Bylaws for the Department of Urban and Regional Planning
College of Social Sciences and Public Policy

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These are the bylaws for the Department of Urban and Regional Planning in the College of Social Sciences and Public Policy at Florida State University. These bylaws were last approved on January 9, 2026 by a 2/3 majority of the applicable voting members of the department and on Auguest 13,2026 by the College and the Office of Faculty Development and Advancement.

I. Bylaws

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

B. Bylaws Revision. Proposed amendments may be submitted by any voting faculty member or any standing committee of the department. Submissions are to be made in writing at any regular departmental meeting, after which they must be placed on the agenda of the very next regular departmental meeting. Adoption requires approval by two-thirds of all voting faculty members of the Department.

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

II. Membership and Voting Rights

A. Faculty Membership. The faculty of the Department of Urban and Regional Planning shall consist of those persons holding full-time, part-time, or courtesy appointments at the rank of Assistant Professor, Associate Professor, Professor, Research Faculty I, Research Faculty II, Research Faculty III, Teaching Faculty I, Teaching Faculty II, or Teaching Faculty III. Faculty may be working under active assignments, serving on sabbatical, on-leave, or retired (with or without emeritus status).

B. Department Membership. In addition to the faculty defined in II.A above, the following are members of the Department of Urban and Regional Planning: adjunct instructors, post-doctoral researchers, and departmental staff.

C. Faculty Voting Rights. Full-time tenured and tenure-earning faculty of the department, including those on sabbatical and on temporary leave of absence, may vote at departmental meetings.

Specialized faculty, courtesy faculty, part-time faculty, and retired faculty may not vote, unless granted voting privileges. Voting privileges may be granted to these faculty by a two-thirds vote of those already holding voting rights. Such grants of voting rights shall be for a period of one year unless otherwise specified but are renewable indefinitely.

Individuals with voting rights must be physically present to vote on matters discussed at departmental meetings, except in the case of a promotion and tenure committee meeting where remote participation by a voting faculty member is permitted for the following circumstances: 1. a sabbatical that requires physical absence from Tallahassee; 2. FMLA leave; and 3. other health related conditions that prevent a faculty member's physical presence.

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

III. Department Organization and Governance

A. Faculty Meetings. Departmental meetings are deliberative gatherings of the faculty convened under the procedures described in these bylaws. Except where the bylaws and the rules of the University and College override, Roberts Rules of Order, most recently revised edition, will guide all departmental meetings. Quorum is defined as a simple majority of the voting faculty.

There shall be at least one departmental meeting each semester during the fall and spring semesters. The Chairperson or three members of the voting faculty may call additional departmental meetings at any time, with timely notice. The agenda and all documents for discussion and review shall be distributed to each member of the voting faculty in a timely manner prior to departmental meetings.

In consultation with the faculty, the Chairperson shall, in the fall semester, set-out the goals of the department regarding the mission of the Department and University. At the end of the academic year, the Chairperson shall make a report to the faculty on accomplishments and unfinished business for the year, as they pertain to the annual goals.

B. Department Chair Selection. An individual must be a full-time, tenured member of the department's faculty to be eligible for appointment as Chairperson. Ideally, the Chairperson would have attained the rank of Professor.

The procedure for making a faculty recommendation to the Dean will involve an open process of nominations from among the voting faculty, followed by interviews with the candidates. Candidacy will be open to persons outside the department if the voting faculty wishes to hire from the outside and the department has permission to hire at the senior faculty level. The Chairperson-elect shall normally be selected in the fall semester preceding the academic year when that person's term begins.

Recommendations to the Dean for appointment of a Chairperson will be made by the voting faculty. All students and faculty will be invited to attend the Chairperson interviews.

The voting faculty shall evaluate the Chairperson at the end of each academic year and submit their comments to the Dean for the annual evaluation. A determination to reappoint will be made by the voting faculty simultaneously with the annual evaluation conducted at the end of the second year of the three-year term. Recommendation on reappointment will be made by the voting faculty to the Dean.

If the voting faculty, in its annual review, determines that the Chairperson should not be continued, it shall make a recommendation for termination to the Dean.

C. Department Leadership and Committees.

Department Leadership. The Department's Leadership team includes the Department Chairperson, M.S.P. Program Director, and Ph.D. Program Director. When feasible all necessary faculty elections and appointments, other than that for Chairperson discussed above, shall be made in May with an effective date of the beginning of the fall semester.

Department Chairperson. The Department of Urban and Regional Planning is a collegial organization. The Chairperson's position exists out of the desirability of having a single person responsible for dealing with the administrative affairs of the department. As one of a group of equal faculty members, the Chairperson is responsible for administering these affairs in the mutual interest of the faculty and students and observing the general guidelines and administrative regulations established by the faculty, the University, and the Board of Governors.

The Chairperson's term of office is three years. The term is renewable at the discretion of the Dean and with the advice of the voting faculty. As a general rule, the Chairperson position shall constitute half-time duties.

It is the responsibility of the Chairperson to:

1. Consult with the faculty or their elected representatives on all matters of departmental business for which he/she has not been given explicit authority for unilateral action by the faculty;

2. Bring all significant information affecting the operation of the department and the welfare of its faculty and students to the faculty for their consideration in a timely manner;

3. Accept the charge of the faculty to pursue particular policies, tasks, and projects that are required for the continued well-being and enhancement of the department.

4. The authorities and duties of the Chairperson are as follows:

a. The Chairperson shall serve as the chief decision maker and administrative officer of the department. The Chairperson will be responsive to the faculty of the department and represent the department to the University.

b. The Chairperson shall establish committees for the conduct of departmental affairs. The Chairperson may establish ad hoc committees as needed.

c. The Chairperson shall consult with the faculty or with the appropriate committees on such matters as curriculum, appointments, promotion and tenure recommendations, salary adjustments, assignment of teaching and research assistants, and general questions concerning allocation of departmental resources.

d. The Chairperson, in conjunction with the faculty or the appropriate committees of the department, shall coordinate all segments of the academic program, such as degree requirements, curricular offerings, catalog announcements, scheduling of classes, and the assignment of faculty.

e. The Chairperson shall facilitate and coordinate (1) student counseling, (2) intradepartmental communications, (3) curriculum planning, (4) record keeping, (5) recruiting, (6) departmental letter writing, (7) functioning of office staff, (8) departmental image-building, (9) interfacing of departmental committee work (10) budget allocation, and (11) delegating committee responsibilities.

f. The Chairperson shall be an ex-officio member of all departmental committees, except for Student Supervisory Committees.

g. The Chairperson shall call and preside over general meetings of the department.

h. The Chairperson shall regularly report to the faculty the actions he/she performs in administering departmental affairs.

i. The determination to recommend a faculty member to master's or doctoral directive status will be made by the Chairperson.

j. The Chairperson, serving as principal financial officer of the department:

(1) shall supervise receipts and expenditures of all monies;
(2) in conjunction with the department budget committee, shall prepare an annual budget;

(3) in consultation with the department budget committee, shall prepare an annual financial report to be presented to the members of the department at the end of each fiscal year.

k. The Chairperson and/or his/her designee shall serve as liaison officer and departmental representative to officers and bodies outside the department where not otherwise specified by College, University or Board of Governors procedures.

l. The Chairperson shall promote and represent the interests of the department with the Dean of Social Sciences and Public Policy and other appropriate members of the University administration.

m. The Chairperson shall represent the department in appropriate academic and professional contexts.

n. The Chairperson shall take the lead in promoting the department with prospective students and the profession.

o. The Chairperson shall take the lead in identifying extramural financial support for the department and its programs.

p. The Chairperson shall take the lead in raising the department's visibility in academe and the profession.

q. The Chairperson shall be responsible for implementing the policies of the department with respect to the graduate program and in administering financial aid programs, assignments of Research Assistants and Teaching Assistants, coordinating comprehensive examinations, and in advising and counseling graduate students.

r. The Chairperson shall assign annual faculty responsibilities in accordance with the department's Guidelines for Faculty Assignments located in Appendix A of these By-Laws.

M.S.P. Program Director**.** The M.S.P. Program Director is elected by the voting faculty to a renewable, two-year term of service that begins with fall semester appointments. An individual must be a full-time, tenured or specialized faculty member of the department to be eligible for selection. The suggested duties of the position include, but are not limited to:

1. as needed and in coordination with appropriate committees: review, evaluate and recommend on M.S.P. admissions standards, program requirements, and curriculum requirements;

2. serve as primary recruiter for the M.S.P. program;

3. publicize program; participate in admissions process; and facilitate integration of new M.S.P. students into the department;

4. check M.S.P. student progress; provide organization and oversight to the M.S.P. student advising process;

5. serve on the Graduate Programs Committee;

6. serve as a member of the Human and Financial Resources Committee when financial aid matters are discussed; and

7. report to the faculty at least once per semester.

Ph.D. Program Director. The Ph.D. Program Director is elected by the voting faculty to a renewable, two-year term of service that begins with fall semester appointments. An individual must be a full-time, tenured faculty member of the department to be eligible for selection. The suggested duties of the position include, but are not limited to:

1. as needed and in coordination with appropriate committees: review, evaluate, and recommend on admissions standards, program requirements and curriculum requirements;

2. serve as primary recruiter for the Ph.D. program;

3. publicize program;

4. check student progress;

5. serve on the Graduate Programs Committee;

6. serve as a member of the Human and Financial Resources Committee when financial aid matters are discussed; and

7. report to the faculty at least once per semester.

