

BYLAWS FSU-Teach
Interdisciplinary Program in Mathematics and Science Teaching
Colleges of Arts & Sciences and Education
(Approved by a majority of the faculty by secret ballot on March 4, 2013)

Florida State University's interdisciplinary programs have goals that reflect the research, education, and service missions of the University. The College of Education and the College of Arts & Sciences have actively built upon a shared interest in science, technology, engineering, and mathematics (STEM) education to develop a program called FSU-Teach, which is a program designed to increase the quality and quantity of teachers of middle- and high-school mathematics and the sciences.

Membership

As a partnership between the Colleges of Arts & Sciences and Education, the deans of these colleges jointly oversee the FSU-Teach program as they do academic programs that reside wholly within their colleges. The membership of FSU-Teach is comprised of core faculty, clinical faculty, a faculty administrator, affiliated faculty, and staff (Administrative and Professional personnel or University Service Personnel System personnel).

Core faculty members include those faculty members (and co-directors) whose primary undergraduate teaching responsibilities reside with FSU-Teach. These individuals are expected to teach courses in the program and to be fully involved in the design, refinement, and governance of the FSU-Teach program. Members of the core faculty are also expected to assist program staff in program promotion and student recruitment. Thus, core faculty members have a large service commitment to FSU-Teach. In total, members of the core faculty are drawn from the College of Education and College of Arts & Sciences. College of Education core faculty are typically from science education and mathematics education, but may also include other College of Education faculty who may petition for re-assignment as core to the program. College of Arts & Sciences core faculty may include members from the History and Philosophy of Science program or the science or mathematics departments; however, as above, others may petition to be core to the program.

The clinical faculty members are called Master Teachers and they work closely with the university students and Mentor Teachers from local schools. Clinical faculty members are specialized faculty. The Master Teachers have exclusive purview over the two introductory FSU-Teach courses, and they also perform clinical support roles in all of the other FSU-Teach courses. As their name implies, the Master Teachers are experienced, master secondary-school teachers who have become full-time, 12-month University faculty members. Master teachers are selected, hired, assigned responsibilities, and evaluated through processes that are collaboratively overseen by the FSU-Teach Co-Directors. Their annual assignment of responsibilities includes teaching, close mentorship of students throughout their academic program, serving as liaisons with local schools, program advising, program promotion, student recruiting, and induction.

Affiliated faculty in FSU-Teach include those faculty from departments throughout the College of Arts & Sciences or College of Education who participate in the program, either in an undergraduate instructional role, a student mentor role, or program advisory role; however, their primary undergraduate teaching and service commitments remain with their home departments. Affiliated faculty should have a demonstrated interest in and commitment to science and/or mathematics teaching and be knowledgeable about current research and practices in the same.

Finally, the faculty includes a faculty administrator for FSU-Teach, called the Associate Director, who is a specialized faculty member. The faculty administrator provides day-to-day administration of this complex clinical program, which requires accreditation from several agencies in addition to the usual University accreditation (SACS) and internal reviews, as well as licensure of its graduates in accordance with state and federal statutes. The Administrator also provides the Co-Directors with support in many venues: data reporting, scheduling, program evaluation and other areas of need.

As the clinical faculty members (specialized faculty) and program administrator (associate director) are central to FSU-Teach they participate with the core faculty members as equal voting partners in the faculty governance of FSU-Teach.

Curriculum and Academic Matters

Summer Rotation Policies for Summer Supplemental Assignments

Summer supplemental assignments reside with the home departments of tenure track faculty members who are core faculty in FSU-Teach.

Development of New Academic Programs

In the event of development of new academic programs in the FSU-Teach unit, a committee shall be appointed by the co-directors to draft the structure of any new program proposed. This proposed structure shall then be presented to the faculty at a faculty meeting and discussed. Agreed upon modifications to the design will be incorporated. The final structure of the new program to be forwarded to the appropriate college (Arts & Sciences and/or Education) shall be approved by a majority of the FSU-Teach faculty members by vote.

Academic Program Review

Teacher preparation programs annually submit program review documents to the Florida Department of Education. The FSU-Teach annual updates will be prepared by the program administrator (Associate Director) and approved by the Co-Directors for submission to the Teacher Education Unit. Regular program approval reports for the state (Florida DOE) and any national accrediting bodies (e.g., NCATE) will be drafted by the Associate Director in conjunction with the Co-Directors and approved by the core and clinical faculty. Likewise, regular program reviews by the university and its accrediting bodies (e.g., SACS) will be drafted by the Associate Director in conjunction with the Co-Directors and approved by the core and clinical faculty.

