to the service concerns of the University or the community.

Ranks

1. Promotion in the specialized faculty ranks is attained through meritorious performance of assigned duties in the faculty member's present position.
2. Promotion to the *second rank* in each track shall be based on recognition of demonstrated effectiveness in the areas of assigned duties.
3. Promotion to the *third rank* in each track shall be based on recognition of superior performance in the areas of assigned duties.

Promotion Process

1. Recommendations for promotion begin with the faculty member's supervisor and are submitted to the appropriate officials for review.
2. The supervisor may not withhold a faculty member's materials from review should the faculty member wish to be considered.
3. Each department considers all faculty members 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 shall not be automatic nor may it be regarded as guaranteed upon completion of a given term of service. Early promotion is possible where there is sufficient justification.
4. Specialized faculty members who have been assigned an administrative code shall be subject to the normal promotion criteria and procedures for the applicable rank. They may not substitute performance of their administrative duties for qualifications in teaching or research. The duty assignments of such employees shall accord them an opportunity to meet the criteria for promotion; however, the number of years it takes a faculty member to meet the criteria in teaching or research and scholarly accomplishments may be lengthened by reduced duty assignments in those areas; the number of years over which such accomplishments are spread shall not be held against the faculty member when the promotion case is evaluated.
5. All faculty members are informed of their prospective candidacy by their supervisor. If they wish to proceed, they also have an opportunity to assist in preparing their binder prior to review. The faculty member shall have the right to review the contents of the promotion binder and may attach a brief response to any material therein. Once the departmental committee has reviewed a binder, no material may be added to it or deleted from it except under the conditions specified in the Collective Bargaining Agreement under Articles 14 and 15.
6. The promotion committee for specialized faculty must include one or more peers (i.e., non-tenure track and/or specialized faculty). The promotion committee of the department/unit reviews the binders of prospective candidates in that department, recommends action on the nomination of each candidate by secret vote, and prepares a report of the committee's recommendations. Specialized faculty do not review binders of tenure track or tenured faculty candidates, unless the unit's bylaws allow that process.
7. Each department/unit has one committee, elected by the faculty according to the process defined in the bylaws of the department/unit, which is charged with the responsibility of reviewing the records of all prospective candidates for promotion in that department/unit and recommending action on the nomination of each candidate. If a department/unit has fewer than 10 faculty members, and the bylaws of the department do not provide for a faculty committee for review of promotions, the faculty of the department/unit shall be combined with similarly situated departments/units determined by the President or designee to elect a joint faculty committee.

8. In addition to the departmental committee, the department chair (or equivalent administrator) independently reviews the binders of all prospective candidates in that department and recommends action on the nomination of each candidate by submitting to the dean a report of the departmental committee recommendations and the chair's recommendations on all submitted binders.
9. Prospective candidates will be informed of the results of the recommendations at each level of review. A candidate may withdraw his or her file from consideration within five working days of being informed of the results of the consideration at a given level. If a candidate chooses to withdraw, he or she must notify in writing, through the chair and dean, the Office of the Vice President for Faculty Development and Advancement.
10. Once the departmental committee and department chair have reviewed the binder, the applicable director, dean, or vice president considers these recommendations, independently reviews the binders, and then submits his or her advice regarding whether the candidate meets the appropriate promotion criteria to the Office of the Vice President for Faculty Development and Advancement.
11. The dean may place a letter of evaluation on the record of achievement as reflected in the binder.
12. The bylaws of a college/unit may also institute a faculty committee to review all Specialized Faculty promotions within the college/unit.
13. The Office of the Vice President for Faculty Development and Advancement confirms that the candidate meets the eligibility requirements and then forwards its recommendation to the Provost or Vice President for Research.
14. The Provost or Vice President for Research considers the previous recommendations, independently reviews the binders, and then forwards his or her recommendation to the President for a final decision.

Promotion Binder

Promotion binders for all Specialized Faculty shall include:

1. Professional vita
2. Assigned duties
3. Annual evaluations
4. Chair/supervisor's annual letter of appraisal toward promotion
5. Letters of recommendation
6. May also include evidence of the other considerations specified in department/unit promotion criteria

Promotion binders for all faculty with teaching assignments shall include:

1. A list of courses taught since appointment to the rank from which being considered for promotion, with the percentage of effort assigned, enrollment, and grade distribution for each course.

2. A summary of the results of the polls of student perceptions of teaching shall also be included for each course.

Promotion binders for all teaching track faculty shall include:

1. Two or three letters from faculty members, besides the department/unit chair, who have conducted a peer evaluation of the candidate's teaching.

Promotion binders for faculty members in the Instructional Support Track shall include:

1. Two or three letters from faculty members, besides the department/unit chair, who have reviewed the faculty member's service in support of instruction and teaching if applicable.

Promotion binders for faculty members in the Research track shall include:

1. Three letters of recommendation from faculty members of higher rank outside the University that attest to the quality of the candidate's research and/or other creative activities and her/his recognition in the field.
2. Descriptions of the contracts and grants for which the candidate has served as Principle Investigator (PI) or co-PI since the last promotion or initial appointment, as appropriate, including: the title of the project; the funding agency; the list of PI and co-PIs; any other institutions involved; the FSU share and amount of funding.

Promotion binders for faculty members in the Research Support track shall include:

1. Two or three letters from faculty members, besides the department/unit chair, who have reviewed the faculty member's service in support of research.
2. If the duty assignments over the period since last promotion included a research component, the binder shall also include evidence of the quality of the research.