Department Committees. The department has established several standing committees to aid in its operation. The standing committees have the power to name sub-committees when necessary. The membership of the sub-committees may include appointments of others in addition to members of the principal committee. Unless specified elsewhere in these bylaws, all faculty assignments to standing committees are made by the Chairperson. Decisions of these committees are the responsibility of faculty members in the department.

Graduate Programs Committee. The Graduate Programs Committee is chaired by either the M.S.P. Program Director or Ph.D. Program Director in alternating years. The membership includes both program directors, two full-time faculty, one full-time M.S.P.

student appointed by the department's student association, and one full-time Ph.D. student appointed by the Ph.D. Program Director in consultation with the Chairperson. Members serve renewable, one-year terms. The department's Academic Program Specialist serves as staff liaison to the committee.

The committee's responsibilities include the following:

1. Admissions. Subcommittee on MSP admissions (2 faculty members plus MSP student) and Subcommittee on PhD admissions (2 faculty members plus PhD student)

2. Curriculum. Serve as the department's curriculum committee

3. Academic Policies. Propose academic policy changes when appropriate for consideration by the faculty and monitor their effectiveness

4. Advising and Other Student Matters. Oversee the effectiveness of our advising/mentoring and student support infrastructure for student retention and graduation success

5. Provide input to the Chairperson, through committee chair, on financial aid for new and continuing students

6. Propose and, upon faculty approval, implement and monitor strategies to support the attainment of strategic plan objectives that pertain to our graduate programs

Undergraduate Programs and Student Recruiting Committee. The Undergraduate Programs and Student Recruiting Committee is chaired by a tenured or specialized faculty member appointed by the Chairperson. The membership includes three full-time faculty (one of whom is the committee chairperson), one full-time M.S.P. students appointed by the department's student association, and the student recruiting assistant (if there is one). Members serve renewable, one-year terms. The department's Academic Program Specialist serves as staff liaison to the committee.

The committee's responsibilities include the following:

1. Assist with recruiting and other promotional activities for undergraduate, combined pathway, and graduate programs

2. Coordinate with Academic Program Specialist and Program Directors to enhance the visibility of our undergrad, combined pathway and graduate programs via webpage, social media, and physical materials

3. Oversee Open House Programming

4. Propose and, upon faculty approval, implement and monitor strategies to support the attainment of strategic plan objectives that pertain to our undergraduate programs and recruiting activities

Human and Financial Resources Committee. The Human and Financial Resources Committee is chaired by a tenured faculty member appointed by the Chairperson. The membership includes three full-time faculty members (one of whom is the committee chairperson) and one full-time M.S.P. student appointed by the department's student association for non-sensitive matters. Members serve renewable, one-year terms. For faculty searches, one Ph.D. student member is appointed by the Ph.D. Program Director to join the committee. For any matters involving student financial aid budgeting, the M.S.P. Program Director and Ph.D. Program Director will join the committee. The department's Office Manager serves as staff liaison to the committee.

The committee's responsibilities include the following:

1. Serve as the department's Academic Personnel Committee, overseeing annual evaluations, supra-annual evaluations, merit procedures, faculty mentoring program, and faculty retention.

2. Serve as the Faculty Search Committee when a search is authorized.

3. Serve as the department's budget committee, overseeing use of OPS, expense, endowment, and auxiliary funding.

4. Propose and, upon faculty approval, implement and monitor strategies to support the attainment of strategic plan objectives that fall within the purview of the committee's charge.

Promotion and Tenure and Evaluation Committee. The Promotion and Tenure and Evaluation Committee consists of all tenured and tenure earning faculty in the department, so long as the composition and operation of this committee shall be in accord with regulations established by the Board of Governors, the University, and the College of Social Sciences and Public Policy.

Bylaws Committee. The Bylaws Committee consists of all tenured and tenure earning faculty in the department.

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

E. Faculty Recruitment. The Faculty Recruitment Process is described in Appendix E of these bylaws.

F. Unit Reorganization. The Department Reorganization Committee consists of all tenured and tenure-earning faculty in the department.

IV. Curriculum

The Graduate Programs Committee serves as the department's Curriculum Committee, as discussed in III.C.

V. Annual Evaluation of Faculty on Performance and Merit

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

Exceeds Expectations
Meets Expectations
Official Concern
Does Not Meet Expectations

For information about the department's guidelines for faculty assignments see Appendix A of these Bylaws.

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

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

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

VI. Promotion and Tenure

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

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

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

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

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

Appendix A. Guidelines for Faculty Assignments

Adopted by the Faculty May 8, 2019
Revised Jan. 9, 2026**
*Approved by a 2/3 Majority of URP Faculty**

Purpose

This document describes how faculty assignments are made in the Department of Urban and Regional Planning. These are the guidelines used by the Department Chairperson. The Chairperson may deviate from these guidelines if justified by the circumstances.

Overview

Faculty assignments support the mission and goals of the Department of Urban and Regional Planning. For tenure-track faculty, an individual's assignment includes instruction (teaching and advising), research and creative activity, and service. For the Planner-in-Residence, who is classified as specialized faculty under the research faculty track, the assignment includes research and creative activity (which includes studio and other research efforts), instruction (teaching and advising), and service, in proportions approved by the Office of Faculty Development and Advancement. For other specialized faculty, an individual's assignment emphasizes either research and creative activity or instructional activity depending on whether the individual is classified in the research faculty track or teaching faculty track.

All faculty assignments are made by the Department Chairperson in accord with the terms of the Collective Bargaining Agreement, FSU Faculty Handbook, and other university rules and regulations. As stated in the FSU Faculty Handbook, assignments will be made in a manner that: is reasonable, provides the faculty member an opportunity for advancement in her/his particular promotional track, provides the faculty member an opportunity to fulfill the Department's criteria for merit salary increases, is consistent with the faculty member's qualifications and experience, meets the university minimum of 12 contact hours of instruction or equivalent research and service, and meets the needs of the Department (FSU Faculty Handbook).

The faculty has defined several different types of faculty assignments, each of which permits individual faculty members to contribute to the broader instructional, research, and service missions of the Department. The different levels of assignment for tenured faculty include: standard assignment, enhanced instructional assignment (of which there are two levels), and enhanced research and creative activity assignment. Untenured, tenure-track faculty are assigned the standard assignment. Specialized faculty assignments are made in accordance with the requirements of their classification. All faculty assignments are discussed below.

Standard Faculty Assignment for Tenure-Track Faculty

The standard faculty assignment for tenure-track faculty (Assistant Professor, Associate Professor, Professor) consists of an instructional assignment of four courses per

academic year plus student advising, an assignment to engage in research and other creative activity, and an assignment to provide service to FSU (and its various units, including the Department), the academy, and the community. The Department expects untenured, tenure-track faculty to engage in less service activity than tenured faculty because of their need to establish their research programs. For a typical academic year, a standard faculty assignment is 55% instruction (50% teaching and 5% advising), 40% research and creative activity, and 5% service.

In order to support the scholarly development of untenured, tenure-track faculty, the Department's policy is to assign newly hired untenured, tenure-track faculty one course to teach in their first semester at FSU DURP and to provide an additional course release from teaching at some point in their first three years of service, at a time mutually agreed upon by the faculty member and the Chairperson.

In order to meet the administrative needs of the Department, faculty members serving as Chairperson, master's program director, and doctoral program director are provided additional releases from teaching to accommodate their additional service (Chairperson) or advising (master's program director, doctoral program director) responsibilities.

The College of Social Sciences and Public Policy recognizes the Chairperson's administrative duties as encompassing a half-time assignment. Therefore, the standard assignment for the Chairperson consists of service (which includes administrative duties), an instructional assignment of two courses per academic year plus student advising, and a modest research and creative activity assignment to support maintenance of an active research program. For a typical academic year, a Chairperson's assignment is 33% instruction (25% teaching and 8% advising), 17% research and creative activity, and 50% service.

The Department of Urban and Regional Planning recognizes the service duties (which includes admissions, recruiting, and other student and program support activities) of the program directors as equivalent to an average 15% assignment across each semester of the academic year. In order to accommodate this enhanced advising role, the standard assignment for the two program directors consists of an instructional assignment of three courses per academic year plus enhanced student advising activities, an assignment to engage in research and creative activity, and an assignment to provide service to FSU (and its various units including the Department), the academy, and community. For a typical academic year, a program director's assignment is 42.5% instruction (37.5% teaching and 5% advising,), 37.5% research and creative activity, and 20% service, including 15% for program director duties.

The Department's faculty recognizes that some adjustments to the standard assignment might need to be made for specific reasons that support the overall mission of the Department. For example, the Chairperson will grant additional one-time course release(s) to permit a faculty member to complete the reports needed for Planning Accreditation Board reaccreditation and/or the Graduate Policy Committee review processes. The Chairperson might also grant a one-time course release to support a

faculty member pursuing a special curricular initiative that requires significant effort and advances the Department's instructional mission in important ways. These are just illustrative examples and not meant to be all encompassing. These decisions are made at the discretion of the Chairperson to support the broader mission of the Department.

