

**Bylaws for the Reubin O’D. Askew School of Public Administration and Policy  
In the College Of Social Sciences & Public Policy**

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## Record of Substantive Revisions and Amendments to these Bylaws

Adopted May 26, 1978. Amended by a majority of the faculty January 28, 1986, Fall 1990, September 6, 1991, October 15, 1996, October 25, 2005, August 25, 2006, March 12, 2007, September 6, 2007, November 13, 2007, March 3, 2009, October 21, 2010, January 15, 2013, January 27, 2020, and April 27, 2022.

These are the bylaws for the *Askew School of Public Administration and Policy* in the *College of Social Sciences and Public Policy* at Florida State University. These bylaws were last approved on April 27, 2022 by a majority of the applicable voting members of the Askew School and on May 5, 2022 by the College and the Office of Faculty Development and Advancement.

### I. Bylaws

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

**B. Bylaws Revision.** Any three voting members of the School or the director may propose an amendment to the bylaws. A proposed amendment must be made available to the faculty one week prior to a School faculty meeting. To be adopted, a proposed amendment must be approved by a majority of the voting members present, assuming a quorum.

**C. Substantive Change Statement.** Faculty and staff members are expected to be familiar with and follow the Florida State University Substantive Change Policy as found on the university web site <https://sacs.fsu.edu/substantive-change-policy/>

### II. Membership and Voting Rights

**A. Faculty Membership.** The Askew School classifies faculty positions in the following categories:

1. Tenure and tenure-track professional rank positions (namely professors, associate professors and assistant professors).
2. Specialized (Teaching or Research) Faculty are non-tenure track faculty consisting of individuals in faculty classifications that are not tenured and not earning time credible towards tenure. These faculty are appointed as full-time employees of the School on a non-temporary basis.
3. Adjunct Faculty should have a graduate degree in Public Administration or a related discipline and significant professional experience. Teaching experience is

highly desirable. They shall be utilized as instructors in established, selected topics and practicum courses which they are qualified to teach by academic training and/or professional experience.

4. Auxiliary Faculty should have the same qualifications as Adjunct Faculty. They are non-tenure earning and should perform teaching, research or extension function on a continuing basis. Such appointments require approval of the Dean.
5. Affiliate Faculty status may be offered by the School to faculty members in other departments who have a continuing interest in Public Administration. Such Affiliate Faculty may participate in Public Administration functions and are expected to assist in the development of the Public Administration Program.

**B. Department Membership.** In addition to the faculty defined in II.A above, the following are members of the Askew School: post-doctoral researchers, School staff, and graduate students. The Askew School graduate student body consists of all currently enrolled Askew School graduate students.

**C. Faculty Voting Rights.** Voting membership in the Askew School of Public Administration and Policy shall include all faculty members in tenured or tenure-earning positions, and specialty faculty including persons holding joint appointments in other schools and institutes. Individuals holding other types of appointments shall be non-voting members of the school. One exception is that only tenured faculty vote on promotion and tenure decisions. We use the term “nucleus faculty” to cover full-time tenure track and specialized faculty who are teaching in the Askew School’s MPA and doctoral degree programs.

The faculty shall have ultimate jurisdiction over all school policy subject to College and University policy and the regulations and statutes of the Board of Regents and the State of Florida.

**D. Non-faculty Voting Rights.** Those individuals defined as members of the Askew School in II.B. do not have voting rights.

### III. School Organization and Governance

**A. Faculty Meetings.** Faculty meetings shall be held at least once each semester during the regular 9-month academic year. A notice of the meeting and an agenda shall be submitted by the Director one week in advance of the meeting. A graduate student shall be elected annually by the Public Administration Graduate Association to attend and participate in the faculty meetings.

**B. School Director Selection.** Appointment of the Director shall be made by the Dean of the College in consultation with the faculty of the School. Faculty preferences shall be determined by secret ballot after a general faculty meeting.

**C. School Leadership and Committees.**

The School's Leadership team includes the School Director, M.P.A. Program Director, and Ph.D. Program Director. The School Director appoints the M.P.A. Program Director and the Ph.D. Program Director.

**School Director.** The Director shall be the chief executive officer of the School and is responsible to the Dean of the College and to the faculty of the School. The Director is responsible for making faculty assignments (after consultation with each faculty member), and for office management (Please see Appendix A: Faculty Assignment and Post Tenure Review) After consultation with the proper committees, the Director shall act for the school on matters such as appointments, tenure, promotion, salary, curriculum, and allocation of resources.

The Director shall serve a three-year term and can be reappointed. The Director serves at the discretion of Dean.

The Director shall be an ex-officio non-voting member of all school committees, except that the Director shall serve as the voting chair of the Policy Committee.

The Director appoints committee members except those who are selected based on a vote of the faculty, and may establish ad hoc committees as necessary. A faculty meeting at the start of the fall semester should be called to determine committee assignments that require votes and faculty discussion.

Procedure for Removing a Director from Office. At the request of three or more faculty members, the Policy Committee will hold a faculty meeting and after discussion, there shall be a secret ballot taken on whether the Director maintains the confidence of the faculty to continue as Director. The results of this vote shall be announced to the Askew School faculty at the meeting, and submitted to the Dean.

**School Committees.** The School shall have six permanent committees: the Policy Committee, the Personnel Committee, the Ph.D. Committee, the MPA Committee, the Undergraduate Committee, and the Diversity and Equity Committee. In addition, the School Director may appoint a Minority Affairs Director as needed.

**Policy Committee.** The Policy Committee, which shall serve as the school's faculty search committee or appoint such committee, shall consist of three tenure track and/or Specialized faculty members and one graduate student. The MPA Director and the Ph.D. Director shall be ex-officio members of the Policy Committee. The student shall have voting privileges except on matters pertaining to faculty evaluation, promotion, hiring and tenure.

The faculty committee members shall be elected by the faculty for two-year terms which shall be staggered. The graduate student shall be elected by the Public Administration Graduate Association by secret ballot to represent the students at the general faculty meetings. The Committee shall select its faculty convener.

**Personnel Committee.** The Personnel Committee will consist of three faculty members and one alternate elected by voting faculty for overlapping two-year terms. The Committee shall conduct the annual faculty evaluation in conformance with the standards specified in the Askew School's "Statement of Performance Appraisal, Merit Pay Determination, and Promotion and Tenure Criteria." The Personnel Committee shall annually review all faculty below the rank of tenured full professors and will provide advice on whether the candidates meet the criteria for tenure and or promotion. Membership can represent the various tenure track and Specialized faculty ranks (although assistant untenured faculty and Specialized faculty have the right to ask not to be listed on the ballot for election) and will be limited to those not serving on the Policy Committee except in cases where there is only one faculty member in a given rank. The committee shall meet when all members can be present. See also IV-C, Evaluation Procedures.

The regular tenured faculty members shall serve as the elected Promotion and Tenure Committee of the School. See also IV-C-2, Promotion and Tenure.

The Personnel Committee will annually render an opinion on the Director's performance to provide advice to the Dean.

The Personnel Committee shall additionally review the performance of all adjunct instructors, including an examination of their course syllabi and student teaching evaluations, and make a recommendation to the Director regarding whether each adjunct should be retained in that role in the coming academic year.

**Ph.D. Committee.** The Ph.D. Committee shall consist of the Ph.D. Director, who will serve as chairperson, and three faculty members, appointed by the Director and confirmed by the Policy Committee for overlapping two-year terms, plus one student, elected annually by the Public Administration Graduate Association in a secret ballot. The Ph.D. Committee will propose Ph.D. policy; review and develop curriculum; advise the Ph.D. Director; vote on selecting students for admissions, financial aid, and similar matters; and function as an appeals body for students on the various degree requirements.

**MPA Committee.** The MPA Committee shall consist of the MPA Director, who will serve as chairperson, and three faculty members, appointed by the Director and confirmed by the Policy Committee for overlapping two-year terms, plus one student elected annually by the Public Administration Graduate Association in a secret ballot. The Diversity and Equity Director shall be a permanent voting member of the MPA Committee. The MPA Committee will propose MPA policy; review and develop curriculum; advise the MPA Director; vote on selecting students for admissions, financial awards, and other purposes; and function as an appeals body for students on the various degree requirements.

**Undergraduate Committee.** The Undergraduate Committee shall consist of three faculty members nominated by the Director and confirmed by the Policy Committee for overlapping two-year terms. It will propose undergraduate curriculum policy; oversee performance in the various courses; maintain liaison with the Department of Political Science; select students into the 3 + 2 degree program, function as an appeals body for

students on minor requirements and grades; and otherwise supervise the undergraduate activity of the School.

**Diversity and Equity Committee.** The Minority Affairs Committee shall consist of the minority affairs director, who will serve as chairperson and three faculty members, appointed by the Director and confirmed by the Policy Committee for overlapping two-year terms, plus two students—one MPA and one doctoral student -- elected annually by the Public Administration Graduate Association in a secret ballot. It will propose minority affairs policy; advise the MPA and Ph.D. Director; collaborate with the Director in recruiting students; provide advice on the award of minority assistantships, on exceptional admissions, and on other matters related to minority affairs.

The Diversity and Equity Director shall be responsible for proposing policy to the School Director and faculty to facilitate the recruitment, admission and progress toward graduation of minorities. The Director shall advise the MPA and Ph.D. Committees on the admission of minorities and the School Director on the award of assistantships and fellowships.

**D. Faculty Senators.** The voting faculty will elect the School's faculty senator at such times as specified by the constitution of the Faculty Senate. S/he is responsible for attending Faculty Senate meetings and keeping the School apprised of developments affecting the School or its members.

**E. Faculty Recruitment.** Following notification from the Dean that the School is authorized to hire a new faculty member to fill a vacancy, the full faculty shall meet to discuss hiring needs in conducting the search for candidates. As the School's search committee, the faculty with voting membership will oversee the search process and identify the best qualified applicants. Hiring decisions shall be determined by a majority vote of the faculty with voting membership.

**F. Unit Reorganization.** All tenured, tenure-earning, and specialized faculty will discuss School Reorganization when necessary.

#### **IV. Curriculum**

The M.P.A. Committee, the Ph.D. Committee, and the Undergraduate Committee serve as the School's Curriculum Committee, as discussed in III.C.

#### **V. Annual Evaluation of Faculty on Performance and Merit**

**A. Peer Involvement in Annual Performance and Merit Evaluation.** Each faculty member's performance will be evaluated relative to his or her assigned duties. Each faculty member's performance will be rated annually using the following university rating scale:

- Substantially Exceeds FSU's High Expectations
- Exceeds FSU's High Expectations
- Meets FSU's High Expectations
- Official Concern

## Does Not Meet FSU's High Expectations

For information about the School's faculty assignments see Appendix A of these bylaws.

For details about faculty involvement in the annual evaluation and merit evaluation processes see Appendix B of these Bylaws.

**B. Criteria for Evaluation of Tenure-track Faculty.** For discussion of criteria for evaluation of tenure-track faculty see Appendix B and Appendix C of these bylaws.

**C. Criteria for Evaluation of Specialized Faculty.** For discussion of criteria for evaluation of specialized faculty see Appendix D of these bylaws.

## VI. Promotion and Tenure

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

**B. Third Year Review for Tenure-track Faculty.** Tenure-track faculty in their third year of service will receive an evaluation of their progress in meeting the School's expectations for promotion and tenure.

**C. Peer Involvement in Evaluation of Promotion and Tenure of Faculty.** For discussion of faculty involvement in the evaluation process for promotion and tenure of tenure-track faculty see Appendix B of these bylaws.

**D. Criteria for Promotion and Tenure of Tenure-track Faculty.** The Promotion and Tenure criteria for Tenure-Track Faculty are included as Appendix D of these bylaws.