Faculty Governance

Procedure and Eligibility for Voting

As indicated above, the clinical faculty members (specialized faculty) and program administrator (associate director) are central to FSU-Teach and they participate with the core faculty members as equal voting partners in the governance of FSU-Teach. Votes shall be made by acclamation at faculty meetings except in circumstances where a secret ballot is required or requested by any voting member of the program. Approval or amendment of the bylaws or any amendment involving evaluation must be accomplished by secret ballot. Secret ballots shall be cast by each voting member either at the faculty meeting or by mail ballot and counted by both Co-Directors and one clinical faculty member selected by their peers. When a request for secret ballot is made, it shall be accomplished as described above.

Program Structure

There are four standing program committees, the Administrative and Policy Committee, the Curriculum and Instruction Committee, Specialized Faculty Evaluation Committee, and the Steering Committee. Search Committees shall be constructed when needed as described below under “Recruitment of New Faculty and Other Professionals.”

Administrative and Policy Committee: All core and clinical faculty members and the faculty administrator are members of the Administrative and Policy Committee. This committee addresses administrative issues that arise regarding the day-to-day business of an academic program. These issues typically include, but are not limited to, school district issues, student clinical and pre-clinical issues, other student issues, etc. This committee meets a minimum of three times per semester, but may meet as often as every other week.

Curriculum and Instruction Committee: All core and clinical faculty members and the faculty administrator are members of the Curriculum and Instruction Committee. Affiliated faculty members are essential to matters of curriculum and instruction and are invited to be members of this committee. The committee addresses all curriculum and instruction issues that arise that are related to FSU-Teach. This committee meets a minimum of three times per semester, but may meet as often as every other week (on alternate weeks from the Curriculum and Instruction Committee).

As the Administrative and Policy Committee and the Curriculum and Instruction Committee are committees of the whole, it is at these committee meetings that all program business and voting occurs. This includes amendments to these Bylaws and the voting thereon. The decisions of these committees are the responsibilities of the faculty members.

Specialized Faculty Evaluation Committee: As the FSU-Teach specialized faculty group is a very small group, this committee is composed of the Co-Directors and one FSU-Teach specialized faculty member. This faculty member shall be elected by a secret ballot of the specialized faculty members and shall not serve more than once in every three annual review cycles.

Steering Committee: The Steering Committee is advisory to the program. It is comprised of at least two clinical faculty members, two core faculty members, two affiliated faculty

members, the Associate Director, one FSU-Teach student member, one school district representative, and one representative from the College of Education Office of Academic Student Intern Support, and other university and community representatives as appropriate. Selection of the clinical faculty and core faculty members will be determined by a vote by the entire faculty. The Co-Directors are *ex officio* members of this committee and conduct the meetings. This committee provides a point of regular contact between the program, the OASIS, the Colleges, and the school district. The Steering Committee shall meet at least once in the fall semester and once in the spring semester.

The Co-Directors, with advice from the program administrator (Associate Director), shall establish such additional committees as are needed to conduct the affairs of the FSU-Teach program. The Co-Directors shall disband these committees when their assigned work is complete

Selection of Co-Directors and Other Academic Administrators

The leadership of FSU-Teach is comprised of two Co-Directors, the equivalent of Co-Chairs, one from each of the two colleges. These individuals are from the FSU-Teach core faculty members or from an external search conducted for a new core faculty member who will also serve as Co-Director. Each Co-Director is elected by two thirds vote of core and clinical faculty members and approved by the dean of his/her respective College. Nevertheless, each Co-Director must be acceptable to both deans. The co-directors will serve three-year terms normally beginning with the start of the fall term of the academic year and can be re-elected at the end of each term.

The faculty administrator (Associate Director) is selected by the Co-Directors. The name is then submitted to both deans and requires their approval.

Duties of Co-Directors

The Co-Directors will jointly administer FSU-Teach, including all administrative, programmatic, and budgetary decisions. Together they will forward recommendations to the Deans about program structure, development, direction, and human and budgetary resource needs for approval. FSU-Teach Co-Directors are responsible for the FSU-Teach Annual Assignment of Responsibilities and Annual Evaluation of clinical faculty, program administrator, and staff. If requested by the tenure home of a core faculty member, input into his/her annual evaluations will be forwarded. Issues that cannot be resolved by the Co-Directors will be arbitrated by the Deans.