Requirements for a Standard Faculty Assignment for Tenure-Track Faculty
The Department of Urban and Regional Planning requires all full-time tenure-track faculty members to contribute to the instructional, research, and service missions of the Department. A standard assignment for tenure-track faculty requires an individual to actively contribute to all three missions of the Department. **The Department's practice is to assign untenured, tenure-track faculty the standard faculty assignment in order to support their progress toward tenure and promotion, and to provide the course releases noted in the preceding section during their first three years of service.**

The Department anticipates that most tenured faculty will contribute to all three areas (instruction, research and creativity, service) of our mission and will have a standard faculty assignment, while other tenured faculty might have assignments that reflect different levels of contribution to each area of the Department's mission. The determination of assignment rests in part on meeting expectations for research and creative activity defined with respect to a number of peer-reviewed publications or their equivalents. Examples of different types of research and creative activity and their equivalence to peer-reviewed publications are found in a later section of this appendix.

In order to maintain a standard assignment, a tenured faculty member will be expected to have done **at least two** of the following:
1) produced an average of at least 1.5 peer-reviewed publications per year or their equivalent over a rolling three year period;
2) received external grant funding that supported one or more graduate students during a rolling three year period;
3) served as a major professor for an average of 0.5 new doctoral students per year over a rolling three year period.

If a faculty member does not meet these expectations, the faculty member will meet with the Chairperson to either: 1) develop a strategy to enable them to meet the performance expectations discussed above within a defined timeframe; or 2) discuss the suitability of an alternate assignment and be placed in that assignment.

A faculty member who has a standard assignment is evaluated based on this assignment and is eligible for merit salary increases based on this assignment in accord with the Department's merit salary policy.

Enhanced Instructional Assignment for Tenured Faculty
The Department recognizes that individual faculty members might contribute in different ways to advancing its mission. The Department thus provides the opportunity for an enhanced instructional assignment to allow tenured faculty to contribute to the

instructional mission of the Department to a greater degree than that provided for in the standard assignment. A tenured faculty member who does not meet the expectations for the standard faculty assignment will be assigned an enhanced instructional assignment. A tenured faculty member may also choose an enhanced instructional assignment in order to contribute in ways that prioritize the Department's instructional mission.

The Department recognizes two levels of enhanced instructional assignment. A first level enhanced instructional assignment consists of a five course per academic year teaching assignment for tenured faculty who maintain an active research program but who either do not meet, **or** choose not to meet, the eligibility requirements for the standard assignment. For a typical academic year, a first level enhanced instructional assignment would be 67.5% instruction (62.5% teaching and 5% advising), 27.5% research and creative activity, and 5% service.

In order to maintain a first level enhanced instructional assignment, a tenured faculty member must have an active research program and produced an average of at least one peer-reviewed publication per year or its equivalent over a rolling three year period.

A second level enhanced instructional assignment is available for tenured faculty who either choose to emphasize teaching, advising, and service contributions to the Department's mission **or** tenured faculty who do not meet the eligibility requirements for a first level enhanced instructional assignment. A second level enhanced instructional assignment consists of a six course per academic year teaching assignment for tenured faculty. For a typical academic year, a second level enhanced instructional assignment would be 80% instruction (75% teaching and 5% advising) and 20% apportioned across research and creative activity and/or service. An individual might choose to apportion the non-instructional portion of their assignment to service activity only.

Individuals who are assigned to one of the enhanced instructional assignments can move to another assignment by meeting the eligibility expectations of the other assignment level as outlined above. Each of these assignments reflect different levels of sustained contributions to the research and creative activity of the Department and so an individual would be expected to meet this expectation of sustained contribution (embodied in the requirements noted above) before her/his assignment is changed. A tenured faculty member who has an enhanced instructional assignment is evaluated based on this assignment and is eligible for merit salary increases based on this assignment in accord with the Department's merit salary policy.

Enhanced Research and Creative Activity Assignment for Tenured Faculty
A tenured faculty member might also choose to receive an enhanced research and creative activity assignment. This assignment allows a tenured faculty member to contribute to the research and creative activity mission of the Department to a greater degree than that reflected in the standard assignment. The enhanced research and creative activity assignment consists of an instructional assignment of three courses per academic year plus advising, research and creative activity, and service. For a typical

academic year, an enhanced research and creative activity assignment would be 42.5% instruction (37.5% teaching and 5% advising), 52.5% research and creative activity, and 5% service.

In order to maintain an enhanced research and creative activity assignment, a tenured faculty member will be expected to have done **at least two** of the following:

1) produced an average of 3 peer reviewed publications per year or their equivalent over a rolling three year period;
2) received external grant funding that supports 1 or more graduate students per year over a rolling three year period; or
3) served as a major professor for an average of 1 new doctoral students per year over a rolling three year period.

If a tenured faculty member does not meet this eligibility requirement, she/he will be provided with either one additional year at this assignment at the conclusion of which this requirement must be met before they receive a different assignment, or the individual faculty member might themselves choose to receive a different assignment.

A tenured faculty member who has an enhanced research and creative activity assignment is evaluated based on this assignment and is eligible for merit salary increases based on this assignment in accord with the Department's merit policy.

Summer Assignments for Tenure-Track Faculty

The Department has limited resources to support its activities during the summer term. The Department prioritizes the use of its resources to support its administrative and programmatic needs and offer a set of courses that are in demand from our graduate and undergraduate student populations at FSU. The Department Chairperson, master's program director, and doctoral program director will be assigned summer duties to support the ongoing operations of the Department. It is expected that as part of their summer duties the Chairperson and each of the program directors will serve on the studio advisory committee, if a summer studio is offered, with the program directors typically serving as members of the studio advisory committee in alternating years.

When there are resources available to support summer teaching duties by tenure-track faculty, the Chairperson will assign teaching duties in a manner that maximizes the number of students who will be served by the envisioned course(s) while staying within our budgetary constraints as set by the College of Social Sciences and Public Policy. In cases where multiple faculty have requested a summer teaching assignment, and the Chairperson judges their requests as likely to provide similar benefit to the instructional mission of the Department, the Chairperson will prioritize the assignment of summer teaching in the following order: 1. Faculty who have not taught in summer recently, and 2. Untenured, tenure-track Faculty. All assignments will be made by the Chairperson in a manner that advances the instructional mission of the Department subject to the available budgetary resources.

Faculty Assignments for Specialized Faculty
The faculty assignment for specialized faculty depends on the individual's classification. For the Planner-in-Residence (PIR), unlike the other faculty positions, the standard assignment reflects a calendar year as opposed to an academic year. The PIR assignment includes leading three studios each calendar year, teaching an additional course each academic year, providing support to the Department's professional engagement activity, engaging in research and creative activity outside the studio context, and providing service to FSU (and its various units, including the Department), the profession, and the community. The Department expects that the PIR will collaborate with the Senior Planner (when this position is occupied), graduate students, and/or faculty in her/his creative activities. A part of the PIR's service assignment will consist of her/his duties as Director of the Mark and Marianne Barnebey Planning and Development Lab and Studio. For purposes of the assignment of responsibility, studios are counted as part of the PIR's research and creative activity. The PIR is classified as research track specialized faculty but has an assignment that deviates from the norm for this classification. Upon hiring an individual as PIR, the Department obtains approval from the Office of Faculty Development and Advancement for the PIR's assignment.

For full-time specialized faculty in the research track (Research Faculty I, II, III), other than the PIR, per the FSU Faculty Handbook and Collective Bargaining Agreement the individual's assignment will consist of not less than 75% research responsibility and not more than 5% teaching, averaged over an academic year. For full-time specialized faculty in the research support track (Assistant in Research, Associate in Research, Senior Research Associate), per the FSU Faculty Handbook and Collective Bargaining Agreement the individual's assignment will consist of not less than 95% combined responsibility in research and service in support of research and not more than 5% teaching, averaged over an academic year.

For full-time specialized faculty in the teaching track (Teaching Faculty I, II, III), per the FSU Faculty Handbook and Collective Bargaining Agreement the individual's assignment shall be not less than 75% teaching responsibility and not more than 5% research responsibility, averaged over the academic year.

A full-time specialized faculty member is evaluated based on their specific assignment and is eligible for merit salary increases based on their assignment and in accord with the Department's merit salary policy, the Collective Bargaining Agreement, and other applicable FSU rules and regulations.

Temporary Assignment Adjustments to Recognize Significant Achievement
The Department of Urban and Regional Planning aspires to greater excellence in its instruction, research and creative activity, and service efforts. As a means of recognizing extraordinary faculty member achievement in these efforts, the Department Chairperson may provide a one-time course release. Through this process, the Department recognizes the significant effort required by an individual faculty member to attain these achievements which advance our mission in significant ways.

Examples of Research and Creative Activity and Their Weighting for Assignment Purposes

Faculty in the Department of Urban and Regional Planning engage in a diverse array of research and creative activities. For purposes of determining annual assignments and as input into the Department's annual peer evaluation process, the faculty have identified five different categories of research and creative activity and assessed their approximate equivalence to peer-reviewed publications. These categories list examples of the kind of research and creative activity that we produce and are not meant to exclude other activity that advances the Department's mission. The Table that follows lists various types of creative activities and their weights.