**E. Criteria for Promotion of Specialized Faculty.** The Promotion criteria for Specialized Faculty are included as Appendix E of these bylaws.

## **Appendix A. Faculty Assignments and Post Tenure Review (adopted November 13, 2007)**

Faculty will have different assignments of duties and will be appraised according to their assignment of duties. We expect tenure-track faculty will continue an active research agenda in their careers at FSU, and the usual assignment of 40-45% for research reflects this expectation. The teaching differential rule presented below whereby faculty teach more classes and forfeit their research assignments should be viewed as an unusual assignment of duties, and not an assignment of duties that will be given lightly or frequently. Within broad school guidelines some individuals, with the approval of the Director, may emphasize (i.e., devote more than 50 percent of their time to) teaching, research or service. Under University policy, the School Director sets the assignment of duties for each faculty, after consulting with them.

1. The standard academic teaching load for tenure track faculty of two courses per semester (2/2) (unless specified differently on the faculty's assignment of responsibilities form) constitutes a 50% assignment. Research constitutes approximately 45% and service 5% for faculty not serving as program or School directors, although percentages can change in individual situations with the approval of the Director.
2. The Askew School of Public Administration and Policy faculty endorse the principle of differential faculty assignments for faculty members whose performance has demonstrated that the standard assignment is not productive.
3. A tenured faculty member who is evaluated by the Director, with consent from the Personnel Committee in the area of research, with a "Does Not Meet FSU's High Expectations" for two years in a row shall have his or her assignment adjusted to teach three (3) courses per semester. This would be reflected in a teaching assignment for each semester of 75%.
4. A tenured faculty member who is evaluated by the Director, using the advice from the Personnel Committee, in the area of research with a "Does Not Meet FSU's High Expectations" for three years in a row, the assignment could be changed to three (3) courses per semester plus service or four (4) classes a semester so that the total assignment would equal 100%.
5. A tenured faculty member who has a four-course teaching assignment but shows the productivity of a 50% research assignment two years in a row may return to a normal two-course-a-semester teaching and 50% research assignment at the judgment of the Director.
6. This policy does not apply to untenured faculty members working toward tenure in order to give them the fullest opportunity to successfully become tenured.
7. Since scholarly activity is closely related to effectiveness in training graduate students, faculty on a 100% teaching assignment or a combination of teaching and



service will no longer participate in the doctoral program by teaching doctoral seminars, grading doctoral exams or serving on doctoral committees and directing dissertations.

8. Faculty with larger teaching and service assignments must be evaluated in a manner consistent with their assignment of responsibilities in the process of making merit evaluations and deciding on raises. The Public Administration faculty will participate in the University's post-tenure review process as detailed under University policy or the adopted Union-negotiated agreements.

### **Faculty Teaching Assignments**

The standard tenure track faculty teaching assignment is two courses per semester (2/2) unless elsewhere specified. The School endorses the principle of differential faculty assignment. The Personnel Committee will consider the possibility of an increased teaching assignment for any tenured faculty member who receives an annual rating on research below satisfactory for two consecutive years. The Personnel Committee will advise the Director of its recommendation. If the Director decides that a teaching assignment increase is appropriate, s/he will advise the faculty member of this possibility in writing in her/his annual evaluation, and the faculty member may choose to increase her/his teaching assignment for the next academic year. If the faculty member does not choose to reduce her/his research assignment but is again below satisfactory in that category in the next annual evaluation, s/he will be assigned one additional course per semester for the following academic year. Continued research performance below the level of satisfactory will result in the assignment of another course per semester (for a total teaching assignment of 4/4) for subsequent years. Receipt of a research rating of satisfactory or higher for one year will result in a reduction of one course per semester and receipt of that rating for two consecutive years will allow a return to the standard teaching load. Members without a research assignment may request the committee to evaluate their research.

## **Appendix B. Annual Evaluation Guidelines and Process and Merit Salary Procedures for Full-Time Faculty**

### **A. General Principles for Annual Evaluation**

Peer review is recognized as the foundation of all faculty evaluation procedure. The School believes that merit criteria, as outlined below, should be used in personnel actions including promotion tenure, retention, and salary decisions. The evaluation process should be based upon an annual review cycle within which each member communicates his accomplishments, negotiates assignments of duties for the coming year and receives written communication from the Director of the School and from the personnel committee on progress.

### **B. Evaluation Criteria**

Criteria for the evaluation of tenure track and specialized faculty are outlined in the Collective Bargaining Agreement (CBA) between the university's governing authority and the United Faculty of Florida, the Faculty Handbook (FH), and the By-Laws of the College of Social Sciences. The following are an elaboration of these criteria as they apply to the Askew School of Public Administration and Policy. These school criteria are further explained in the Askew School's "Statement of Performance Appraisal, Merit Pay Determination, and Promotion and Tenure Criteria."

1. **Instruction:** All Public Administration faculty members are expected to provide instructional services although assignments may vary. Instructional activities include regular classroom teaching, advisement of students, direction of independent studies, direction of theses and dissertations, preparation and delivery of short courses and other continuing education programs, publication of elementary texts, anthologies, bibliographies, literature reviews, and articles on teaching; et cetera. Minimal performance requires regular meeting of classes, and favorable evaluation by students and peers.

Methods for judging the quality of instruction may include but not be limited to: student evaluations utilizing an instrument recognized by the University; student evaluations of non-traditional instructional offerings; review of course syllabi and other teaching materials; and unsolicited written comments from former students.

2. **Research and Creative Activity:** All tenure track Public Administration faculty members are expected to contribute to research related to the discipline. Output of research may be reflected in journal articles, books, consultations, program evaluations, policy analyses, et cetera. Minimal performance shall include publication in professional journals, although performance beyond the minimal level may be obtained through research and creative activity not reflected in journal publication, but in research products, plans, designs, and studies for national state, regional, and local bodies.

The evaluation of research and creative activity may include, but is not limited to: review by editorial boards, governmental officials, and peer review committees.

Since considerable time often passes between the completion of a research project and its acceptance for publication and implementation, current activities which have not yet been published or implemented may also be reviewed in accordance with the By-Laws of the College.

Faculty members seeking promotion to associate professor should have demonstrated the maturation of their research through several publications or comparable products, including publication in one or more professional journals. The research should be sufficient to establish the potential for continuing research and creative activity, and demonstrate that the professor is establishing a national or international reputation for their work. Assistant professors will be informed annually in writing by the personnel committee and director assessing their research productivity as it affects their progress toward promotion.

Faculty members seeking promotion to full professor in tenure earning faculty positions should demonstrate major research accomplishment through significant publications beyond those accomplished prior to promotion to the associate rank, and including publications in professional journals which, in combination with the member's public service contributions, have resulted in a national and international reputation for their research and standing in the field of PA.

- 3. Public and University Service:** Universities exist to create and to convey ideas. The public service function of public administration is particularly important in that it reflects the extension of disciplinary research and instruction to government and to the general public. The School believes that it can best serve the overall objectives of the discipline, and of the University, when its faculty regularly interact with public organizations. These ties serve as a vital source of information to faculty about the nature of public problems which are the focal point of the discipline's research, as well as enable faculty to convey ideas to practitioners. Accordingly, public administration faculty members are encouraged to participate in continuing education programs, agency training, consultations, addresses to professional and civic groups, professional organizations and in related activities.

Faculty members in public administration should demonstrate, through service-related instruction and research, steadily increasing levels of responsible service performance.

A faculty member seeking promotion to associate professor should have performed well in school or college service assignments. Assistant professors will be informed annually in writing by the personnel committee and director assessing their service productivity as it affects their progress toward promotion.

A faculty member seeking promotion to full professor should have performed well in university service assignments as well as in significant service to professional organizations and public agencies.

### C. Evaluation Procedures (updated January 15, 2013)

1. **Annual Evaluations:** The purpose of this procedure is to assist in professional development by providing feedback on past and current activities of the faculty. It utilizes the evaluation framework summarized in the one page FSU Annual Faculty Evaluation Summary form which rates employees as Substantially Exceeds FSU's High Expectations, Exceeds FSU's High Expectations, Meets FSU's High Expectations, and Does Not Meet FSU's High Expectations (either "Official Concern" or "Unsatisfactory").

The phases and approximate timetable for the performance appraisal system are delineated in the Askew School's "Statement of Performance Appraisal, Merit Pay Determination, and Promotion and Tenure Criteria."

It is understood that faculty will have different assignments of duties and will be appraised accordingly. Within broad school guidelines some individuals, with the approval of the director, may emphasize (i.e., devote more than 50 percent of their time to) teaching, research, or service.

The committee will evaluate individual contributions using the following categories: Substantially Exceeds FSU's High Expectations, Exceeds FSU's High Expectations, Meets FSU's High Expectations, Does Not Meet FSU's High Expectations (either "Official Concern" or "Unsatisfactory"). The committee will evaluate individual components of each member's assignment of duties, as well as render an overall evaluation of the member's performance, using these categories. It is intended that it will be difficult, but not impossible, to obtain a Substantially Exceeds evaluation. It is further anticipated that this appraisal procedure will be the single most important, but not sole, factor in determining discretionary pay increases. The process for evaluating members and for determining merit pay awards is described in the Askew School's "Statement of Performance Appraisal, Merit Pay Determination, and Promotion and Tenure Criteria." In making a determination between the two categories of performance that can be judged as "Does Not Meet FSU's High Expectations" the following university criteria will apply. "Official Concern" – This describes an individual who demonstrates the requisite knowledge and skills in his/her field of specialty but is not completing assigned responsibilities in a manner that is consistent with the high standards of the university. "Unsatisfactory" – 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.

**Appendix C. Performance Appraisal  
and Merit Pay Determination for Faculty Members**  
(Adopted by the Faculty on January 28, 1986  
Revised March 12, April 23, September 6, 2007,  
January 15, 2013, and January 27, 2020)

## **A. Introduction**

There are three basic reasons why the Askew School engages in performance appraisal in addition to formal requirements from higher authorities):

1. To provide information and counsel to members of the faculty, in order that each can reach his/her full potential in service to the school.
2. To enable faculty members to track their progress toward tenure and/or promotion in a systematic way.
3. To provide a basis for merit increases.

In pursuing these goals, it is fundamental that the process be regarded as one that is fair to all participants. In order to assure fairness, three elements are required:

1. A decision structure that provides all possible assurance that there is fair and equitable treatment.
2. Stated, clear expectations that leave little doubt as to the basic terms within which performance will be evaluated.
3. An open communications system, in which all relevant data are shared among the faculty members, committee members and Director.

Finally, it is recognized that any performance appraisal system requires a substantial degree of judgment; and the process must be so developed that the many points of view within the School are fully assimilated and utilized. Objectivity is furthered by the development of a process that is inclusive of all members and is clear about expectations.

## **B. Process Structure**

The basic elements of the process are:

1. Systematic and caring approach in the development and negotiation of assignments of responsibility.
2. Basic responsibility for the assembly and presentation of relevant data resting with the faculty member.

3. Extensive review of performance which recognizes that scholarly work and successful public service often requires more than a single year to accomplish, and which encourages contributions of lasting importance. The current status of each project, including the acceptance of subsequent publication of written efforts as well as new evidence of the importance of past efforts such as book reviews, should be noted each year. The review process for annual evaluations will place primary emphasis upon activities actually performed during the year of evaluation, but will also consider new evidence about the lasting importance of work.
4. The primary time period for the annual evaluation of activities shall be the activities of the member for the prior calendar year.
5. Provision of reasons to each member on appraisals made, opportunity for further discussion with the Personnel Committee and the Director on specific aspects of the appraisal.
6. Consistent application of the evaluation criteria specified in the by-laws.