The Co-Directors of FSU-Teach will meet annually with participating deans to discuss the budget and the needs of the program. Before this meeting the co-directors will provide a report that includes productivity metrics used to make budget decisions—these metrics will include the number of declared FSU-Teach majors, the number of FSU-Teach degrees granted in the most recent academic year, the number of graduates anticipated in the upcoming academic year, and the size of course enrollments. Other metrics may include the number of unique students in the program. Measures of program quality, such as success of graduates as they pursue their careers, may also be included in the report. This annual report will also include budgetary information including the prior year's expenditures, the upcoming year's proposed

operating budget, the level of external support, all courses associated with the FSU-Teach program, the number of declared majors, and the number of degrees awarded in the most recent academic year.

Removal of Co-Directors or Associate Director

The program may recommend to the appropriate dean of a co-director that they be removed from office. Such action shall be initiated by a petition calling for removal signed by a majority of the core and clinical faculty members and submitted to the appropriate dean. The dean or the dean's representative shall then preside at a meeting of the core and clinical faculty to consider the petition; this meeting requires two week's notice. To be adopted, a motion for removal must be supported by two-thirds of the core and clinical faculty members in a secret ballot (either at the meeting or mail ballot).

Procedure for Calling Faculty Meetings

As indicated above, the faculty meets a minimum of six times per semester, with three of these meetings being devoted to issues of curriculum and instruction and three devoted to academic and policy issues. Additional faculty meetings may be scheduled by the co-directors.

If needed, additional sessions may be called by the Co-Directors or the Co-Directors' designated representative at (1) the Co-Directors' initiative or (2) the written request of two voting program members.

Amending bylaws

Amendments to the bylaws can be submitted by any core or clinical faculty member or the associate director. Submitted amendments will be discussed and voted on at the next regularly scheduled faculty meeting. If needed, a special faculty meeting to consider the amendment may be called. Amendments must be approved by a two thirds vote of the core and clinical faculty members of FSU-Teach. If such amendments relate to evaluation, they will be accomplished by secret ballot.

Bylaws will be reviewed once every five years by the core and clinical faculty members and program administrator. Vote for continuance or sunset will be taken at that time.

Recruitment of New Faculty and Other Professionals

Appointments of new core faculty in FSU-Teach will be made in accordance with the practices of the College holding the line of appointment, but all searches and appointments will be made in consultation with the other College. Specifically, the *line* for a faculty search will be provided by the funding College, and the *start-up package* will be provided/negotiated by the funding College. The *appointment letter* will conform to the standard format of the home department of the appointment with the addition of the commitments to FSU-Teach. Working with their associated deans, the Co-Directors will appoint search committees for new core faculty members for FSU-Teach, which will be comprised of core faculty from the College holding the line of appointment with the addition of at least one core or affiliated faculty member from the College not holding the line of appointment and at least one FSU-Teach clinical faculty member. The Co-Directors will propose the composition of the search committees and submit this to the deans of the two colleges for approval. The search committee chair will be the co-director from

the College holding the line of appointment or appointed by that co-director and approved by the dean of that College.

New clinical faculty or a new faculty administrator will be recruited through a statewide advertisement (at a minimum) of the position. The co-directors will appoint a search committee to review the applications, interview applicants, and make the recommendation. The chair of the search committee will be a core or affiliated faculty member appointed by the co-directors. The recommendation of the committee will be forwarded to both deans for approval.

Annual Evaluation, Promotion and Tenure, and Merit

All annual evaluation, merit, promotion, and tenure activity for tenure track faculty members is done within their home departments.

Annual Evaluation

Annual Evaluation for specialized faculty will be accomplished each spring by the Specialized Faculty Evaluation Committee. This committee reviews (a) the current Curriculum Vita (CV) for each faculty member and a bulleted list of annual accomplishments prepared by each specialized faculty member and then rates them using the 5-level University Annual Faculty Summary Evaluation form. (See Addendum A for FSU-Teach definition of each level of the five-level evaluation rating system.)