Category	Item	Description
A	Refereed authored book	Peer reviewed books
	Refereed co-author book	
	Refereed edited book	
	Major research award	
B	Peer reviewed article solo author	Peer reviewed research products/other peer reviewed research products
	Peer reviewed article first author	
	Peer reviewed article second author	
	Peer reviewed article collaboration	
	Refereed single author book chapter	
	Refereed co-author book chapter	
	Refereed authored monograph	
	Refereed co-authored monograph NSF/NIH external grant proposal	
C	Non-refereed authored book	Non-refereed research products
	Non-refereed co-author book	
	Non-refereed book chapter Professional report (e.g. PAS report, APA Article, JAPA Viewpoint) Fulbright awarded grant Funded competitive external grant with graduate assistantship	
	Funded negotiated external grant with graduate assistantship	
	External grant funded without graduate assistantship Research award (e.g. JPER Best Article. TRB Best Article)	
D	Submitted journal articles	Other creative works
	Non-local invited talk	
	External grant application not funded	
	Book review	
	Other professional or scholarly publications	

Publications are counted in the year that they are accepted for publication and grants counted in the year in which they are awarded. Event-related research and creative activity such as giving an invited talk or serving as a conference organizer are counted in the year in which the event takes place.

Assignment Process
A faculty member's teaching assignment will be made by the Chairperson in a manner that supports the instructional needs of the Department. In assigning courses the Chairperson will consider the expertise of the faculty member, the other aspects of the faculty member's assignment, and the Department's instructional needs. Typically, a faculty member will be assigned a regular rotation of courses to be taught each year, although the assignment might be adjusted, with advance notice, based on the curricular needs of the Department. These needs might include changes in enrollment levels in our various programs, changes in enrollment levels in individual courses, faculty leaves or sabbaticals, or other factors. When possible, the Chairperson will strive to give the faculty member a semester's notice of a change in their course teaching assignment.

Per the FSU Faculty Handbook, a faculty member will be granted, upon request, a conference with the Chairperson to express concerns regarding the assignment in relation to the faculty member's qualifications and experiences, including professional growth and development and preferences; the character or demands of the assignment; the needs of the program or unit; and the opportunity to fulfill applicable criteria for tenure, promotion, and merit salary increases. If the conference with the person responsible for making the assignment does not resolve the faculty member's concerns, the faculty member will have, upon written request, the opportunity to discuss those concerns with an administrator at the next higher level. If concerns that the assignment was imposed arbitrarily or unreasonably are not resolved, the faculty member may proceed to address the matter (if in-unit) through the assignment dispute resolution procedure found in the BOT-UFF Collective Bargaining Agreement or through the Faculty Senate Grievance Procedure (if out-of-unit). Other claims of alleged violations of the Agreement with respect to faculty member assignments are subject to the provisions of Article 20, Grievance Procedure and Arbitration.

Minimum Enrollment Levels in Courses
Courses are expected to meet minimum enrollment levels in order to make sure that university instructional resources are deployed in a cost effective manner. The Department expects graduate courses to enroll a minimum of 10 students and undergraduate courses, other than honors or e-series courses, to enroll a minimum of 20 students. Graduate courses may be cross-listed to serve both graduate and undergraduate students in order to meet the 10 student minimum enrollment level. Master's and Doctoral Core classes, capstone courses, and required specialization courses will be taught even if the minimum enrollment levels are not met. However, given the need to be careful stewards of our instructional resources, instructors in these classes should pursue appropriate strategies, which might in some cases include opening a course to an undergraduate section and/or to non-planning students, in order to increase enrollment in the class.

Specialization and elective classes that are not required for graduation and do not meet the minimum enrollment level will be cancelled at the earliest practical date so that students can be advised to take other suitable classes. Instructors whose courses are

cancelled will be assigned alternate instructional and/or advising duties, which might include: teaching an undergraduate class in their area of general expertise in the same semester as that for which a course was cancelled if practical, teaching an overload course in a future semester if assigning an alternate course in the semester during which a course was cancelled is not practical, and/or assuming additional advising duties related to student recruiting activity, or some combination of the preceding activities.

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

Revised May 8, 2019*
Revised Dec. 6, 2024**
Revised Jan. 9, 2026**
*Approved by a Majority of URP Faculty**
*Approved by a 2/3 Majority of URP Faculty***

Purpose

This appendix discusses the FSU Department of Urban and Regional Planning's annual evaluation guidelines, evaluation process for tenure-track and specialized faculty, its annual evaluation rating system, and merit salary procedures. Please note that the Department's procedures in these areas are guided and governed by the requirements articulated in the *FSU Faculty Handbook* and *the Collective Bargaining Agreement*.

Annual Evaluation Guidelines

Faculty members are evaluated annually based on their assignments of responsibility by their peers and by the Chairperson. Faculty assignments include a combination of instruction (teaching and advising), research and creative activity, and service activity. The faculty have discussed general guidelines for faculty evaluation, which have been revised and incorporated in this section. These guidelines communicate the Department's general expectations of its faculty members.

With respect to instructional performance, the Department expects faculty to be effective teachers and active and engaged advisors to graduate students. When assessing faculty performance in the instructional area of assignment, evaluators should consider:

- student course evaluations, while keeping in mind the relative difficulty of keeping students happy in a given course (difficulty of material, time of day, size of class, combined grad/undergrad class, etc.);
- peer evaluations (when available);
- graduate advising load relative to tenure status; and
- any available evidence about the effectiveness of advising activities.

Faculty are not to be penalized in their instructional evaluation for the number of courses they teach in a given evaluation period, nor for the enrollment levels in their courses.

For the program directors, their service as program director is incorporated in the service portion of the instructional assignment. Faculty should consider any evidence about their activities and effectiveness in these duties as part of the service evaluation.

With respect to research and creative activity, the faculty discussed general research expectations for different research and creative activity assignments. These expectations are expressed in terms of equivalence to peer-reviewed publications in Table 1 that follows. The faculty's discussion of equivalence of various activities to peer-reviewed publications is contained in Appendix A, the *Guidelines for Faculty Assignments*, of these By-Laws; this information is repeated in Table 2. Evaluators should also take into account the quality of the outlet in which the work appears, an individual's contribution to a co-authored work, and whether or not any co-authors are students, as part of their assessment process.

	Low Research Assignment (.2)	Typical Research Assignment (.4)	High Research Assignment (.6)
4 (exceeds expectations)	***equivalent*** to 1 peer-reviewed publications	***equivalent*** to 2 peer-reviewed publications	***equivalent*** to 3 peer-reviewed publications
3 (meets expectations)	evidence of ongoing activity	***equivalent*** to 1.5 peer-reviewed publications	***equivalent*** to 2.25 peer-reviewed publications
2 (official concern)	limited evidence of research activity	evidence of ongoing activity	***equivalent*** to 1.5 peer-reviewed publications
1 (does not meet expectations	below expectations of previous category	below expectations of previous category	below expectations of previous category

Table 1. Guidelines for Research Activity Levels During Annual Evaluation Period

With respect to service, the Department expects faculty to be actively engaged in service activities at a level appropriate to their rank. The Department expects all faculty to be active participants on any departmental committees to which they are assigned and expects tenured faculty to be more actively engaged in service in the Department, elsewhere at FSU, in the academy, profession, and/or community. The faculty should consider the amount and nature of these activities as part of their assessment in this area of the assignment.

For the Chairperson, administrative duties are counted as part of the service assignment. Faculty should evaluate the Chairperson's performance of these duties as part of their assessment in this area of assignment.

Category	Item	Description
A	Refereed authored book	Peer reviewed books
	Refereed co-author book	
	Refereed edited book	
	Major research award	
B	Peer reviewed article solo author	Peer reviewed research products/other peer reviewed research products
	Peer reviewed article first author	
	Peer reviewed article second author	
	Peer reviewed article collaboration	
	Refereed single author book chapter	
	Refereed co-author book chapter	
	Refereed authored monograph	
	Refereed co-authored monograph NSF/NIH external grant proposal	
C	Non-refereed authored book	Non-refereed research products
	Non-refereed co-author book	
	Non-refereed book chapter Professional report (e.g. PAS report, APA Article, JAPA Viewpoint) Fulbright awarded grant Funded competitive external grant with graduate assistantship	
	Funded negotiated external grant with graduate assistantship	
	External grant funded without graduate assistantship Research award (e.g. JPER Best Article. TRB Best Article)	
D	Submitted journal articles	Other creative works
	Non-local invited talk	
	External grant application not funded	
	Book review	
	Other professional or scholarly publications	

Table 2. Categories of Research and Creative Activity

Publications are counted in the year that they are accepted for publication and grants counted in the year in which they are awarded. Event-related research and creative activity such as giving an invited talk or serving as a conference organizer are counted in the year in which the event takes place.

Annual Evaluation Process for Full-Time Tenure-Track Faculty

During the spring semester of each year, faculty members in the Department of Urban and Regional Planning participate in a Peer Review Process. Each faculty member is required to prepare an Evidence of Performance binder covering her/his teaching, research, and service activities for the previous calendar year. Items in the binder include an updated c.v., an activity report for the previous year; copies of publications, articles accepted for publication, and works in progress; teaching materials, including syllabi, SUSSAI/SPOT scores, classroom observation reports; as well as any evidence on service. The annual activity report used in the Department consists of a FEAS CV template adapted to our annual evaluation needs and a supplementary narrative document. This supplementary document can include a Work Impact Statement when adverse external factors impact productivity during a review period.