The structure for evaluation involves:

1. A three-member Personnel Committee elected by the faculty for two year terms on an overlapping basis.
2. A provision that members of the School Policy Committee cannot serve concurrently on the Personnel Committee.
3. The functions of the Personnel Committee in this process are: (a) establish procedures, including a specific timetable with due dates, and determine the content of evaluation categories in accordance with the provisions of this statement for the school's consideration; and (b) evaluate faculty members and make recommendations to the Director.

The phases in the process are:

1. The Director works with each faculty member on an individual basis to establish assignments of responsibility on a semester-by-semester basis. When tasks change during the semester, there can be a renegotiation of assignments to reflect the new reality. Assignments of responsibility should be settled by the beginning of each semester.
2. The Personnel Committee distributes to the faculty the format under which performance data will be provided.
3. Each faculty member will provide to the Personnel Committee performance data, including the previous year's evaluation letter. Teaching evaluations for the year under review, and a current CV.

4. The Personnel Committee will meet, make its appraisals known to each faculty member, and if requested, discuss the evaluation.
5. The Personnel Committee will conclude its appraisals, prepare individual letters, and transmit them to the Director.
6. The Director shall transmit performance documents including the individual letters of evaluation prepared by the Personnel Committee, the evaluation form required by the employer, and letters prepared at the option of the Director, to the Dean as well as any response which might be submitted at the option of the faculty member. The member shall have the right to discuss any of these performance documents with the Director.

### **C. Standards**

Faculty members may have three basic responsibilities, as outlined in the Assignment of Responsibilities:

1. Instruction
2. Research/Creativity
3. Service

Additionally, it should be noted that the School is engaged in professional education and therefore places more emphasis on professional service than would be true in many other units of the university. The School is also conceived as a collaborative, participative organization, thus requiring that each faculty member devote more time and energy to its service.

#### **C.1. Instruction**

##### **C.1.1. Assignment of Responsibilities**

- i. Assignment of responsibilities shall be in accordance with Article 9 "Assignment of Responsibilities" of the Collective Bargaining Agreement. Each faculty member will receive annually a written assignment of responsibilities from the Director. The Director in consultation with the faculty member will develop this assignment. The completed assignment form will reflect the mix of teaching, research and service and/or administrative assignments upon which the faculty member will be evaluated. A standard teaching assignment for tenure track faculty consists of two courses or approximately 50 percent of one's duties. Consultation with the Director for an appropriate adjustment in teaching assignment (as well as research or service) should be done at the beginning of the semester. Teaching assignments may also be increased under the procedures identified in the bylaws.
- ii. Percentage of assigned time will be used to establish relative weights in arriving at a total performance measure for the faculty member.

### C.1.2. Performance Criteria

- i. Evidence of Performance in Classroom Instruction
  - (1) Number of classes and of different course preparations taught
  - (2) Student evaluation scores, which will be administered in all classes, with the further option of making special arrangements with the Personnel Committee. Students' written comments shall be submitted and shall be fully disclosed.
- ii. Preparation of teaching materials including:
  - (1) Course specific resources such as syllabi, examinations, reading lists, computer programs, and class exercises.
  - (2) General resources such as elementary texts, casebooks, anthologies (these three may be offered by the faculty member as scholarly research activities), major bibliographies, literature reviews and book reviews.
- iii. Direction of Dissertations.
  - (1) Numbers of Ph.D. committee memberships
  - (2) Numbers of Ph.D. committees chaired
  - (3) Numbers of Ph.D. Dissertations supervised to completion
- iv. Advising Students.
  - (1) Numbers of students for which formal counseling reports made
- v. Directing Individual or Group Study.
- vi. The indicators can also be summarized in the following ways:
  - (1) Classroom
    - (a) Syllabi, reading lists
    - (b) Student evaluations
    - (c) Evidence of instructional innovations
  - (2) Outside Classroom
    - (a) Special recognition by student or faculty groups
    - (b) Publication of texts, book reviews, articles
    - (c) Individual studies completed under faculty member's supervision



## C.2. Research/Creativity

### C.2.1. Assignment of Responsibilities

- i. A common standard of this component for tenure track faculty is 35 – 45 percent of one's time. An active program of research consists of article/books published, manuscripts submitted for publication, and work in progress.

### C.2.2. Performance Criteria

Since research and creativity are important parts of the professional responsibility, special effort will be made to insure that the evaluation committee has all the necessary data on which to make informed judgments. Faculty members are encouraged:

- i. To provide brief abstracts summarizing the nature of their work.
- ii. To develop a statement indicating the nature of the contribution.
- iii. To insure that there is an outside review of the quality and importance of the work. (In refereed journals, of course, this need has already been met.).

The *research products* to be evaluated include:

- i. Articles in Journals
  - (1) Appraisals of articles will not only be made for their own quality but also on the basis of the periodical in which they appear. Refereed journals will receive the greatest credit.
- ii. Books
  - (1) Publication of a book is an important evidence of performance. (Acceptance of publication will also be recognized as performance.).
  - (2) Reviews and other formal indications of quality and significance will be considered.
  - (3) Unpublished manuscripts for books may be evaluated, thereby providing credit for work in progress. However, the same work may not be submitted for review twice.
- iii. Monographs, book chapters, etc.
  - (1) Monographs, book chapters, etc. are outlets and the general terms of evaluation previously described would apply. Since many of these contributions are arranged on an invitational basis, it will be important to keep correspondence to ascertain the reasons why an invitation was

received. The more it can be established that the invitation was a function of status in the field, the greater the credit for performance.

iv. Grants

(1) Awarded grants shall be considered as commensurate with publication of refereed articles. The Personnel Committee will consider such things as the quality of the proposal, funding source, amount, whether a principal or co-principal investigator, and overall likely impact of the project.

v. Other evidence of Research/Creative Activity

(1) Papers at conferences, symposia, etc.

(2) Editorships, reviews of articles, etc.

(3) Grants submissions, applied research reports, and technical papers.

### **C.3 Service**

#### **C.3.1. Assignment of Responsibilities**

- i. The most frequent assignment of time in this area for tenure track faculty is 5 percent, although program directors and specialized faculty are likely to have higher percentages.
- ii. There are two types of service activity in which a faculty member may engage:
  - (1) Professional service: professional practice and service to clients; advisory and consultative services to government or government-related organizations; and work performed for professional organizations, as in the position of president of a national or regional professional organization.
  - (2) Academic service: academic program direction; College or School, committees; University functions or activities, such as the Faculty Senate, committees, or task groups; and participation in School administrative processes.

#### **C.3.2. Performance Criteria**

- i. Service activity will differ significantly from individual to individual; and therefore it is the responsibility of the faculty member to provide as complete and useful information on performance as possible.
- ii. Faculty members should seek to engage in professional service activities. The more documentation available, the greater the likelihood of a valid and fair evaluation.

- iii. Three measures of performance will serve as guidelines to the Personnel Committee:
  - (1) *Impact of the contribution*, which may be established by evaluation studies, letters or other documentation from service recipients, media reports, and similar forms of evidence.
  - (2) *Intellectual and professional soundness of the work*, which can best be established when there is a written product, which may be evaluated by peers and by outsiders, and which may be reviewed by the evaluation committee. Where there is no written output, observation reports may be used as a means of measuring intellectual, professional soundness.
  - (3) *Efficiency and effectiveness of performance*, which can be established through reports by recipients of services, by others participating in the program, by written documentation of personal contributions, and so forth.

#### **D. Evaluation Standards**

The following “operational definitions” of the categories (as they appear in the by-laws) are offered. Faculty members’ performance in each of their assigned categories of duties, as well as their overall performance, will be graded according to the following ordinal categories: Substantially Exceeds FSU’S High Expectations, Exceeds FSU’s High Expectations, Meets FSU’s High Expectations, and Does Not Meet FSU’s High Expectations (either “Official Concern” or “Unsatisfactory”).

Members of the Personnel Committee are expected to exercise their professional judgment regarding their grading of the performance of members in each of the three components of service assignments. The following guidelines are intended to be informative while retaining needed flexibility when judging the quality of performance in such matters as teaching innovations, public service, or publications in outlets other than in the major disciplinary journals. In evaluating members’ performance, the Personnel Committee is to act with the understanding that members are accorded substantial academic freedom in developing the content of their courses and in defining the content and outlets for their research agendas.

D.1. Substantially Exceeds FSU’s High Expectations. A record of highly competent teaching, research or service; activities were accomplished with distinction.

- i. Substantially Exceeds Expectations Overall: To receive an Overall evaluation of Substantially Exceeds FSU’s High Expectations the member need not receive an evaluation of Substantially Exceeds in all three categories, but performance in at least one category must be judged as Substantially Exceeds and overall performance deemed strong enough to warrant an overall evaluation in this category. Normally, receipt of an evaluation of Substantially Exceeds for 55

percent or more of an assignment of duties, and nothing below Meets FSU's High Expectations will warrant an overall grade in this category.

- ii. Substantially Exceeds Teaching Expectations: Student evaluation scores, particularly as they reflect that the instructor shows respect and concern toward students, should be very strong, while also taking into consideration the difficulty of the subject matter being taught. In addition, a strong record of teaching innovation is present, as well as evidence of very well developed, effectively taught courses. Active engagement in doctoral committees and co-publication with students is considered as evidence of exceptional teaching.
- iii. Substantially Exceeds Research Expectations: Publication of a major book, particularly by a university press or in respected commercial series, or publication of articles in one of the top journals in the field of public administration or in similarly considered journals in other fields related to policy or management, and other very strong evidence such as other publications, major grants awarded as a Principal or Co-Principal investigator, or special recognitions for research.
- iv. Substantially Exceeds Service Expectations: Contributions, of a written or oral nature, to the practitioner community that provide much needed insights, or are likely to positively affect decisions or professional behaviors, are examples of outstanding service contributions. Election to and service in a substantial national or regional professional office, including an ASPA section chair or equivalent, or to an important state policy advisory body, are likely to deserve an outstanding rating. Normally service to the school alone will not justify this category unless it involves undertaking a substantial amount of work of particular importance that is especially well done.

D.2. Exceeds FSU's High Expectations. A record of commendable work was achieved with considerable success.

- i. Exceeds Expectations Overall: Normally, receipt of an evaluation of "good" in at least two of the categories of assignments of duties, with nothing below satisfactory will warrant an overall grade in this category.
- ii. Exceeds Teaching Expectations: Student evaluation scores, particularly as they reflect that the instructor shows respect and concern toward students, should average in the good to excellent categories, while taking into consideration the difficulty of the subject matter being taught. In addition, a record of teaching innovation is present, as well as evidence presented of well- developed, effectively taught courses. Active engagement in doctoral education is a normal component of good teaching.
- iii. Exceeds Research Expectations: Publication of a single article in a top journal, or articles in outlets comparable to most ASPA section journals or in similarly considered journals in other fields related to policy or management, and other

strong evidence such as other publications, edited books and symposia, or a significant role in grants newly awarded. The Personnel Committee is encouraged to look closely at other forms of publications and research accomplishments, particularly those directed to practitioners, to ascertain whether the contribution is of a quality comparable to that of the aforementioned types of articles.

- iv. Exceeds Service Expectations: The member is fully active in making contributions, of a written or oral nature, to the practitioner community as well as to the academic community. Election to lesser offices, service beyond membership in professional organizations, and active engagement with practitioners are likely to deserve an Exceeds rating. Noteworthy service to the school alone could justify this ranking for a particular year but members are strongly encouraged to engage in the broader practitioner and academic communities.

