

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

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 and November 13, 2007, March 3, 2009, October 21, 2010, January 15, 2013.  
January 27, 2020

### 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, 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.

1. 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.

#### B. The Askew School classifies faculty positions into the following categories:

1. Tenure and tenure-track professional rank positions (namely professors, associate professors and assistant professors). In addition to tenured or tenure-earning faculty, there shall be Specialized, Adjunct, Auxiliary, and Affiliate faculty.

- a. 2a.. Specialized (Teaching or Research) Faculty are non-tenure track faculty consisting of individuals in faculty classifications that are not tenured and not earning time credit towards tenure. These faculty are appointed as full-time employees of the department on a non-temporary basis.

- b. 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.

- c.. 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.

d. 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 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.
- F. 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.

### III. 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.

#### 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 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.
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.

#### 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 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.
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. 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.

## 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 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.

## 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; 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.

## D. Diversity and Social Equity

### 1. 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 the second a 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.

### 2. Diversity and Equity Director

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.

#### 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 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.

## 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.

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.

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.

Specialized Faculty Promotion. This section briefly outlines for specialized faculty in the Askew School of Public Administration and Policy about the Askew School's expectations for their performance in their areas of assignment. Its purpose is to help each specialized faculty member, regardless of rank, to better understand what the Askew School's faculty expects of them in these areas. Please note that the Askew 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.

In the Askew School specialized (non-tenure-track) faculty members 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 Department, 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 department 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.

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 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.

#### 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 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.

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, 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.

## 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.

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.

The faculty fully supports the University and College policies related to Sex Discrimination and Sexual Misconduct. As such, all School faculty and staff have a mandatory duty to report known or suspected incidents of Sex Discrimination and Sexual Misconduct to the Title IX Director or designee, regardless when or where the incident occurred. In addition to the processes and procedures provided in the University's policy on Sex Discrimination and Sexual Misconduct, 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 or staff violates this policy.

VIII. University Substantive Change Policy (added February 11, 2013 according to university policy)

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

VIV. Askew School of Public Administration and Policy  
Florida State University

**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

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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."

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.*

### 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;*

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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)

- *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.

**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
- c. **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 the Askew School's 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:

- o 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.

| Ethnic Diversity – Enrolling Students                                 | 2017-2018 |           | 2018-2019 |           | Total      |
|---|-----------|-----------|-----------|-----------|------------|
|   | Male      | Female    | Male      | Female    |            |
| <b>Black or African American, non-Hispanic</b>                        | 5         | 6         | 3         | 8         | 22         |
| <b>American Indian or Alaska Native, non Hispanic/Latino</b>          | 0         | 0         | 0         | 0         | 0          |
| <b>Asian, non-Hispanic/Latino</b>                                     | 0         | 1         | 0         | 1         | 2          |
| <b>Native Hawaiian or other Pacific Islander, non Hispanic/Latino</b> | 0         | 0         | 0         | 0         | 0          |
| <b>Hispanic/Latino</b>  | 7         | 13        | 8         | 9         | 37         |
| <b>White, non-Hispanic/Latino</b>                                     | 22        | 27        | 24        | 30        | 103        |
| <b>Two or more races, non Hispanic/Latino</b>                         | 2         | 4         | 2         | 2         | 10         |
| <b>Nonresident alien</b>  | 9         | 8         | 7         | 11        | 35         |
| <b>Race and/or Ethnicity Unknown</b>                                  | 0         | 1         | 0         | 1         | 2          |
| <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 (School Director, MPA Director, Diversity Committee)
2. Identify a liaison with FAMU to cultivate relationship. Develop targeted recruiting materials to other HBCUs, colleges and universities with a high percentage Hispanic or Latino population, community colleges and other potential feeder programs (School Director, MPA Director)
  - o 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

## FLORIDA STATE UNIVERSITY EQUAL OPPORTUNITY & NON-DISCRIMINATION STATEMENT

The Florida State University (University) is an equal employment opportunity employer and educational provider committed to a policy of non-discrimination for any member of the University's community on the basis of race, creed, color, sex, sexual orientation, gender identify, gender expression, religion, national origin, age, disability, genetics, veterans' or marital status, or any other protected group status. This policy applies to faculty, staff, students, visitors, applicants, and contractors in a manner consistent with applicable federal and state laws, regulations, ordinances, orders and rules, and University's policies, procedures, and processes.

In pursuing its mission of excellence as a comprehensive, graduate-research University with a liberal arts base, the University strives to create and maintain a harmonious, high performance work and educational environment. It is the expectation that all members of our community are provided equitable opportunities to succeed and enrich the strength, skill and character of the University. It is also expected that all members of our community will help create a work and educational environment that promotes fairness, respect and trust, free from discrimination or harassment. Behavior that may be considered offensive, demeaning, or degrading to persons or groups will not be tolerated. The University will continue to reinforce its commitment of non-discrimination to all groups protected by state and federal law. We will continue to monitor our methods of recruitment, retention and advancement of qualified faculty, staff and students and annually examine our affirmative action plan, as prescribed by federal guidelines.