Each tenure track faculty member in the Department evaluates every other tenure track faculty member. The Chairperson also provides a written evaluation of each tenure track faculty member based on the results of the peer review assessments and their own individual assessment of the faculty member's record.

Every faculty member is scored on a 1 to 4 (4 being the highest) scale for teaching, research, and service and each evaluator is required to prepare a brief statement explaining her/his evaluation of the subject faculty member's teaching, research, and service performance. Evaluation is based on the faculty member's performance during the prior year relative to their assignment of responsibilities, and the progress the faculty member is making towards promotion and/or tenure. Anonymous forms are completed for each faculty member and scores and statements are recorded by the Office Manager, who takes care to report scores in a way that does not reveal who has what score. In determining the average score in each area (teaching, research, and service) for each faculty member the highest and lowest score are to be dropped from the calculation. The Chairperson will enforce compliance with these procedures without compromising the confidentiality of the evaluations.

Each faculty member receives a one-page report showing her/his average scores on teaching, research, and service, the anonymous scores received from other faculty members on these variables, and the anonymous statements that other faculty members made about the subject faculty member. The Chairperson will also calculate an overall score for each faculty member which is based on the sum of the average scores in each of an individual's assignment areas weighted by an individual's percent annual assignment in that area. This overall score is the score used for the merit salary

formula discussed below. This information, along with the faculty member's binder is used by the Chairperson to prepare each faculty member's annual evaluation.

Each tenure-earning faculty member shall be reviewed and evaluated by the Promotion and Tenure Committee and Chairperson in the Spring of their third year in tenure-earning status. In the third year review, if the faculty member is considered by her/his peers not to be making satisfactory progress towards obtaining promotion and tenure, then the Chairperson will have a notice of termination prepared, effective after the end of the faculty member's fourth year. For tenure-earning faculty in fifth-year in rank, the fifth year review shall determine whether a promotion and/or tenure review is undertaken.

Furthermore, tenured faculty shall be reviewed in their fifth year in rank as an associate professor to assess their progress toward promotion to professor. Additionally, associate professors and professors may be recommended for such supra-annual reviews at other times by the Academic Personnel Committee or at a faculty member's request.

The culmination of the annual review process is an annual evaluation letter written by the Chairperson to each faculty member. The chair shall annually apprise in writing each faculty member eligible for tenure and/or promotion of their progress toward tenure and/or promotion. The Department's expectations for promotion and/or tenure for tenure-track faculty are found in Appendix C. *Promotion and Tenure Guidelines for Tenure-Track Faculty.*

Annual Evaluation Process for Specialized Faculty

The specialized faculty shall be reviewed and evaluated each spring by the Chairperson. The Chair or the specialized faculty may enlist the Chair of the HFR Committee to participate in the Chair's evaluation of specialized faculty

Each specialized faculty member is required to prepare an Evidence of Performance binder covering her/his teaching, research, and service activities for the previous calendar year. Items in the binder include an updated c.v., an activity report for the previous year; evidence of research or creative activity; course syllabi, SUSSAI/SPOT scores, and classroom observation reports; as well as any evidence on service. The Chairperson's evaluation is based on the faculty member's performance during the prior year relative to their assignment of responsibilities.

Each full-time, specialized faculty member shall be reviewed and evaluated for readiness for promotion by the Chairperson in accordance with the procedures in

Appendix D. *Promotion Criteria and Process for Specialized Faculty*, approved by the faculty and on file with the Office of Faculty Development and Advancement.

Annual Evaluation Ratings

Faculty Annual Evaluations will take into account performance of assigned duties over the past year. The Chairperson reviews all documentation/data submitted by each faculty member as well as pertinent information from other sources as applicable, including annual peer review results, and completes the Annual Evaluation Summary Form indicating one of the five performance rating categories below. For faculty who are meeting expectations, there are two categories:

- *Meets s Expectations* – This describes an individual who demonstrates the requisite knowledge and skills in his/her field of specialty and completes assigned responsibilities in a manner that is both timely and consistent with the expectations of the university and the Department's *Promotion and Tenure Guidelines for Tenure-Track Faculty* found in Appendix C. To receive this rating, a faculty member must meet Expectations in all three areas of assignment; Research, Teaching and Service.

- *Exceeds Expectations* – This describes an individual who exceeds expectations during the evaluation period by virtue of demonstrating noted achievements in teaching, research, or service, which may include several of the following: high level of research/creative activity, professional recognitions, willingness to accept additional responsibilities, high level of commitment to serving students and the overall mission of the Department, involvement/leadership in professional associations, initiative in solving problems or developing new ideas. To receive this rating, a faculty member must meet Expectations in all three areas of assignment; Research, Teaching and Service; and exceed Expectations in at least two areas of assignment; Research, Teaching and Service.

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If an individual's overall performance rating falls below "Meets Expectations," specific suggestions for improvement should be provided to the employee. There are two performance rating categories for individuals who are not meeting expectations:

- *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.

- *Does Not Meet Expectations* – This describes an individual who fails to demonstrate with consistency the knowledge, skills, or abilities required in his/her field of specialty and/or in completing assigned responsibilities.

A Performance Improvement Plan is required when a non-tenured faculty member receives an overall rating of “Official Concern” or “Does Not Meet Expectations”. A Performance Improvement Plan may be required of tenured faculty members when they receive an overall performance rating of “Official Concern” or “Does Not Meet Expectations” on three or more of the previous six performance evaluations.

Merit Salary Procedures for Full-Time Faculty

A full-time faculty member’s share of the Department’s merit salary pool will be based on the ratio of the difference between their individual three-year average overall peer evaluation score and a base score of 3.0 compared to the differences between the three-year average overall peer evaluation score and a base score of 3.0 as summed over all faculty who are part of the merit salary pool. To be eligible for merit, a faculty member must receive a weighted average score of 3.0 or higher in each year being considered in the formula.

The procedures for initiating development or revision of merit criteria and related evaluative procedures, adopting such criteria and procedures, and determining the effective date of same shall be in conformance with the applicable provisions of the BOT/UFF Collective Bargaining Agreement. The Academic Personnel Committee is responsible to propose amendments to these procedures when needed.

Appendix C. Promotion and Tenure Guidelines for Tenure-Track Faculty

First Draft: November 30, 2000*
Second Draft: July 17, 2001*
Revised Draft Approved at August 23, 2001 Faculty Meeting*
Revisions Approved at December 8, 2006 Faculty Meeting*
Revisions Approved at December 5, 2008 Faculty Meeting*
Revisions Adopted at May 4, 2016 Faculty Meeting*
Revisions Adopted: May 8, 2019
*Approved by a Majority of URP Faculty**

Purpose

This document informs tenure-track faculty in the Department of Urban and Regional Planning (hereafter, the Department) about the Department's expectations for their performance in research and creative activity, instruction (teaching and advising), and service in order to attain promotion and/or tenure at Florida State University. These Promotion and Tenure Guidelines are governed by the standards articulated in the *FSU Faculty Handbook, the Collective Bargaining Agreement,* and the annual Promotion and Tenure memo published by the Office of the Vice President for Faculty Development and Advancement.

General Expectations

Urban and Regional Planning is an academic discipline that is also associated with a profession, and this unique nature of planning is reflected in the types of scholarship and other activities that we value. The Department expects faculty to be actively engaged in generating new knowledge that transforms planning scholarship and/or planning practice, to deliver rigorous, high-quality courses that train students to become effective planning professionals (broadly defined), and to engage in service to the university, planning academy, planning profession, and/or larger community at a level commensurate with their rank and experience. Because planning is an academic field that is linked to a profession, the Department encourages and values contributions that faculty make to both the planning academy and planning practice that advance the development of each planning domain. The Department recognizes that principles of academic freedom give faculty the autonomy to make their own decisions about the types of creative activity and service in which they engage and about the pedagogical choices they make in their courses.

1a. Expectations for Research and Creative Activity

The Department values research and creative activity that has an impact on the field of planning. Faculty are expected to publish their work, and evaluation of a faculty member's scholarship is based on publications (and their impact), as well as upon works accepted for publication. Faculty are encouraged to demonstrate the impact of their published research through the use of appropriate impact indicators. Traditional

metrics used to assess impact include journal impact factors and article citation counts, but in planning we also recognize other indicators of impact such as the production of groundbreaking academic and practice-oriented scholarship, work that gains national and international recognition, meaningful contributions to a particular field of inquiry, and other significant contributions to the advancement of planning knowledge.

For promotion to Associate Professor and granting of tenure, the Department expects that a faculty member has produced impactful, high quality scholarship that has enabled them to start to become recognized nationally as a scholar in the field. The Department expects the faculty member to have contributed to planning knowledge within a defined area, or areas, of research and creative activity, and to be starting to become recognized by other scholars for these contributions. The Department also expects a faculty member being considered for promotion to Associate Professor and granting of tenure to have a record that suggests they will make continued contributions to the field of planning during their post-tenure career.