All three of these documents (CV, bulleted list of accomplishments, and annual evaluation) are discussed at an individual meeting between a co-director and each specialized faculty member. During that meeting the faculty members are also asked their perceptions of their progress during the previous year and about their professional development goals for that year. Following this, a discussion of their personal professional development goals for the upcoming year ensues. Once this is completed, the Co-Director initiates a discussion of any new professional development goals that the co-directors have for the individual based on their assessment of the needs of the individual and/or the needs of the FSU-Teach program that the particular individual is best suited to address. This includes discussion of how the Co-Directors and/or the program can best support the attainment of these professional development goals. A Performance Improvement Plan will be completed for any specialized faculty member who receives a "Does not meet FSU's High Expectations" rating. Finally, a written narrative of evaluation and an annual Progress Toward Promotion letter is prepared for each specialized faculty member and mailed to him or her with a copy kept in their personnel file.

Promotion

Specialized faculty will be reviewed for promotion jointly by the members of the Specialized Faculty Evaluation Committee according to the criteria set forth in the Collective Bargaining Agreement in effect at the time of such consideration. Members of the committee will also consider the professional development and readiness for promotion of the faculty member and jointly reach a decision for recommendation for promotion. Split decisions that cannot be resolved by the committee members will be arbitrated by the deans. Promotion recommendation letters will also be prepared by the Co-Directors and submitted to the Dean of the College in which the appointment resides.

Assignment of Responsibilities

The co-directors will jointly complete an Assignment of Responsibilities (AOR) for the upcoming year for each specialized faculty member. The AOR's will be discussed with the faculty members during their annual evaluation meeting. (See above.)

Merit

The Specialized Faculty Evaluation Committee determines merit rankings. The members of this committee will review the current CV, the bulleted list of accomplishments, the annual evaluations, and the Progress Toward Promotion letters since the last promotion of each specialized faculty member. The faculty members' attained professional development will be compared with suggested areas of professional development that were noted for them in their Progress Toward Promotion letters. This consideration will be weighted against their Annual Assignment of Responsibilities. After reviewing these documents, the committee members will discuss the progress and contributions of each to the unit and devise a ranking of these faculty members. Additionally, special attention will be given to exceptional contributions to the FSU-Teach unit above and beyond those required by specialized faculty members' AOR's. This ranking will be used to distribute merit awards. In the event that the committee cannot agree upon a ranking, the data will be forwarded to the deans for arbitration.

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

The FSU-Teach bylaws adhere to and are consistent with the University policies found in the FSU Constitution, BOT-UFF Collective Bargaining Agreement, Faculty Handbook, and annual Promotion and Tenure Letters.

FSU-Teach Bylaws Addendum A
Definition of Performance Levels for Specialized Faculty University Annual Summary
Evaluation

(Approved by majority of faculty by secret ballot March 4, 2013)

Performance of Duties

Does Not Meet FSU's High Expectations: fails to demonstrate with consistency the knowledge, skills, or abilities requisite in the field of specialty and/or in completing assigned responsibilities.

Official Concern: demonstrates the knowledge and skills in the field of specialty, but is not completing assigned responsibilities in a manner consistent with the high standards of the university.

Meets FSU's High Expectations: demonstrates the requisite knowledge and skills in the field of specialty and completes assigned responsibilities in a manner that is both timely and consistent with the high expectations of the university.

Exceeds FSU's High Expectations: exceeds expectations during the evaluation period through demonstrating noted achievement in teaching, research, and/or service, which may include the following:

- High level of research, instructional, or creative activity
- Professional recognition(s)
- Willingness to accept additional responsibility
- High level of commitment to serving students
- High level of commitment to serving the overall mission of the unit
- Involvement in professional associations or activities outside of the unit
- Initiative in solving problems
- Initiative in developing new ideas
- Engages in professional development activities and utilizes strategies learned to enhance the unit.

Substantially Exceeds FSU's High Expectations: far exceeds performance expectations during the evaluation period and/or achieves an extraordinary accomplishment or recognition in teaching, research, and/or service, which may include more than one of the following:

- Highly significant research, instructional, or creative activity above normal expectations of assigned responsibilities
- Demonstrated recognition by peers as an authority in the field of specialty
- Securing external funding
- Presentation at national or international events
- Professional awards, recognition, or achievement
- Proposes and takes on additional responsibility
- Engages in professional development activities and utilizes strategies learned to enhance the unit
- Takes on a leadership role outside the unit.