D.3. Meets FSU's High Expectations. Evidence presented demonstrates adequate teaching, research, or service performance; most activities for the year were completed.

- v. Meets High Expectations Overall: For an overall grade of Meets FSU's High Expectations to be assigned, no grade for any component of assignments of duties may be below this level with the exception noted below pertaining to merit pay.
- vi. Meets High Teaching Expectations: Student evaluation scores should not show that thirty percent or more of students judge the member as "fair" or "poor" in their overall assessment of the instructor. In addition, evidence is presented of sufficiently well developed and taught courses.
- vii. Meets High Research Expectations: Evidence presented that the member's research activities are likely to result in refereed publications or products of similar quality in the near future. The member's publications, papers, manuscripts, and other research projects as well as the member's record of past publication will be considered in this context. The overall body of on-going research activity is sufficient to attain or to retain graduate directive status. The Personnel Committee is encouraged to look closely at the full range of the member's research activities to ascertain whether the member's on-going contribution is adequate for continuing doctoral directive status.
- viii. Meets High Service Expectations: The member is reasonably active in making contributions, of a written or oral nature, to the practitioner community or to the academic community. Active attendance at professional meetings, some engagement with practitioners, and meeting peer set standards regarding level of service to the school will normally justify this rating.

D.4. Does Not Meet FSU's High Expectations – Official Concern. Work is not done to an acceptable level of proficiency. Specifically, work does not fully meet established

standards of the university or school faculty in material respects. "Material" is here defined as being sufficient to affect the Personnel Committee's judgment of the quality of performance in any category of assignment of duties.

- i. Official Concern Overall: An overall assignment in this category normally occurs if work in one of the three components of assignments of duties is of Official Concern. If the member's performance otherwise is sufficiently strong, an overall grade of Meets FSU's High Expectations may be assigned, but the member will not be eligible for merit pay shares.
- ii. Official Concern about Teaching: Student evaluation scores show that thirty percent or more of students judge the member as "fair" or "poor" in their overall assessment of the instructor or in their judgment as to whether the member showed respect and concern toward students. Evidence presented casts doubt that courses are being sufficiently well developed and taught.
- iii. Official Concern about Research: Evidence presented casts doubt that the member's research activities are likely to result in refereed publications or products of similar quality in the near future. The member's record of past publication will be considered in this context. The Personnel Committee is encouraged to look closely at the full range of the member's research activities to ascertain whether the member's on-going contribution is appropriate to continued membership on the university's graduate faculty. The overall body of research activity is not sufficient to attain or to retain doctoral directive status.
- iv. Official Concern about Service: While it is recognized that members may refuse specific service assignments in the school, for reasonable cause, it is expected that each member will participate actively in school service activities, especially in fulfilling their assigned committee responsibilities. Failure to do so will normally justify this rating.

D.5. Does Not Meet FSU's High Expectations -- Unsatisfactory. Performance is inadequate.

- i. Unsatisfactory Overall. Performance in two or more categories of assignments of duties is less than satisfactory.
- ii. Unsatisfactory in Teaching: A pattern of less than satisfactory teaching about which Official Concern has been indicated, has been continued, for three or more years, that remediation efforts have not overcome.
- iii. Unsatisfactory in Research. The member has not engaged in an active research agenda as should be evidenced by a lack of works in progress.
- iv. Unsatisfactory in Service. The member is not actively engaged in providing service to the profession or the member fails to meet assigned school service responsibilities.

## **E. Evaluation Documents**

### **E.1. The Personnel Committee will:**

- i. Review the performance of all faculty members assigned to the School. Where a member of the School is assigned elsewhere, the committee will undertake an advisory review for the faculty member affected.
- ii. Grade each member's performance in each of their assigned categories of duties, as well as determine a grade for their overall performance, and identify the reasons for its rating. The Personnel Committee will seek consensus among its three members, but majority vote will prevail when consensus is not achieved.
- iii. Communicate its judgments to the affected faculty member and provide opportunity for discussion.
- iv. Prepare an evaluation letter for each faculty member and transmit it to the Director and to the member.

### **E.2. The Director of the School will:**

- i. Review the letter of the Personnel Committee.
- ii. Transmit performance documents to the Dean including individual letters of evaluation prepared by the Personnel Committee, as well as any response by the faculty member, and prepare and transmit the evaluation form required by the employer and, at the Director's option, the Director's evaluation letter for any faculty member. The member shall have the right to discuss any of these documents with the Director.
- iii. Circulate the performance documents to the individual faculty members for review.
- iv. Offer to meet with faculty members to discuss performance documents and to make appropriate changes.
- v. The Director may request the Personnel Committee to reconsider its evaluation.
- vi. Transmit to the Dean any response that might be submitted at the option of the faculty member.
- vii. Use faculty evaluations by the Personnel Committee to determine the award of merit increases in the manner prescribed below.

## **F. Merit Pay Assignment Process**

The merit pay assignment process in the Askew School recognizes that, by national standards of performance in our field, meritorious performance is the norm among our members. Our evaluation process is designed to enforce that level of expectation. The merit pay assignment process provides greater rewards to those whose performances stand out notably. The assignment process also recognizes that repeatedly distributing merit pay to a small number of members, when meritorious performances are more widely distributed, would contribute to both morale and salary inversion problems. The assignment process, therefore, allows for differential rewards while also rewarding merit when it is more widely distributed among members. In addition, the process recognizes that the annual amounts to be distributed for merit pay increases can vary widely from year to year, due to budget exigencies, and therefore seeks to provide equity in merit pay distribution over time.

The merit pay allocations to the School shall be distributed to members based on the number of shares to which they are entitled under the Performance Appraisal Process described herein. The allocation of shares is as follows:

- i. All members who receive an overall evaluation of “Meets FSU’s High Expectations” and who have published a refereed publication within the year, are entitled to one (1) share.
- ii. All members who receive an overall evaluation of “Exceeds FSU’s High Expectations” are entitled to two (2) shares.
- iii. All members who receive an overall evaluation of “Substantially Exceeds FSU’s High Expectations” are entitled to three (3) shares.
- iv. Any member whose overall evaluation is below “Meets FSU’s High Expectations” is not entitled to merit pay shares. This ineligibility includes allocations of merit shares for salary inversion adjustments as described below.

Upon receipt of the notice as to how much the School has been allocated for merit pay distributions, the School Director will ascertain the total number of shares to which members are entitled, divide the total allocated amount by the number of entitled shares, and then distribute the full amount according to the members’ entitlements.



## **Appendix D. Promotion and Tenure Criteria for Tenure-track Faculty**

In considering faculty members for promotion and tenure, the School follows all university and college procedures and requirements. The School tenured faculty members serve as the elected Promotion and Tenure Committee. The faculty member seeking promotion and/or tenure submits evidence to the faculty and a meeting of the faculty is held for discussion prior to voting. In the case of promotion decisions, all tenured faculty members may provide advice via secret ballot as to whether the record of each candidate for promotion meets the School, College, and University criteria for promotion. In the case of tenure decisions, the results of a vote of the tenured faculty are conveyed to the college committee. In addition to the vote results, a letter of evaluation is submitted to the college committee.

A faculty member may request an extension of the tenure-earning period for one year from the Director, with the approval of the Dean, due to qualifying circumstances, before being considered for tenure. Personal circumstances include, but are not limited to: childbirth or adoption, personal injury or illness, care of ill or injured dependents, elder care, or death of a closely related family member resulting in the need for extended dependent care.

Informing Faculty of Progress toward Promotion or Tenure: The Committee will inform all assistant professors eligible for promotion or tenure of their progress annually in writing, and this should include classroom observation and other direct evidence of teaching and research abilities.

### **A. Criteria and Standards for Performance: Overview**

The route from initial appointment to contract renewal to tenure and/or promotion cannot be mapped with precision. But effectiveness in teaching and advising, very good scholarship, and service to FSU, the professional community, and the community of practice are standards that all faculty are expected to meet.

Faculty members who receive contract renewals, tenure and/or promotion will not all achieve those milestones in identical fashion. That is to say, some will do so by being extraordinarily effective teachers and very good scholars, some will be effective but not outstanding teachers and superior scholars, and a few will turn in exemplary performances both as teachers and as scholars. Thus, the School has not specified a set of highly specific criteria that must be satisfied.

In the absence of rigid criteria or a formula against which untenured faculty members can measure their performance and progress, the annual evaluations provided by the faculty and personnel committees play a central role in the School's performance evaluation process. These evaluations serve both to inform untenured faculty about their progress in teaching and advising and in scholarship and to give suggestions for dealing with any deficiencies. Preparation of an annual written evaluation and discussion of the evaluation in a meeting with the untenured faculty member and the School Director should allow the

untentured faculty member to have an honest appraisal of how they are doing and where, if any, improvements need to be made to be successful in the tenure process.

## **B. Criteria and Performance Standards: Teaching and Advising**

Past experience in the School indicates that faculty members who join the ranks with little or no previous teaching experience are rarely “excellent” teachers immediately. Therefore, course evaluations and other indicators of substandard teaching performance during a faculty member’s first year of teaching are to be regarded primarily as bases to identify areas requiring special attention by the faculty member – if the evidence also shows that the faculty member is committed to becoming an effective teacher. It is also the case, however, that if extremely poor teaching performances are apparent, it will be dealt with immediately by the School Director and Personnel Committee.

Examples of other sources of information that will be taken into account, when available, in assessing teaching performance are evaluations prepared by senior faculty who make classroom visitations, videotaped classroom instruction, a teaching dossier (including syllabi, examples of graded examinations and term papers, group project and other course assignment description, etc.), and narratives prepared by the untentured faculty member that describe course objectives, teaching strategy and style.

In reviewing an untentured faculty member during his or her second and subsequent years, the personnel committee will look closely for evidence both that the faculty member has made a clear effort to address teaching shortcomings identified in previous years and that improvement is documented with course evaluation and other evidence of effective teaching performance.

At the time of contract renewal, the evidence regarding teaching performance should demonstrate clearly the faculty member is strongly committed to becoming a highly effective teacher and adviser and is likely to achieve that goal. At the time of candidacy for tenure and promotion to associate professor, the evidence should demonstrate unequivocally that the faculty member is an effective teacher and adviser of graduate students in the interdisciplinary, graduate professional program. In addition, candidates for tenure are expected to have demonstrated

- 1) their ability to teach effectively in areas that are likely to remain in the School’s core and specializations curricula, and
- 2) their willingness to teach courses needed by the School that fall within their areas of training and expertise.

As members of a Ph.D. granting School, public administration faculty members are expected to serve on dissertation committees. But junior untentured faculty members are advised to participate only minimally on dissertation committees. (A more demanding role for a junior faculty member might be necessary on occasions such as when a Ph.D. student is conducting research closely linked to junior faculty member’s own research interest. But even these instances the junior faculty member is advised not to assume

more than a secondary role on a dissertation committee if he or she was judged in the most recent annual review to have serious teaching-advising or scholarly deficiencies.)

Subsequent to contract renewal, however, a more demanding role as a member of one or more dissertation committees each year is expected of an untenured faculty member – if there are Ph.D. students whose research can benefit from the special competencies of the faculty member. (Such a role should be expected immediately in the case of untenured persons who are granted credit for two or more years toward tenure at the time of their initial appointment.) But in no case is an untenured faculty member expected to chair a dissertation committee.

Advising students regarding program-of-study plans, career planning, and job searches are especially important obligations of faculty who teach graduate students in a professional degree program. As in the case of dissertation committee service, however, the role played by junior faculty in such advising responsibilities is expected to be a modest one in their early years of service. But with increasing years of service, clear progress in meeting School standards for teaching and scholarship, and the development of the knowledge required to be an effective adviser, each untenured faculty member is expected to assume an increasing responsibility for teaching advising.