When evaluating a faculty member's progress towards promotion and tenure, the Department considers the mix of single and multi-authored works. Specifically, the Department looks to the degree to which the faculty member has established an **independent** line of research at Florida State University. The Department recognizes that faculty will produce research in collaboration with other scholars but requires that the faculty member be able to demonstrate their independent scholarly contribution to the field of planning to be promoted and tenured. The Department also recognizes that the demands of different types of scholarship and different methodological approaches take more or less time to complete depending on the approach that faculty utilize and the questions they ask and this can impact the body of scholarship produced by a faculty member. In that vein, we do not require a specific number of publications for promotion and tenure, but instead evaluate the overall quality of contributions that the faculty member's work makes to the field.

For promotion to Professor, the expectation is that the faculty member has attained national recognition as a scholar for their contributions to the field of planning. Faculty being promoted to Professor are expected to have made contributions to planning knowledge within a defined area, or areas, of research and creative activity and to be recognized by other scholars as a contributor to the advancement of knowledge in their field. Faculty are expected to have made contributions to knowledge since their promotion to Associate Professor and granting of tenure, and thus consistent post-tenure research and creative activity is expected of faculty being considered for promotion to Professor.

1b. Examples of Research and Creative Activity

Faculty research and creative activity typically consists of refereed scholarly works, non-refereed scholarly works, and/or practice-oriented works that might be either refereed or non-refereed. All of these forms of scholarship are recognized as important means through which a faculty member might have an impact on the field. The Department places a higher value on refereed works than non-refereed ones, as the peer review

process is seen as the primary mechanism by which research quality is assured.

Refereed Scholarly Publications. The refereed journal article is the most common form of research publication that faculty produce. In evaluating refereed articles, the quality of both the article and the journal in which it is published are key considerations. In evaluating progress towards tenure and/or promotion, significant attention is paid to the quality and quantity of refereed journal articles.

Unlike some fields, Urban and Regional Planning does not have a ranked list of journals in which faculty are expected to publish their refereed articles. The interdisciplinary nature of much planning scholarship makes the identification of such a list problematic. The Department values publication of refereed articles in outlets such as *Journal of the American Planning Association* (which is published under the auspices of the professionally-oriented American Planning Association), where the research might be read by planning practitioners and planning scholars, and *Journal of Planning Education and Research* (which is published under the auspices of the scholarly-oriented Association of Collegiate Schools of Planning), where the research might be read by planning scholars and planning educators, but the Department also values publication of refereed articles in other high impact journals that are appropriate venues for the research being produced.

The Department desires to see faculty publish their refereed articles in journals where the work is most visible and thus likely to have the most impact. But the Department also recognizes that the nature of the research is a key factor in determining which journal is an appropriate outlet. Thus, the Department anticipates that faculty may publish their refereed articles in a mix of generalist and specialty journals.

While refereed articles are the most common form of scholarly publication produced by planning faculty, the Department also values the publication of other refereed works, including refereed books, refereed book chapters, and refereed monographs. In assessing these works, the Department considers the quality of the work and its impact. In the case of books, the Department considers the prestige of the press and the nature of the press's review process. The Department places a higher value on books authored or co-authored by faculty than on edited volumes, although the Department recognizes both as important means through which to disseminate planning knowledge.

The department also recognizes that at times, cutting edge research that pushes the field in new directions may not find an outlet in mainstream journals unfamiliar with the perspectives, direction and quality of the work and its contribution. Such cutting edge research can help define new directions in the field and publication in a quality journal, even outside the mainstream planning journals, is valued for its potential impact on the field.

Non-Refereed Scholarly Publications. While the Department places a higher value on refereed publications than non-refereed publications, the Department recognizes non-refereed publications such as books or book chapters as valued outlets for planning

scholarship. These outlets are particularly important in cases where the nature of the work makes it an unlikely fit for a refereed outlet. In assessing non-refereed works, the Department considers the quality of the work and its impact.

Practice-Oriented Scholarship. Because planning is a profession as well as an academic field, the Department also values the production of impactful practice-oriented scholarship. The Department recognizes that practice-oriented scholarship might be more likely to be read by planning practitioners, policymakers, and the interested public than traditional academic scholarship and thus could have a more immediate or direct impact on the profession, its policies, and practices than more traditional scholarly works. Some practice-oriented works, such as those published by the American Planning Association's Planning Advisory Service, are read by very large numbers of planning professionals and thus have high visibility and high potential for impact on the profession. When assessing practice-oriented scholarship, the Department considers its quality and impact.

The Department recognizes that faculty research can have a direct impact on planning practice and policy directly when it is contracted or grant-funded work produced specifically to inform international, federal, state and local planning and policy action. While a faculty member's scholarly activity should not consist solely of this type of work, there is a strong argument to be made in an applied field like planning that such research can be of significant value to the broader field. Therefore, the department also evaluates the quantity and quality of such practice-oriented research output as part of the faculty member's research record.

Outside Funding. The Department encourages faculty to obtain outside funding to support their research and creative activities. The Department does not mandate that faculty obtain external funding as a prerequisite for promotion and/or tenure but instead values the many benefits that external funding can provide to a faculty member and their program of research and creative activity and to the Department. Outside funding is increasingly required to engage in many types of scholarly activities and also to support doctoral students through their development as planning scholars. The Department thus strongly encourages faculty to pursue funding opportunities when engaged in research activities for which outside funding is available and values the efforts of faculty who engage in such activity.

2. Expectations for Instruction (Teaching and Advising)

The Department prides itself on the quality of its instructional offerings and expects faculty to be highly effective teachers and advisors to our students. Faculty performance in instructional duties is thus based both on teaching performance in the classroom and performance in outside-the-classroom activities with students, including directing graduate students, sitting on masters and doctoral committees, reading doctoral preliminary examinations, and other advising or mentoring activities. Some indicators of exceptional instructional performance include nomination or receipt of awards for teaching and/or student mentoring.

The Department assesses classroom teaching performance on the basis of student teaching evaluation scores, peer classroom observation reports, and the quality of the syllabi and course materials employed by the faculty member. The Department recognizes that in evaluating teaching we evaluate both a) the course and the course materials and b) the actual instruction in that class. In evaluating instruction and course materials, the Department is guided by the following criteria: instructor skill, course structure, accessibility and rapport, feedback, interaction, currency and appropriateness of content, and level of expectation for student achievement. In evaluating teaching, the Department recognizes an obligation to distinguish between factors over which an instructor has control and factors over which they don't have control, such as the place of the course in the curriculum, whether the course is required or not, and the quality of educational infrastructure, among many other factors.

For promotion to Associate Professor and granting of tenure, the Department expects faculty to have demonstrated effectiveness in teaching and advising responsibilities. The Department expects faculty being evaluated for promotion to Associate Professor and tenure to have demonstrated consistent, effective instructional performance as assessed through the annual review process.

For promotion to Professor, the Department expects faculty to have demonstrated superior teaching and advising performance of high quality and to have served as major professor to doctoral students. The Department expects faculty being evaluated for promotion to Professor to have demonstrated consistent, high quality instructional performance as assessed through the annual review process.

3. Expectations for Service

While service is a very minor share of most faculty members' annual assignment, the Department expects faculty to provide quality service to the University, academy, profession, and/or community as part of their regular duties. The assessment of service is based in great part on the expectations that derive from a faculty member's rank. Assistant professors are expected and in fact encouraged to play a minor service role in the Department. Their attention should be focused on developing their research program. Nevertheless, in a small department such as ours, all faculty members are expected to perform some service role. Senior faculty, at both the associate and full professor levels, are expected to play more significant roles in Department service, such as chairing committees and performing special administrative duties such as serving as Department Chair, MSP Program Director, and Ph.D. Program Director. Because of the Department's small size, it cannot afford to support senior faculty who do not play significant leadership roles.

Service to the academy is also an important activity. In addition to service to the Association of Collegiate Schools of Planning (ACSP) and other academic and professional associations, significant professional service also includes serving as a journal referee, service on a grant review panel, service on the editorial review board for a journal, testimony before a legislative or other public body, and significant public speaking or media appearances of a professional nature.

Finally, because planning takes place in the community, evaluation of service activity also reflects a faculty member's service to the community, particularly as that service relates to planning. Hence, service on planning bodies or authorities, for example, is considered to be an important service activity. This type of service is especially important because it informs both our teaching and our research. Our ability, for example, to educate planning practitioners is contingent in part on our ability to relate our courses to the practice of planning. Moreover, service to the community also helps the Department, College, and University obtain recognition by the community for its public service activities.

For promotion to Associate Professor and granting of tenure, the Department expects its faculty to have engaged in reduced levels of service activity, given the imperative of establishing the faculty member's research program. However, faculty members are expected to perform effectively in the service activities in which they participate.

For promotion to Professor, faculty members are expected to have played a more significant role in service that is appropriate to their rank. With respect to service to the Department, a faculty member will typically have chaired a departmental committee and/or served in a program director or other administrative role. Faculty who are being considered for promotion to Professor are also expected to have engaged in service to the academy, profession, and/or community outside Florida State University, and to have been engaged and effective contributors in these activities.

4. Promotion and Tenure Process

The Department's promotion and tenure process is guided by the promotion and tenure procedures and criteria identified in the *FSU Faculty Handbook,* the *Collective Bargaining Agreement*, and the annual Promotion and Tenure memo published each year by the Office of the Vice President for Faculty Development and Advancement. A tenure-track faculty member is typically considered for promotion and tenure during their sixth year at FSU, with a successful decision effective at the start of Fall Semester appointments of the following year. A tenured faculty member is typically first considered for promotion during their sixth year in rank. However, consideration for early promotion is possible when justified by demonstrated merit.

