

By-Laws of the Askew School of Public Administration and Policy

Adopted May 26, 1978, Amended January 28, 1986, Fall, 1990, September 6, 1991, October 15, 1996, October 25, 2005, August 25, 2006, March 12, 2007, September 6, 2007 and November 13, 2007, March 3, 2009, October 21, 2010

Approved by a majority of the faculty, Date: October 21, 2010

I. Faculty

A. Membership and Jurisdiction

1. Voting membership in the Askew School of Public Administration and Policy shall include all faculty members in tenured or tenure-earning positions, including persons holding joint appointments in other schools and institutes. Individuals holding other types of appointments shall be non-voting members of the school.
2. 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.
3. In addition to tenured or tenure-earning faculty, there shall be Adjunct, Auxiliary, and Affiliate faculty.

a. Adjunct Faculty

Such 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.

b. Auxiliary Faculty

Such 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.

c. Affiliate Faculty

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.

d. 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.

II. Director

- A. 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.
- B. The Director shall serve a three-year term and can be reappointed. The Director serves at the discretion of Dean.
- C. 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. 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.
- D. 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.
- E. The Director appoints committee members and may establish ad hoc committees as necessary.

III. Committees

The School shall have four permanent committees: the Policy Committee, the Personnel Committee, the Ph.D. Committee, and the MPA Committee. The Policy Committee may also choose to activate the following committees as needed: the Undergraduate Committee and the Minority Affairs Committee. In addition, the School Director may appoint a Minority Affairs Director as needed.

A. Policy Committee

- 1. The Policy Committee, which shall serve as the school's faculty search committee or appoint such committee, shall consist of three tenure track 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.
- 2. 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. The Policy Committee shall meet at least once each month during the 9 month academic year.

B. Personnel Committee

1. 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 faculty ranks (although assistant untenured 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.
2. 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.
3. The Personnel Committee will annually render an opinion on the Director's performance to provide advice to the dean.

C. Curriculum Committees

1. 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. It will propose Ph.D. policy; review and develop curriculum; advise the Ph.D. Director; collaborate with the Ph.D. Director in selecting students for admissions, financial aid, and similar matters; and function as an appeals body for students on the various degree requirements.

2. 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 Minority Affairs Director shall be a permanent voting member of the MPA

Committee. It will propose MPA policy; review and develop curriculum; advise the MPA Director; collaborate with the Director in selecting students for admissions, financial awards, and other purposes; function as an appeals body for students on the various degree requirements.

3. 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; function as an appeals body for students on minor requirements and grades; and otherwise supervise the undergraduate activity of the School.

D. Minority Affairs

1. Minority Affairs 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 one student elected annually by the Public Administration Graduate Association in a secret ballot. It will propose minority affairs policy; advise the MPA 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.

2. Minority Affairs Director

The Minority Affairs 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.

IV. Promotion, Tenure, Retention, and Salary

A. General Principles for 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 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 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. 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 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 reputation.

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

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 is a more detailed appraisal than the one page FSU Annual Faculty Evaluation Summary” which rates employees as “satisfactory,” “official concern,” and “inadequate.”

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: outstanding, good, satisfactory, less than satisfactory, failure. 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 an outstanding 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.”

2. Promotion and Tenure

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.

Standards for Non-Tenure Track Promotions: Faculty members in non-tenure track positions qualify for promotion to the next higher rank based on satisfaction of the minimum College and University requirements for that rank and on demonstrated performance above the minimum satisfactory level in her or his areas of assigned duties during at least the three years preceding the promotion.

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.

D. 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 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 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. The new policy will take effect for the Spring 2009 performance review in CY 2008.
3. A tenured faculty member who is evaluated by the Director, with consent from the Personnel Committee in the area of research, with an "unsatisfactory" 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 an "unsatisfactory" 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.

E. Hiring of New Faculty Members

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 and provide guidance to the policy committee in conducting the search for candidates. As the school's search committee, the policy committee will oversee the search process and recommend the best qualified applicants to the full faculty for their consideration. Hiring decisions shall be determined by a majority vote of the tenure track faculty members.

V. Faculty Teaching Assignments and Graduate Faculty Membership

A. Faculty Teaching Assignments

The standard AY 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.

B. Graduate Faculty Membership

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)

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 Masters' level committee is granted upon receipt of approval for GFS, and permission to supervise a dissertation is contingent on having served on a completed dissertation committee, and have tenure-track faculty experience of at least three years (not necessarily at FSU).

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.

VI. Amendments

Any three voting members of the School or the director may propose an amendment to the By-Laws. 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.

VII. Faculty-Student Relationships – 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.

A particularly egregious form of exploitation is sexual harassment. Sexual harassment refers to unwanted sexual attention. The key elements of sexual harassment are that (a) there is a power imbalance between the faculty member and the student, with the faculty member taking advantage of this institutional authority and (b) there is emphasis in one way or another on the sexual identity of the harassed. What is violated is not only a relationship of authority but also one of trust. Sexual harassment has consequences for its victims that range from being psychologically upsetting to causing the victim to change disciplines or drop out of school.

Every student has the right to enjoy an academic environment free of unwanted sexual attention. Students' academic prospects suffer when they are sexually harassed. We should not force the injured students to carry the burden of stopping sexual harassment. Preventing sexual harassment, 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. Men and women 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.

The faculty fully supports the University and College policies related to sexual harassment. Under the University's policy a student should report incidents to the Dean of Students Development or to the Assistant to the President for Human Affairs. In addition to the processes and procedures provided in the University's policy on sexual harassment, additional channels of reporting violations of this policy are to report to the Director of the School or to the Dean of the College. The full range of sanctions available to the School, the College, and the University will be considered available when a faculty member violates this policy.