Candidates for Professor are expected to have successfully directed doctoral students.

### **C. Criteria and Performance Standards: Scholarship**

Tenure earning faculty are expected to develop and implement research programs in their areas of specialization and interest. While the research program is left largely to the discretion of the faculty member, the focus of the research should be consistent with the School's mission and strategic plan and have some relevance to one or more of the person's teaching areas. For faculty who begin their academic careers in the School of Public Administration immediately upon completion of the dissertation, it is common to spend some time drawing on and extending that research to produce a journal article(s) and/or a book(s). However, it is expected that, by the third year of appointment, a faculty member's research program will have moved substantially beyond mere refinement of and elaboration on dissertation research and into additional areas of inquiry.

Ordinarily, high-quality research manifests itself in articles in leading peer-reviewed journals and in peer-reviewed books, and chapters in books and monographs.

A major mission of the School is to enhance its reputation as one of the country's leading programs of public administration and policy. Therefore, annual performance reviews and decisions regarding contract renewal, tenure and promotion to the rank of associate professor will be concerned with assessing the likelihood that an untenured faculty member's scholarship will lead to his or her recognition as a leading scholar in the field. Therefore, faculty are advised both

- 1) to choose high-quality outlets for their published scholarship and major national or international meetings for their presentations, and
- 2) to concentrate their research specializations sufficiently to insure that their work is known and well-regarded by their field's leading authorities.

When evaluating a faculty member's progress towards promotion and tenure, the School considers the mix of single and multi-authored works. Specifically, the School looks to the degree to which the faculty member has established an independent line of research at Florida State University. The School recognizes that faculty will produce research in collaboration with other scholars but requires that the faculty member be able to demonstrate their independent scholarly contribution to the field of planning to be promoted and tenured. The School also recognizes that the demands of different types of scholarship and different methodological approaches take more or less time to complete depending on the approach that faculty utilize and the questions they ask and this can impact the body of scholarship produced by a faculty member.

The School does not set a precise numerical minimum for scholarly publications either for a single year or for the entire period of service preceding decisions about contract renewal, tenure or promotion. The School does expect, however, that a faculty member will have achieved a record of sustained scholarship that is reflected in high-quality research publications by the time of candidacy for tenure and promotion to associate professor. It follows that a faculty member's research and publication record will become an increasingly important element of annual evaluations in each successive year of his or her service on the faculty.

The School also expects the scholarly records of candidates for tenure and for promotion to associate professor to:

- 1) Be recognized and reviewed favorably by members of the national/international scholarly community (a) primarily in the candidate's area(s) of specialization, and (b) secondarily in the broader areas of public administration and policy.
- 2) Meet the norms for tenure and promotion that prevail at other leading schools of public administration and policy.
- 3) Be consistent with the School mission.

Candidates for promotion to full professor are expected to be regarded by national/international specialists as among the leading scholars in their areas of expertise.

Faculty being promoted to Professor are expected to have made contributions to public administration and policy within a defined area, or areas, of research and creative activity and to be recognized by other scholars as a contributor to the advancement of knowledge in their field. Faculty are expected to have made contributions to knowledge since their promotion to Associate Professor and granting of tenure, and thus consistent post-tenure

research and creative activity is expected of faculty being considered for promotion to Professor.

#### **D. Criteria and Performance Standards: Service**

Because the public administration faculty place such heavy emphasis on the development of effective teaching skills and a solid record of scholarship by all members of the School, the School does not impose or suggest significant service obligations on untenured faculty who are relatively new to teaching and who are at the early stages of building their scholarly records.

Therefore, service accomplishments by untenured faculty will be given little if any positive recognition in annual reviews if there are deficiencies in a faculty member's teaching performance and scholarly record.

In the case of more senior untenured faculty (e.g., those whose contracts have been renewed and whose teaching and scholarship have been judged satisfactory relative to their time in service, and those who joined the faculty after having established satisfactory records of teaching and scholarship elsewhere), assumption of their "fair share" of service to the School, college, and University and professional organizations is expected and each faculty member's contribution to the service mission will be included in annual performance evaluations, contract renewal reviews, and tenure reviews.

## **Appendix E. Promotion Criteria for Specialized Faculty**

This section informs specialized faculty in the Askew School about the School's expectations for their performance in their areas of assignment. Please note that the School's promotion procedures and criteria are guided and governed by the standards articulated in the FSU Faculty Handbook, the Collective Bargaining Agreement, and guidance provided in an annual memo produced by the Office of the Vice President of Faculty Development and Advancement.

**Promotion Expectations.** In the Askew School, specialized (non-tenure-track) faculty may provide high-level professional services to local, state, and federal governments, communities, nongovernmental organizations and others engaged in or affected by the policy and administration process. They may contribute to the teaching functions of the School, depending on their classification and assignment of responsibilities, and they may serve in administrative posts such as MPA director. Specialized faculty members in the Askew School have titles that include, but are not limited to, Senior Practitioner in Residence and Teaching Faculty track ranks.

Promotion in the specialized faculty ranks is attained through meritorious performance of assigned duties in the faculty member's present position. Promotion decisions shall take into account annual evaluations, annual assignments, and fulfillment of the School written promotion criteria, as stated below, in relation to the assignment. Although the period of time in a given rank is normally five years, demonstrated merit, not years of service, shall be the guiding factor in promotion decisions. Early promotion is possible where there is sufficient justification. More details on promotion and evaluation are contained in the Askew School's Statement on Performance Appraisal.

The following criteria will be taken into account when recommending a specialized faculty member for promotion. These criteria are in no particular order, and will be applied as appropriate based on the duties, responsibilities, and expectations of the faculty member's position. These criteria are stated below for Research Faculty and Teaching Faculty:

### **Research Faculty Promotion shall take into account:**

1. Applied research or creative activity of high quality, appropriate to the field, in the form of professional research reports, articles in either refereed or non-refereed journals, books, book chapters, articles or features in professional magazines or newsletters, and other publications appropriate to the duties of the faculty member in this track;
2. Success in obtaining contract and grant funding awarded from external sources such as federal, state, regional, or local government agencies or departments, private foundations, non-profit organizations, community organizations, or other similar entities, as appropriate to the individual's job description;
3. Demonstrated ability to produce high-quality student-centered research or creative activity as attested to in letters from at least three outside members of project advisory

committees or other esteemed planning professionals, as appropriate to the individual's job description;

4. Indicators of the faculty member's standing among peers, such as: receipt of professional awards, honors, or recognitions; invited presentations at meetings, workshops, or conferences of professional societies; organization of workshop sessions, seminars, or sessions at professional conferences or meetings; selection or nomination to positions of responsibility in professional organizations; or other professional recognitions or accomplishment, as appropriate; and

5. Demonstrated effectiveness in the performance of other duties that are part of the faculty member's assignment, such as service to the school, university, community, and/or professional organizations and societies, advising of students, and instruction of students.

### **Teaching Faculty Promotion shall take into account:**

1. Well-planned and delivered courses, evidenced by course syllabi and other course materials, peer classroom evaluations, and receipt of teaching awards and recognitions.

2. Summaries of data from Student Perceptions of Teaching (SPOT) or Student Perception of Courses and Instructors (SPCI) questionnaires.

3. Letters from at least three 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:

- Student advising and mentoring and support of students both inside and outside the classroom;
- Mentoring and support of other instructors in their classroom activities;
- Innovative and creative teaching techniques and practices;
- Involvement in curriculum development; and/or
- Authorship of educational materials.

6. Service to the department, college, university, community, or profession, evidenced by documentation in annual evaluations and a faculty member's Assignment of Responsibility.

### **Eligibility Criteria**

Research Track Faculty Promotional ladder is Research Faculty I, Research Faculty II, and then Research Faculty III.

Teaching Track Faculty Promotional ladder is Teaching Faculty I, Teaching Faculty II, and then Teaching Faculty III.

In all cases, the Askew School will adhere to Florida State University policy. A copy of the criteria must be on file in the Office of the Vice President of Faculty Development and Advancement.

#### 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. The Askew School will accept recommendations for promotion every year in March/April. The recommendation originates with the Personnel Committee. Which recommends to the School Director and is then submitted to the appropriate officials for review, as discussed below.
2. The supervisor may not withhold a specialized faculty member's materials from review should the specialized faculty member wish to be considered.
3. The Askew School 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 specialized faculty members are informed of their prospective candidacy by their supervisor. If they wish to proceed, the specialized faculty member has the opportunity to assist in preparing their binder prior to review. The specialized 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 promotion committee (described below) 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 shall consist of other specialized faculty. Because of the small number of specialized faculty members in the Askew School, the promotion committee for specialized faculty shall be appointed by the Dean of the College of Social Sciences and Public Policy from among the specialized faculty in the college. The promotion committee reviews the binders of prospective candidates, recommends action on the nomination of each candidate by secret vote, and prepares a report of the committee's recommendations. The specialized faculty promotion committee report is then submitted to the chair of the faculty member's department. The regular tenured faculty in the Askew School will also vote on the binder.

7. In addition to the specialized faculty promotion committee described above, the Askew School Director independently reviews the binders of all prospective specialized faculty promotion candidates in the Askew School and recommends action on the nomination of each candidate by submitting to the Dean of the College of Social Sciences and Public Policy a report of the promotion committee recommendations and the Chair's recommendations on all submitted binders.

8. The Dean of the College of Social Sciences and Public Policy 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.

9. Prospective specialized faculty 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. 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.

11. 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. Candidate's statement on research or creative activity and/or teaching, as appropriate to the faculty member's job description
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

## Appendix F. Qualifications for Graduate Faculty Status and Graduate Teaching Status

Qualifications for Faculty Members to Hold Graduate Faculty Status or Graduate Teaching Status in the Askew School of Public Administration and Policy  
(Adopted by the faculty on March 3, 2009, and February 2020)

Graduate Faculty Status [GFS] applies to faculty in tenured or tenure-track ranks. It authorizes them to teach all graduate-level courses, sit on all graduate-level committees, and chair all graduate-student dissertation committees.

Graduate Teaching Status [GTS] applies to faculty in non-tenure-track ranks. It authorizes them to teach all graduate-level courses. GTS is further comprised of two categories: co-Masters Directive Status (co-MDS) and co-Doctoral Directive Status (co-DDS), which must be conferred additionally in order for GTS faculty to sit on or chair graduate-level committees, as described below.

### Graduate Faculty Status

University criteria specify that members of the Graduate Faculty “are expected to actively engage in graduate education through teaching, mentoring and research supervision. They should show evidence of research-based scholarship resulting in peer-reviewed publications.”

Upon arrival, tenured and tenure-track faculty are permitted to teach all graduate classes.

GFS Nomination Criteria. Faculty seeking to supervise masters theses and dissertations must meet the following Askew School criteria:

- 1) *Credentials*: A Ph.D. in Public Administration, Political Science or other appropriate discipline and expertise in the teaching area is required.
- 2) *Professional Experience*: All ranked faculty are eligible.
- 3) *Specific level of scholarly research activity*: Must have published a book or three refereed articles in the past five years.

Directing Graduate Students. Permission to supervise a dissertation is contingent on having served on a completed dissertation committee, have tenure, and have tenure-track faculty experience of at least three years (not necessarily at FSU). Untenured faculty, including specialized faculty, may serve as a co-major professor if the Askew School Director approves this appointment and the other co-major professor meets these requirements of directing a dissertation committee. . Under no circumstances does this provision apply to persons holding adjunct or “Visiting-in-Lieu-of” adjunct appointments to the faculty.

Graduate Faculty Status automatically ends if five years pass without evidence of scholarly productivity (e.g., a book, a refereed article or professional report) and is reinstated when such a publication occurs.