Promotion and/or Tenure decisions originate in the Department of Urban and Regional Planning through a review of the candidate's record and a vote of the eligible members of the promotion and tenure committee, in accordance with FSU rules and regulations. Cases then proceed to the appropriate College of Social Sciences and Public Policy and Florida State University committees and administrators for further review, in accordance with FSU rules and regulations.

Appendix D. Promotion Criteria and Process for Specialized Faculty

Adopted September 25, 2015

Purpose

This appendix informs specialized faculty in the Department of Urban and Regional Planning about the Department'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 Department expects of them in these areas. Please note that the Department's promotion procedures and criteria are guided and governed by the standards articulated in the *FSU Faculty Handbook, the Collective Bargaining Agreement,* and guidance provided in an annual memo produced by the Office of the Vice President of Faculty Development and Advancement.

Promotion Expectations

In the Department of Urban and Regional Planning, specialized (non-tenure-track) faculty members provide high-level professional services to local, state, and federal governments, communities, non-governmental organizations and others engaged in or affected by the planning process. They also may contribute to the teaching functions of the Department, depending on their classification and assignment of responsibilities. Specialized faculty members in the Department of Urban and Regional Planning have titles that include, but are not limited to, Research Faculty track ranks (Planner-in-Residence, Senior Planner, and other applied researchers) 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.

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

Research Faculty Promotion shall take into account:

1. Applied research or creative activity of high quality, appropriate to the field, in the form of professional research reports, articles in either refereed or non-refereed journals, books, book chapters, articles or features in professional magazines or newsletters, and other publications appropriate to the duties of the faculty member in this track;
2. Success in obtaining contract and grant funding awarded from external sources such as federal, state, regional, or local government agencies or departments, private foundations, non-profit organizations, community organizations, or other similar entities to support the functions of the Florida Planning and Development Lab, as appropriate to the individual's job description;
3. Demonstrated ability to produce high-quality student-centered research or creative activity as attested to by qualified evaluators selected in accordance with university policy.
4. Indicators of the faculty member's standing among peers, such as: receipt of professional awards, honors, or recognitions; invited presentations at meetings, workshops, or conferences of professional societies; organization of workshop sessions, seminars, or sessions at professional conferences or meetings; selection or nomination to positions of responsibility in professional organizations; or other professional recognitions or accomplishment, as appropriate; and
5. Demonstrated effectiveness in the performance of other duties that are part of the faculty member's assignment, such as service to the department, university, community, and/or professional organizations and societies, advising of students, and instruction of students.

Teaching Faculty Promotion shall take into account:

1. Evidence of well-planned and delivered courses.
2. Summaries of data from Student Perceptions of Teaching (SPOT) or Student Perception of Courses and Instructors (SPCI) questionnaires.
3. Letters from at least two faculty members who have conducted peer evaluations of the candidate's teaching.
4. Proven ability to teach multiple courses within a discipline/major.
5. Other teaching-related activities, such as student advising, instructional innovation, involvement in curriculum development, and authorship of educational materials.

Eligibility Criteria

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

Ranks

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

Promotion Process

1. The Department of Urban and Regional Planning will accept recommendations for promotion every year in February. The recommendation originates with the specialized faculty member's immediate supervisor and is then submitted to the appropriate officials for review, as discussed below.

2. The supervisor may not withhold a specialized faculty member's materials from review should the specialized faculty member wish to be considered.

3. The Department of Urban and Regional Planning considers all faculty members who are eligible for promotion each year. Although the period of time in a given rank is normally five years, demonstrated merit, not years of service, is the guiding factor. Promotion shall not be automatic nor may it be regarded as guaranteed upon completion of a given term of service. Early promotion is possible where there is sufficient justification.

4. Specialized faculty members who have been assigned an administrative code shall be subject to the normal promotion criteria and procedures for the applicable rank. They may not substitute performance of their administrative duties for qualifications in teaching or research. The duty assignments of such employees shall accord them an opportunity to meet the criteria for promotion; however, the number of years it takes a faculty member to meet the criteria in teaching or research and scholarly accomplishments may be lengthened by reduced duty assignments in those areas; the number of years over which such accomplishments are spread shall not be held against the faculty member when the promotion case is evaluated.

5. All specialized faculty members are informed of their prospective candidacy by their supervisor. If they wish to proceed, the specialized faculty member has the opportunity to assist in preparing their binder prior to review. The specialized faculty member shall have the right to review the contents of the promotion binder and may attach a brief response to any material therein. Once the promotion committee (described below) has reviewed a binder, no material may be added to it or deleted from it except under the conditions specified in the Collective Bargaining Agreement under Articles 14 and 15.

6. The promotion committee for specialized faculty shall consist of other specialized faculty. Because of the small number of specialized faculty members in the Department

of Urban and Regional Planning, the promotion committee for specialized faculty shall be appointed by the Dean of the College of Social Sciences and Public Policy from among the specialized faculty in the college. The promotion committee reviews the binders of prospective candidates, recommends action on the nomination of each candidate by secret vote, and prepares a report of the committee's recommendations. The specialized faculty promotion committee report is then submitted to the chair of the faculty member's department.

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

8. The Dean of the College of Social Sciences and Public Policy considers these recommendations, independently reviews the binders, and then submits his or her advice regarding whether the candidate meets the appropriate promotion criteria to the Office of the Vice President for Faculty Development and Advancement.

9. Prospective specialized faculty candidates will be informed of the results of the recommendations at each level of review. A candidate may withdraw his or her file from consideration within five working days of being informed of the results of the consideration at a given level. If a candidate chooses to withdraw, he or she must notify in writing, through the chair and dean, the Office of the Vice President for Faculty Development and Advancement.

10. The Office of the Vice President for Faculty Development and Advancement confirms that the candidate meets the eligibility requirements and then forwards its recommendation to the Provost or Vice President for Research.

11. The Provost or Vice President for Research considers the previous recommendations, independently reviews the binders, and then forwards his or her recommendation to the President for a final decision.

Promotion Binder

Promotion binders for all Specialized Faculty shall include:

1. Professional vita

2. Assigned duties

3. Annual evaluations

4. Chair/supervisor's annual letter of appraisal toward promotion

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

6. May also include evidence of the other considerations specified in department/unit promotion criteria

Promotion binders for all faculty with teaching assignments shall include:

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

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

Appendix E. Faculty Recruitment Process

In Effect with 2013-2014 and 2014-2015 Faculty Searches
Document Prepared in October 2015
Revisions Adopted at Jan. 9, 2026 Faculty Meeting*
*Approved by a 2/3 Majority of URP Faculty**

Purpose

This appendix discusses the FSU Department of Urban and Regional Planning's procedures for recruiting full time faculty. Please note that the Department's procedures in this area are guided and governed by the requirements articulated in the *FSU Faculty Handbook, the Collective Bargaining Agreement,* and other relevant FSU and College of Social Sciences and Public Policy guidance on faculty recruitment.

Job Ad Development

After receiving permission from the Dean of Social Sciences and Public Policy to hire, the Human and Financial Resources Committee develops a job advertisement that is ultimately reviewed and approved by the voting faculty. This advertisement should represent the needs for the position in a way that would be encouraging of a mix of potential applicants from a wide-range of perspectives and backgrounds. The advertisements should use "position needs" descriptions that are expansive, as opposed to narrow and rigid, and incorporate language that reflects the Department's culture and aspirations with respect to the representation of historically underrepresented groups, as articulated in the department's strategic plan. The faculty recognizes that development of the advertisement language is absolutely critical to attracting a highly qualified pool of applicants with a range of backgrounds and perspectives.

Outreach

The Department uses the following outreach strategies to develop a strong and diverse pool of qualified applicants for any open faculty position.

1. Advertising in traditional venues including Association of Collegiate Schools of Planning website, Chronicle of Higher Education website, Inside Higher Education website, and Association of American Geographers website, among other relevant venues.
2. Advertising in more targeted venues including Journal of Blacks in Higher Education job listing and Latinos in Higher Education job listing, among other relevant venues.

3. Direct personal outreach by faculty to contacts at other planning programs that offer the PhD degree. These contacts are made to encourage advertising at the contacting institution and to solicit names of individuals who might be potential applicants.
4. Direct personal outreach by faculty to contacts at Historically Black Colleges and Universities (HBCUs) that offer planning master's degrees but not doctoral degrees to identify individuals who might have gone on to a doctorate elsewhere. These contacts were made to generate names of individuals who might be potential applicants.
5. Direct personal outreach by faculty to contacts at Planners of Color Interest Group. These contacts are made to advertise the position and to solicit names of individuals who might be potential applicants.
6. Direct outreach by faculty to any individuals whose names surface through personal contacts (generated by any of the above means) as possible candidates for the position. Faculty make follow-up outreach as necessary. This outreach includes both email and telephone contact.
7. Identification of possible candidates who participate in the Job Market Workshop sponsored by the Association of Collegiate Schools of Planning. Faculty may meet with potential applicants during the workshop and encourage their application.
8. Identification of possible candidates through review of the conference presentation program for the Association of Collegiate Schools of Planning conference. Faculty can then observe the candidate's presentation and meet with the potential candidate.