Dissertation Committee Composition. A minimum of four members with GFS (two from Public Administration, one with tenure from outside Public Administration, and

one from inside or outside of Public Administration) are required for a Dissertation Committee.

**Graduate Teaching Status.** In order to qualify for GTS, non-tenure-track faculty must hold a Ph.D. or have proven expertise in the teaching area. Those who meet this requirement may be nominated for GFS and may, upon GTS appointment, teach graduate-level courses. Instructors who are not regular members of the FSU faculty may be awarded GTS on a temporary basis with the approval of the Dean of the College of Social Science and the Dean of Graduate Studies.

Non-tenure-track faculty with a Ph.D. in Public Administration, Political Science or other appropriate discipline may be nominated for Co-Doctoral Directive Status (CDDS), which allows them to serve as a member on a doctoral committee and to co-direct (with a GFS faculty member) a doctoral committee. To be appointed to CMDS, they must hold a Ph.D. in Public Administration, Political Science or other appropriate discipline and have demonstrated the ability to conduct scholarly research by having published a book or several refereed articles in the past five years.

Exceptions or clarifications to any of the policy items enumerated here may be approved on a case-by-case basis by the School's Director.

## **Appendix G. Faculty-Student Relationship (Adopted September 6, 1991)**

The central principles that underlie appropriate faculty-student relationships are professionalism, respect, fairness, and concern. Faculty must avoid manipulation, coercion, or exploitation of students (especially acts directed at securing monetary, ego, or sexual gratification) and should demonstrate a sensitivity of cultural and personal diversity by avoiding racial, sexual, religious, and ethnic discrimination.

The School, in compliance with the FSU Sex Discrimination and Sexual Misconduct Policy, aims to:

- provide a safe and supportive environment for all community members;
- provide educational, preventative, and training programs regarding Sex Discrimination and Sexual Misconduct;
- encourage reporting of incidents;
- take appropriate action to prevent incidents that deny or limit an individual's ability to participate in or benefit from the School's programs;
- make available timely service for those who have been affected by incident; and
- provide prompt, thorough, and impartial methods of investigation and resolution to stop discrimination remedy any harm, and prevent its recurrence.

Every student has the right to enjoy an academic environment free of unwanted sexual attention. Students' academic prospects suffer when they experience discrimination based on sex or sexual misconduct. We should not force the affected students to carry the burden of stopping sexual misconduct. Preventing sex discrimination/sexual misconduct, and stopping it when it occurs, is a collective responsibility of the faculty. Trivializing it and not taking it seriously makes us an arm of the people who do it because the authority relations make the faculty member dominant and the student subordinate. Romantic alliances that seem consensual to a faculty member may be construed as coercive by a student. Students may fear that they will suffer retaliation if they confront a faculty member who makes sexual overtures to them. They may fear that they will not be believed if they complain to other authorities within the institution. Because of the power imbalance, a student's consent may mean consent to a condition of submission, and this power imbalance never goes away as long as one is faculty and the other is student. In addition, being labeled the "professor's girlfriend or boyfriend" may be corrosive of the student's professional development. The student may become isolated from the student community, have less support from cohorts, and be looked upon with suspicion.

Society and this institution have placed faculty in a position of trust and we in turn owe students the exercise of good faith in performing our professional duties. Faculty-student relationships that are other than professional represent a conflict of interest. People in an educational community may interact in many appropriate ways (as teachers and students, advisor and advisees, and scholars and practitioners) -- not, however, as romantic or sexual partners. Sexual relationships and dating between a faculty member and a student currently enrolled in the faculty member's course, or under the supervision or direction of the faculty member, are prohibited. Because other students may believe that a student currently involved with a faculty member or romantically involved in the past may benefit

from favoritism in obtaining academic rewards, the school strongly discourages sexual relationships and dating between faculty member and any student in the school.

## **Appendix H. Diversity and Inclusion Strategic Plan (adopted in August 2019)**

Askew School Diversity Guidelines (adopted by unanimous faculty vote on December 3, 2012) Revised Diversity and Inclusion Strategic Plan (adopted August, 2019)

### **Introduction**

#### Why a diversity strategic plan?

The Askew School of Public Administration and Policy at Florida State University has developed this strategic plan for diversity and inclusion based on the premise that our graduates face an increasingly diverse world, community and workplace in the future.<sup>1</sup> To be better prepared to engage as public managers, policy makers, analysts and activists in that world, we have a responsibility to integrate diversity and inclusion into our School's core activities of teaching, research and service. Moreover, it is widely held that students exposed to a diversity of cultures, backgrounds and perspectives in higher education are more creative, innovative, and thoughtful as they undertake their studies in an environment that is both more enriching and challenging because of this diversity.<sup>2</sup> Finally, the professional and academic associations of public administration and policy (American Society of Public Administration, Public Management Research Association and the Association of Public Policy Analysis and Management) as well as the accreditation body (NASPAA) all promote enhancing diversity and inclusion in the profession and higher education programs and identify the lack of progress on increasing diversity as undermining the relevance and contributions of the field.

#### Related planning foundations

This School diversity and inclusion strategic plan is nested within the broader efforts of the University, College and academic and professional associations of our field. A focus on diversity, inclusion, social justice, and equity is captured in the FSU strategic plan for 2016-2021.

#### Askew School Diversity Vision

*The Askew School of Public Administration and Policy at Florida State University strives to: train professionals who are effective public managers; create research that transforms practice and scholarship; and promote good governance, social justice, and the well-being of all persons.*

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<sup>1</sup> See, for example Jayakumar, Uma (2008) Can Higher Education Meet the Needs of an Increasingly Diverse and Global Society? Campus Diversity and Cross-Cultural Workforce Competencies. *Harvard Educational Review*: Vol. 78, No. 4, pp. 615-651.

<sup>2</sup> See, for example, Hewlett, S. A., M. Marshall and L. Sherbin. (2013) "How Diversity Can Drive Innovation."

## Askew School Diversity Mission Statement

*The Askew School of Public Administration and Policy at Florida State University enrolls a diverse set of students and educates them to think critically, exhibit technical competence, and effectively engage the political process. The School conducts research and provides service that contributes to a better understanding and shaping of public policy and management in order to promote good governance, equity, sustainable livelihoods, and equitable and safe places locally and globally. The School recognizes a particular responsibility to document, examine, and enhance public administration and policy in the State of Florida.*

*Furthermore, our overall mission is generalist-focused preparing students to be ready for a wide range of positions. Therefore, diversity is deeply cherished, as our generalist-focused mission requires a diversity of backgrounds to enhance this wide range of career placements. Below is our overall mission statement:*

***“The Askew School seeks to inspire and prepare students for a wide range of public sector careers, equipping them to provide ethical and effective leadership in public, nonprofit, and for-profit organizations. We do so by providing cutting-edge research and educational programs that emphasize integrating theory and practice, engaged learning, creative problem solving, integrity and stewardship, and skills in communication, policy analysis, management, and teamwork.”***

## Askew School Definition of Community it Serves

**Goal:** *The Askew School of Public Administration and Policy will enroll students who reflect the State of Florida’s gender, racial, and ethnic diversity.*

**Rationale:** The School holds diversity as a core value. The School strongly believes that a diverse student body brings diverse perspectives into the educational environment, which deepens student understanding of critically important issues and enhances their ability to work with diverse communities. As a program located at a state-funded University in Florida, as a program whose students predominantly come from Florida, and as a program whose graduates predominantly currently or find work in Florida or nearby states, the School defines the State of Florida as the community which it serves while also recognizing that out-of-state and international students add significantly to our student diversity on many levels. The School’s goal is to enroll students who reflect the community’s (i.e. Florida’s) diversity.

## **Florida State University Strategic Plan**

The FSU strategic plan specifically refers to diversity in its mission.

- Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is



dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

As one of the core values, the university strategic plan includes a focus on diversity:

- *Dynamic Inclusiveness*: We believe the benefits of a richly varied community arise not only from the diversity of people it includes, but more importantly from intentional efforts to create a strong sense of belonging that encourages deep and high-quality connections.

Finally, the plan has a strategic goal for “Realizing the Full Potential for Diversity and Inclusion.” This goal has multiple objectives including:

- 1) Increase the diversity of FSU’s student body, faculty and staff
- 2) Expand and develop academic and co-curricular programs, as well as administrative initiatives, that increase diversity and inclusiveness
- 3) Develop and graduate globally and culturally competent students who are prepared to succeed in an increasingly multicultural and international society

These goals and objectives align with our School’s commitment to increase the diversity of the student body, faculty and staff; to improve the culture and climate in the School in relation to diversity and inclusiveness; and to enhance the multicultural awareness and capacity of students, faculty, and staff through our teaching, research and outreach efforts.

### **Plan Development and Function**

This diversity and inclusion plan was developed through discussions among faculty, students, staff and alumni. The Ad-hoc Diversity Committee deliberated and drafted the language in this document with input from all other members of the School. Through this process, we identified a wide range of ideas and strategies that could be helpful in our endeavor to enhance the diversity and inclusion of the Askew School of Public Administration and Policy. Those ideas, with some modification and refinement, have been captured in this document. This plan, therefore, is not meant to be accomplished in the near term. Rather, it is a living document. It requires that members of the School assess, evaluate and reconsider commitments and strategies as outlined in this plan in relation to our annual goals and work plans. Over time, we expect to discover that some strategies in this document are more effective than others. We also expect to learn which strategies are more or less feasible as we undertake the work outlined here. Rather than presupposing and rejecting ideas at the outset, we will undertake an adaptive learning approach as we implement this plan. As such, we will evaluate our progress on an ongoing basis to ensure that we are seeking the substantive changes necessary to achieve the goals outlined in this document.

## **Defining Diversity and Inclusion**

Defining diversity and inclusion is simultaneously conceptually challenging and yet fundamentally important to this strategic planning process. We differentiate these two terms at a basic level to distinguish 1) a range of characteristics of the individuals and groups of concern who constitute our learning community (diversity) and 2) the extent to which individuals and groups with multiple and different perspectives, values, backgrounds, and life experiences feel welcome, supported and safe in the learning environment of the School (inclusion).

Within this context of diversity, inclusion is paramount. In higher education in the US, minority enrollment has increased dramatically in the past several decades; however, retention and graduation rates continue to lag improvements made among white students.<sup>3</sup> University campuses are not immune to racism, sexism, homophobia, ageism and other prejudices that negatively impact the dignity and safety of our students, faculty and staff. Thus, to build a culture of inclusion is essential to ensuring the achievement of our underlying goal which is to prepare our students to be leaders, public servants, and change agents in a multicultural and increasingly diverse world.

The Askew School views diversity and inclusion as evolving and fluid concepts that we regularly reexamine to best serve our local, state and global community to promote a more equitable environment for all.

### **School Diversity and Inclusion Goal**

*The Askew School of Public Administration and Policy strives to educate and inspire future leaders and public managers who are agents of good governance and work for the common good in a diverse world. We commit to:*

- *creating a welcoming environment and inclusive School culture;*
- *incorporating social justice and multi-cultural awareness into our research, teaching, and outreach; and,*
- *recruiting and retaining students, faculty, and staff who reflect our increasingly diverse global community.*

### **Section 1.0: Culture and Climate**

#### **Goal**

*Askew School will foster a culture and climate of inclusion that recognizes difference and celebrates diversity to create a safe and welcoming environment for all students, faculty, and staff.*

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<sup>3</sup> Eligon, John. 2016. University of Missouri Struggles to Bridge Its Racial Divide. New York Times. [http://www.nytimes.com/2016/02/07/education/edlife/university-of-missouri-struggles-to-bridge-its-racial-divide.html?emc=eta1&\\_r=0](http://www.nytimes.com/2016/02/07/education/edlife/university-of-missouri-struggles-to-bridge-its-racial-divide.html?emc=eta1&_r=0)

**Strategy 1.1:** Assess the culture and climate of the School on a regular basis to ensure that we can identify challenges to creating a welcoming and safe learning environment for all.

1. Develop a diversity and inclusion climate survey to be administered regularly in the School to evaluate cultural competency and assess overall School climate (Diversity Committee)
2. Administer a survey in a fall professional topics session, ideally before the cultural competency training and aligned with the end of term student evaluation process (PAD 5050 – Profession of Public Administration)
3. Administer a climate survey in one of the required core courses for second year students (PAD 5417 - Human Resource Management)
4. Develop a report based on the climate survey to assess our current context and issues that arise to be delivered to the Askew School faculty at the May end of year faculty meeting (Diversity committee)

**Strategy 1.2:** Expand training opportunities for students in diversity and multicultural awareness

1. Dedicate at least 1 session every semester of the required MPA core PAD 5050 - The Profession of Public Administration to bring in a practitioner from underrepresented groups to reflect on their career. This individual would be encouraged to discuss her/his personal experiences in terms of the challenges they have faced and the strategies they have used to be successful in exclusive environments (Course Instructor)
2. Dedicate at least 1 session every year of the required MPA core course PAD 5050 - The Profession of Public Administration to cultural competency training offered by the FSU Center for Global Engagement (Course Instructor)
3. Dedicate at least 1 session every two years of the required PhD colloquium to discussions from a faculty member engaged in research on social justice, equity, multiculturalism, diversity or other related topics (PhD Director)
4. Determine whether the FSU Center for Global Engagement can provide training or point to resources to conduct trainings for cultural competency in the classroom for the Teaching Group (Diversity Committee)
  - a. If so, leverage that training to offer in the teaching group regularly
  - b. If not, seek other trainings for future faculty or teaching in a multicultural context

**Strategy 1.3:** Create opportunities for faculty and staff to be trained in diversity and multicultural awareness.

1. Encourage faculty to take diversity and multicultural awareness trainings or workshops offered by The Center for Leadership and Social Change (School Director)
2. Seek out other training opportunities with the Center for Leadership and Social Change and the Center for Global Engagement such as intercultural competency, anti-racism training, diversity training, and non-violent

communication training and encourage faculty to attend these trainings (Diversity Committee)

**Strategy 1.4:** Seek volunteers to serve on the College of Social Sciences and Public Policy Strategic Planning Committee and advocate for diversity and inclusion topics into the planning process (School Director)

**Strategy 1.5:** Institutionalize a focus on diversity issues in the School as part of the organizational and decision-making structure

1. Review School by-laws to determine what elements of the Diversity Strategic plan need to be integrated into by-laws (Diversity committee)
2. Review School committee structure and annual work plans in relation to the diversity plan to assign ongoing tasks to committees (Faculty end of year meeting)
3. Reconstitute the Diversity Committee on a regular cycle (at a minimum bi-annually) to conduct an evaluation and assessment of the Diversity Plan and serve other functions as outlined in this plan (School Director)

**Strategy 1.6:** Recognize, encourage, and support individual and group contributions to creating and sustaining dialogue on and service to issues of social justice, diversity, equity, and inclusion through academic, culturally-based activities, and civic engagement.

1. Seek financial resources and advisory support for student and faculty-initiated events (such as guest speakers, symposia, conferences, workshops, panel discussions, and other public events) focused on social justice, diversity, equity, and inclusion (School Director and Policy Committee)
2. Host events in the School and college, such as speakers, symposia, conferences, workshops, panel discussions and other public events that address issues of social justice, diversity, equity, and inclusion in the public administration and policy field. The goal will be at a minimum to establish quarterly speaking engagements at the Askew School. (Faculty and PAGA).
3. Develop a social justice award for a student to be awarded as applicable as part of convocation ceremonies (Faculty)

**Strategy 1.7:** Communicate Askew Schools diversity mission and School goals to other units in the college and university and to broader audiences.

1. Use the COSSPP and Askew School websites and newsletters to publicize a commitment to diversity and inclusion sharing the mission, vision and goals publicly (Diversity Committee and COSS IT staff)
2. Seek University and college partners to host and promote events and programs focusing on social justice, equity, diversity and inclusion (Faculty and PAGA organizers of events)
3. Share and discuss the diversity plan and diversity and inclusion principles and strategies at a COSSPP chairs meeting (School Director)

**Performance Measures:**

- Reported culture and climate measures from student climate survey

**Section 2.0 Student Recruitment and Retention**Goal

*Askew School will recruit, support, retain, and graduate students from diverse backgrounds, particularly including historically underrepresented and excluded populations in the public administration and policy fields in the US.*

Current Context

The Askew School has a goal “to enroll students who reflect the State of Florida’s gender, racial, and ethnic diversity.” Based on data provided by Institutional Research, the diversity of the Askew School’s students, for the most part, mirrors the diversity of the North Florida populations from which we mostly draw. For example, state-wide the proportion of Floridians with African American ancestry is about 17%; 10% of our students are African American. Statewide about one in four Floridians are Hispanic, but in Leon County where we are located that proportion drops to only 6%; 18% of our students are Hispanic. We continue a half-century old FSU ‘tradition’ in that we enroll slightly more women than men at 58%. About 2% of Floridians identify as two or more races; About 5% of our students reported more than one race. Finally, about 17% of our students are from other countries and several attend on scholarships from their governments. Based on these basic frequency data, student enrollment in FSU Askew School is trending toward greater diversity based on factors such as gender, race and ethnicity and the School is largely mirroring the state population on these identified factors with the exception of our enrollment of African American students.

<b>Ethnic Diversity – Enrolling Students</b>	<b>2017-2018</b>		<b>2018-2019</b>		<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	
<b>Black or African American, non-Hispanic</b>	<b>5</b>	<b>6</b>	<b>3</b>	<b>8</b>	<b>22</b>
<b>American Indian or Alaska Native, non Hispanic/Latino</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Asian, non-Hispanic/Latino</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>Native Hawaiian or other Pacific Islander, non Hispanic/Latino</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Hispanic/Latino</b>	<b>7</b>	<b>13</b>	<b>8</b>	<b>9</b>	<b>37</b>
<b>White, non-Hispanic/Latino</b>	<b>22</b>	<b>27</b>	<b>24</b>	<b>30</b>	<b>103</b>
<b>Two or more races, non Hispanic/Latino</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>10</b>
<b>Nonresident alien</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>11</b>	<b>35</b>
<b>Race and/or Ethnicity Unknown</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>Total</b>	<b>45</b>	<b>60</b>	<b>44</b>	<b>62</b>	<b>211</b>
Disabled	DK	DK	DK	DK	DK

## Recruitment Processes

The MPA program is very limited in recruiting outreach in that it does not have funds in its budget to support more than 8-9 incoming MPA students per year. That is why we have focused our recruiting efforts on the undergraduate student populations at FSU as well as at our sister university, Florida A&M University. FAMU is one of the nation's oldest and larger HCBUs and located only a few city blocks from FSU. Slightly more than a quarter of FSU students are members of minorities and more than half are female (see <https://ir.fsu.edu/facts.aspx>). This allows us to recruit a wide range of backgrounds for our generalist-focused mission. The information that we provide on our web site and the FSU website to prospective students includes links to campus groups such as the Black Graduate Student Association, FSU's Hispanic/Latino Center, and our university's Office of Multicultural Affairs (renamed Center for Leadership & Social Change). See <https://coss.fsu.edu/askew/Student-Resources>.

## Retention Efforts

Student retention and graduation has largely been a non-issue in the School in recent years. For example, more than 90% of our students enrolling in the 2013 – 2014 cohort have completed the program and successfully graduated within 4 years. Nonetheless, we can improve mentoring and student support for students who have been traditionally underrepresented in our field.

**Strategy 2.1:** Increase the breadth and depth of outreach for student recruitment efforts to support diverse undergraduates and graduates

1. Encourage faculty to present in courses at FAMU to promote the Askew School MPA program on a bi-annual basis (School Director, MPA Director, Diversity Committee)
2. Identify a liaison with FAMU to cultivate relationship. Develop targeted recruiting materials to other HCBUs, colleges and universities with a high percentage Hispanic or Latino population, community colleges and other potential feeder programs (School Director, MPA Director)
  - Draw on current and future college resources to support development and delivery of these resources
3. Advocate for increased college support of recruiting efforts including hiring a college recruiter as established by many other universities (School Director and Faculty).
4. Work with student affinity groups at FSU to promote Askew School as a potential pathway for graduate education. Have PAGA officers conduct short presentations in these affinity groups at the beginning of each semester (MPA Director, PAGA)

**Strategy 2.2:** Support students from underrepresented groups after they enroll at Askew School in order to retain them.

1. Develop a peer-to-peer and faculty-student mentoring program beyond current advising assignments to foster opportunities for dialogue among students comprised of underrepresented groups. Peer-to-peer meeting will meet weekly; faculty-to-student meetings will meet monthly (PAGA and PAGA Advisor)
2. Allocate an Askew School graduate assistantship to provide pre-doctoral funding for students from underrepresented groups who seek to enter the pre- doctoral program (School Director)
3. Connect with other student groups on campus through PAGA to develop linkages between Askew School students and a diverse range of students, backgrounds and fields at FSU (PAGA and PAGA Advisor)

**Strategy 2.3:** Respond to potential barriers to recruitment and retention of students from diverse backgrounds

1. Continue to use a holistic admissions process into admission standards for the MPA and PhD programs (School Director, PhD Policy Committee, MPA Policy Committee)
2. Have staff gather information on funding opportunities for underrepresented groups and request an annual list to include with other information in the orientation package and advising resources (School Director, MPA Program Director, PhD Program Director, Admissions Coordinator)
3. Promote community-engaged projects and work focusing on social justice, equity, and multiculturalism. (School Director, MPA director, website)
4. Develop promotional materials that emphasize diversity and multiculturalism in the School (Admissions staff member, MPA director).

**Performance Measures:**

- Three-year averages for race, gender, and ethnicity of student body

**3.0 Faculty Recruitment and Retention**

**Goal**

*Askew School will recruit, support, retain, and promote faculty from diverse backgrounds, particularly including historically underrepresented and excluded populations in public administration in the US, so that students are better able to understand and serve their diverse clients and citizens.*

**Current Context**

Note: Non-italicized language is set by the university and should not be altered. Italicized language reflects the required bylaws element with the specifics determined by the unit faculty.



**Askew School Faculty Diversity 2018 - 2019**

Faculty Diversity	FT		PT		Total
	M	F	M	F	
Black or African American, non-Hispanic	1	1			2
American Indian or Alaska Native, non-Hispanic/Latino					
Asian, non Hispanic/Latino	2	2			4
Native Hawaiian or other Pacific Islander, non Hispanic/Latino					
Hispanic/Latino		1	1		2
White, non-Hispanic/Latino	12	4	1		17
Two or more races, non Hispanic/Latino					
Nonresident alien					
Race and/or Ethnicity Unknown					
Total	15	8	2		25
Disabled					

The Askew School is committed to achieving diversity as it promotes a variety of viewpoints and enabling students to think more critically and creatively and become well-rounded managers, researchers, and leaders who act with integrity and show concern for all persons. One way to look at our commitment is to summarize our hiring practices since 1976, when the public administration program was re-established with a separate faculty. Between 1976 and 2019, the faculty has been authorized to nationally advertise for vacancies twenty-seven (27) times. Of those searches, at least fifteen (15) resulted in an initial offer being made to a female or minority applicant, and fourteen (14) resulted in the hiring of a female or minority member. The characteristics of the persons hired in the twenty-seven searches were:

Note: Non-italicized language is set by the university and should not be altered. Italicized language reflects the required bylaws element with the specifics determined by the unit faculty.

White male: 13  
White female: 6  
African American male: 4  
Asian male: 2  
Asian female: 2

Since 2012, the School hired four new faculty members, including one African American male, two Asian females, and two White males.

**Strategy 3.1:** Assess barriers of recruiting and retaining diverse faculty.

1. Explore how to effectively interface with the Faculty of Color, Women Faculty, LGBTQ Faculty, African American Faculty, and Hispanic Faculty interest groups and/or workshop groups to understand the experiences of FSU faculty from underrepresented groups and the challenges they face in recruitment and retention at FSU. Hold annual focus group meetings with these entities. (Diversity Committee in partnership with Associate Dean)

**Strategy 3.2:** Institutionalize systems to support a more proactive approach to recruitment of diverse faculty.

1. Incorporate language into job ads that emphasizes a desire to identify individuals who can contribute to our ongoing efforts to enhance our multicultural educational environment. (Personnel Committee)
2. Require prospective faculty candidates to write a statement describing a candidate's ability to contribute to our ongoing efforts to enhance our multicultural educational environment. (Personnel Committee)
3. Establish a recruitment policy that enhances the School's ability to identify a diverse pool of prospective applicants to increase participation of underrepresented groups and update this policy prior to faculty job searches (Personnel Committee).
4. Solicit participation of minority students in the faculty hiring process. (PAGA)
5. Assess annually whether we have the capacity to host a Fulbright Scholar to bring international scholars to campus to contribute to the faculty and student experiences and perspectives and then when the capacity exists advertise for such a post through Fulbright (Faculty)
6. Request additional funding from FSU to hire diverse faculty (targeted opportunity hires) (School Director)
  - Identify potential candidates to visit FSU as part of a speaker series or serve as a guest speaker to gauge their interest in coming to FSU as an open rank hire (Faculty, Diversity Committee)
7. Request funding from the proposed FSU program to establish a post-doctoral position for underrepresented minority PhD holders to enhance the strength of applicants in the public administration field more broadly (School Director, Diversity Committee, Dean)

**Strategy 3.3:** Align Promotion and Tenure Guidelines of the School to reflect a broader definition of impact of the field of public administration scholarship, theory and practice for the assessment of tenure track scholars in evaluation and advancement procedures.

1. Within 2 years of the adoption of this plan, the Personnel Committee will review and revise the Guide to Faculty Expectations. (Personnel Committee)  
The committee is encouraged to consider, at a minimum:
  - Clarifying the definition of how scholars in the public administration field have impact and build standing in the field to be inclusive of professional products and a range of valued subfield publication outlets
  - Taking a comprehensive view of the types of publications and impact that are recognized in an applied professional field to establish a national reputation
  - Reviewing and assessing other School Promotion and Tenure guidelines from public administration programs that have recently undergone a revision of their guidelines to take these issues into account.
2. Direct members of Askew School faculty elected to serve on P&T committees at college and university levels to be fully versed in the expectations for P and T as adopted in the Guide to Faculty Expectations and to discuss records in light of these guidelines (School Director, APC Committee, Diversity Committee)
3. Clearly communicate P&T guidelines to potential letter writers by emphasizing the guideline content in the chair letter and communication with letter writers, particularly focusing on any unconventional metrics developed in the guidelines (School Director)

**Strategy 3.4:** Support diverse faculty in their academic advancement through promotion and tenure ultimately to full professor.

1. Ensure faculty are aware of the standards and expectations of the Promotion and Tenure guidelines and procedures and continue to maintain a transparent process providing regular feedback through annual reviews on the progress faculty are making toward tenure and promotion (APC Committee)
2. Strengthen and expand mentoring system to include a team of three tenured mentors (1 full and 1 associate professor in Askew School and 1 COSSPP faculty member identified with the help of the Dean) to support activities in teaching, research and other academic responsibilities, understanding the academic culture and meeting the expectations of promotion. Monthly mentor meetings will be held. (School Director in cooperation with the Dean)
3. Work with COSSPP to connect new faculty hires with affinity groups and relevant resources on campus to support retention and navigate the promotion

- and tenure process (Diversity Committee, Associate Dean)
4. Advocate for College funds to support professional development for faculty from underrepresented groups to attend yearly professional meetings, launch new projects and establish collaborative networks (research projects, coauthor research papers and grant applications), and attend bi-annual development programs targeted for underrepresented groups. (School Director, Diversity Committee)
  5. Support faculty attendance at annual workshops on identifying and coping with race- related or gender-related stressors that impede career success for faculty of color and women faculty. Advocate for the Provost or Office of Faculty Advancement to host or offer such workshops. (School Director, Diversity Committee)

**Performance Measures:**

- Diversity measures on collected data (race, gender, ethnicity) for applicant pools, finalists, interviewees, and faculty hires.

## 4.0 Teaching and Curriculum

**Goal**

*Askew School will offer a curriculum in which students will critically analyze and build competence to effectively engage topics of social justice, multiculturalism, and equity, especially in the school goal areas of producing managers, researchers, and leaders with integrity.*

**Strategy 4.1:** Offer faculty professional development opportunities that will help improve the frequency and richness of classroom discussions that focus on diversity, equity, multiculturalism and social justice

1. Identify innovative or inspirational practices for integrating diversity and multicultural issues into the classroom and share those practices with faculty (Diversity Committee)
2. Encourage faculty to be trained in multicultural education and cultural competency to build their understanding and capacity to integrate challenging or sensitive topics related to diversity in the classroom (School Director)
3. Faculty and PhD students utilize existing teaching groups as needed to explore issues and examine ways to create an inclusive and welcoming learning environment for all students (School Director, Teaching Group)

**Strategy 4.2:** Increase the breadth and depth of diversity-related topics covered in course readings, discussions, and assignments in curriculum.

1. Develop a diversity and inclusion statement and/or reference the FSU diversity statement to be included in all class syllabi (MPA Policy Committee, PhD Policy Committee)
2. Consider developing career advising guides that emphasize multicultural, diversity and inclusion perspectives related to the competency areas of research, management and leadership with integrity to address school goals. (MPA Policy Committee)
3. Encourage the implementation of a Community engaged capstone project offered regularly that incorporates a service learning or community engaged research component. (School Director, MPA Committee)
4. Identify and integrate models to teach and assess cultural competency into MPA Core Competencies (MPA Committee)

**Strategy 4.3:** Continue to assess the diversity content of course syllabi on a regular basis

1. Conduct an assessment and provide a report every three years to determine the extent to which topics of social justice, equity, and multiculturalism are integrated into the curriculum. (MPA Committee)
2. Have faculty members review results of assessment of social justice, equity and multiculturalism topics and brainstorm options for improvement. (MPA Committee)
3. Develop survey questions for alumni (Diversity Committee)
4. Survey recent alumni about the extent to which their experience at Askew School prepared them to work effectively in diverse contexts (School Director in conjunction with alumni survey)

**Strategy 4.4:** Explore opportunities for service learning and/or community engaged research that will enhance student learning as well as practical experience for students navigating issues related to diversity, social justice and equity.

1. Encourage faculty to discuss whether courses delivering competencies of research, management and leadership can incorporate a service learning or applied component focusing at least in part on issues related to social justice, equity, or multiculturalism (MPA Committee)

**Performance Measures:**

- Documented coverage of diversity, equity, social justice and multiculturalism content in curriculum
- Reported preparation for engaging in a diverse world by alumni in survey

## **5.0 Research and Creative Activity**

**Goal**

*Askew School will produce research that addresses issues of social justice, multiculturalism, and equity considering marginalized populations, low-income neighborhoods, communities of color and others who face systemic inequities.*

## **Current Context**

Tenure Track faculty members are given full latitude to produce research that contributes to the field or relevant subfields of public administration and policy. Academic freedom is paramount to faculty independence and protection against retribution based on their research outputs. This goal for increasing research that focuses on social justice, multiculturalism and equity does not suggest in any way that the faculty are relinquishing that academic freedom. On the contrary, it simply seeks to enable faculty to research topics that are related to core issues within the public administration field while recognizing that these issues are not necessarily the most readily funded as they frequently do not support the status quo.

Current guidance for research is articulated in Promotion and Tenure guidelines, which clarifies the types, quality, and to some extent, balance of quantity of research related products that are expected of faculty members on the path to promotion and tenure.

Funding from within the university is quite limited for research support (the Council for Research and Creativity is the most regularly available source of funds) and external funding is somewhat limited in terms of research themes that relate to social justice, equity, and multiculturalism.

**Strategy 5.1:** Provide a supportive infrastructure for faculty to engage in research on social justice, multiculturalism, and equity.

1. Work with the Research Office and FSU foundation to identify funding opportunities related to social justice, multiculturalism, and equity to support research through connecting to foundation and grants staff at the college and university (Individual faculty members)
2. Advocate for multidisciplinary research teams through COSSPP and other units of the university to support multidisciplinary research proposal development and review (Diversity Committee)
3. Draw on existing and new funding opportunities made available by upper level administration for diversity initiatives to support research opportunities (Diversity Committee, School Director, Dean)
4. Provide SRAD funding for seed money to support finding other funding sources and building relationships with funders focused on social justice, multiculturalism and equity related topics (Director and Policy Committee)
5. Encourage faculty to develop research groups around projects or themes to build support for students and research in social justice, multiculturalism and equity (Faculty members)
6. Connect with the Center for Leadership and Social Change to identify opportunities to support students through internships or other means to get

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students working with faculty on community engaged work (Faculty members)

**Strategy 5.2:** Promote research that addresses issues of social justice, diversity, multiculturalism and equity through programming.

1. Advocate for and support the creation of a regularly held research symposium or forum within COSSPP that will focus on issues of social justice, diversity, multiculturalism and equity and involve both faculty and students involved in this work (School Director)
2. Work with COSSPP, CLSC, and university level leadership to bring speakers who focus on issues of social justice, diversity, multiculturalism and equity. The goal will be to work towards establishing quarterly speaking engagements at the Askew School (Diversity Committee)

**Strategy 5.3:** Incentivize community engaged research to link research to community outreach

1. Support faculty through social networks, alumni connections, and local ASPA chapter generated projects in identifying potential partnerships with community leaders, public officials, and organizations that could benefit from community engaged research and lead to published reports as well as peer reviewed articles (Faculty, ASPA chapter, Diversity Committee)

**Strategy 5.4:** Seek opportunities for supporting Latin American and Caribbean focused research

1. Utilize existing social networks to tap into Latin American research opportunities both for community engaged research as well as other research opportunities. Create and maintain a list of the existing social connections (including alumni contacts) and countries where we have the potential to work (Faculty members)
2. Seek information on Fulbright institutional agreements that can support funding of faculty to undertake doctoral degrees in the US (PhD Policy Committee)
3. Work with FSU foundation and the Research Office to identify funding resources to support faculty or doctoral student travel to Latin America and the Caribbean to conduct research. (Diversity Committee)

### **Performance Measures:**

- Annual reporting of faculty research products (conference papers/presentations, published papers, dissertations, professional reports) covering topics related to diversity, multiculturalism, social justice, equity and considering marginalized, low income, and minority communities. Personnel Committee will revise the faculty peer review supplement to reflect this change

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- Annual reporting of doctoral student research products (conference papers/presentations, published papers, dissertations, professional reports) related to diversity, multiculturalism, social justice, equity and considering marginalized, low income, and minority communities. PhD policy committee will revise the reporting form to reflect this change