Development of Medium and Short List

The Department selects candidates for on-campus interviews in a two-stage process. First, the faculty conducts an initial screening to identify a set of about eight candidates for Skype interviews with the members of the search committee and any other interested faculty. The initial screening involves individual assessment by each faculty and a collective discussion of the entire candidate pool. The faculty applies the criteria voiced in the job ad to select a strong and diverse pool of highly qualified applicants.

The search committee conducts Skype interviews using a set of consistent questions applied to all interviewees, plus any additional questions needed to clarify the candidate's record or other aspects of their application. All search committee members are assigned specific questions and fully participate in the interviews. The committee works to make the candidate feel comfortable and welcome. Candidates are provided opportunities to ask questions of search committee members.

The initial screening process ends with presentation by the search committee of a recommended short list of faculty interview candidates for faculty consideration and vote. The faculty follows the same process described above to identify a set of candidates for the on-campus interviews.

Interviews

The Department follows a standard interviewing process which is adapted based on the particular candidate being interviewed. Particular candidates will meet with different sets of individuals or groups outside the department. The faculty aim to create an encouraging and transparent experience for the candidate and provide opportunities for the candidate to interview the department and raise any issues/concerns they feel need to be addressed. At the end of the process, the faculty discusses all interviewees, assesses their ability to be hired, and ranks the hirable candidates. This list is reviewed by the Dean of Social Sciences and Public Policy and then the Chairperson reaches out to the hirable candidates in rank order.

Recruiting the Selected Candidate

The Chairperson works with the selected candidate to clarify the department's support for new faculty, including the department-funded research assistant provided to untenured faculty when resources permit it, course release policy for untenured faculty, faculty mentoring program, as well as other available university resources, including the first year assistant professor grant program, other university research support, teaching support, and group/mentoring support. The Chairperson and candidate typically discuss traditional hiring topics such as salary also. The Dean of the College of Social Sciences and Public Policy ultimately reviews and approves the offer provided to the candidate.

If the candidate accepts the offer, the search is closed. If she/he declines the offer, the next ranked hirable candidate is approached and this recruitment process repeats. If all ranked hirable candidates decline their offers, the faculty may, with the Dean of Social Sciences and Public Policy's approval, identify additional candidates from the applicant pool for the position, advertise the position, or terminate the search process.

Appendix F. Faculty Retention Strategy

Document Prepared in October 2015
Revised Jan. 9, 2026*
*Approved by a 2/3 Majority of URP Faculty**

Purpose

This appendix discusses the FSU Department of Urban and Regional Planning's faculty retention strategy, which is designed to support faculty at every stage in their career in order to provide them with the support needed to advance their careers at FSU.

Formal components

The Department's faculty retention strategy consists of several formal components. All untenured faculty are assigned a senior faculty mentor who has agreed to take on this role as part of her/his service assignment. This mentor should provide advice and support to faculty in their research and creative activities, instructional duties, and service. Ideally, the mentor would provide guidance and support on topics such as being successful in peer-reviewed publication, acquiring research grants, balancing the different areas of assignment, maintaining work-life balance, developing professional networks, enhancing one's visibility, and/or other topics desired by the untenured faculty member. The mentor will advise faculty on mentoring programs offered through the University or other affinity groups if needed/desired. Reflecting the Department's culture and aspirations with respect to the representation of historically underrepresented groups, as articulated in the department's strategic plan, mentors may utilize additional mentoring strategies including, but not limited to, connecting new hires to relevant affinity groups, workshops, and campus resources for promotion and retention, and advocating for professional development funds from the college for workshops, building collaborative networks, or other opportunities appropriate to the specific mentoring needs of underrepresented faculty members.

The chairperson hosts a monthly open discussion and check-in with all assistant professors in the department to clarify departmental expectations for P&T, identify department, college and university resources that can support professional development and advancement, and provide a supportive environment for open communication and brainstorming among junior faculty for navigating early career activities and decisions.

All faculty members are assessed annually through our evaluation process. Faculty are provided very specific guidance about their trajectory toward tenure and/or promotion through this process. There are also formalized supra-annual evaluation processes. Evaluation processes and promotion expectations are discussed in appendices to this By-Laws document.

The Department occasionally adjusts faculty assignments of responsibility based on the outcome of these processes and discussion between the faculty member and the Chairperson.

The Department's practice is to be as supportive as possible of faculty development in creative activity and teaching. The Department recognizes faculty control of their research agenda and their courses, subject to very general guidance in both areas.

The Department seeks to protect junior faculty by reducing their service loads and working to protect them from onerous internal and/or external commitments.

Informal components:

The Chairperson has an open door policy to meet with all faculty about their concerns and strives to be as open and transparent as possible in these discussions.

The Chairperson meets with each faculty member individually in an informal setting once per semester, typically over lunch.

The departmental cultural is a collegial and welcoming one, as evidenced by the nature of our discussions, the working of our committees and institutional structure, and our 'social' activities (Thanksgiving, Holiday lunch, occasional birthday celebrations, etc).

Appendix G. Qualifications for Graduate Faculty Status and Graduate Teaching Status

Approved by the URP Faculty on March 6, 2009

Units should refer to the Faculty Handbook for information on which faculty ranks and positions are eligible to be considered for nomination to Graduate Faculty Status. Nominations must be approved by a two-thirds majority of all faculty in the unit holding GFS, the Dean of the College of Social Sciences and Public Policy, and the Dean of The Graduate School. Nominations should be submitted using Form GFS-02 available from The Graduate School and be accompanied by an up to date curriculum vitae.

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.

Nomination Criteria

University minimum requirements: Subject to consideration of special circumstances, minimum qualifications are: (1) completion of the doctorate or its equivalent and (2) proven expertise in the teaching area.

Graduate Faculty Status

Upon hiring, tenured and tenure-track faculty are eligible to be nominated for GFS. Faculty holding GFS are permitted to teach all graduate classes, serve on doctoral dissertation committees, and direct master's papers and master's theses.

Limitations/Restrictions:

Faculty seeking to supervise doctoral dissertations must meet the following criteria:

1. *Credentials*: A Ph.D. in Urban Planning (or a related field) is required.
2. *Professional Experience*: All ranked faculty are eligible.

3. *Scholarly Research Activity*: Must have published at least one refereed journal article in the past five years.
4. *Prior Experience on a Doctoral Committee*: Permission to supervise a dissertation is contingent upon having served on a completed dissertation committee.

Faculty holding GFS are expected to actively engage in graduate education through teaching, mentoring, and research supervision. They should show evidence of research-based scholarship and/or creative work resulting in peer-reviewed publications or equivalent work. If five years pass without evidence of scholarly productivity (chapter, refereed article, book or professional report), a member of the faculty holding GFS may be denied the right to direct doctoral dissertations

Directive Status for Non-Tenure Track Faculty
Non tenure-track faculty may be nominated for Co-Master's Directive Status (co-MDS), which allows them to serve as a member on a Master's Thesis committee and to co-direct (with a GFS faculty member) such a committee. To be appointed to co-MDS, they must hold a Ph.D. in Urban Planning (or a related field) or have at least seven years of professional planning experience and a master's degree in urban planning or a related field.

Non tenure-track faculty may be nominated for Co-Doctoral Directive Status (co-DDS), which allows them to serve as a member on a doctoral committee and to co-direct (with a GFS faculty member) such a committee. To be appointed to co-DDS, they must hold a Ph.D. in Urban Planning or a related field and have demonstrated the ability to conduct scholarly research by having published a book or a refereed article in the past five years.

Graduate Teaching Status
In order to qualify for GTS, non-tenure-track faculty must hold a Ph.D. in Urban Planning (or a related field) or have proven expertise in the teaching area. Those who meet either of these requirements may 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 The Graduate School.

Exceptions
Exceptions to any of the policy items enumerated here may be approved on a case-by-case basis by the Department Chair, with input from the department's Academic Personnel Committee

Appendix H: Annual Evaluation Appeals Process for Peer Review Scores

Approved by the URP Faculty on December 8, 2023

Purpose

This appendix discusses the FSU Department of Urban and Regional Planning's Annual Evaluation process and establishes a procedure for appealing the peer review scores, as outlined in Appendix B. This appeals process does not apply to the Chair's Annual Review letter. Appeal of the chair review falls under procedures established through the *Collective Bargaining Agreement* and *FSU Faculty Handbook*.

Annual Evaluation Guidelines

Faculty members are evaluated annually based on their assignments of responsibility by their peers and by the Chairperson. Faculty assignments include a combination of instruction (teaching and advising), research and creative activity, and service activity. The faculty have discussed general guidelines for faculty evaluation, which have been revised and incorporated in Appendix B. These guidelines communicate the Department's general expectations of its faculty members.

Appeals Process

Upon receipt of the one-page report showing average scores on teaching, research, and service, the anonymous scores received from other faculty members on these variables, and the anonymous statements that other faculty members made about the subject faculty member, a faculty member may initiate an appeal of the peer review scores. The faculty member should initiate the appeal during the spring semester in which they receive the annual evaluation report. The process does not preserve anonymity of the faculty member making the appeal.

The appeals request should be made in writing to the Chair of the Human & Financial Resources Committee and should explain the reason for appealing the scores, providing evidence or documentation as necessary. The Human & Financial Resources Committee will convene to review the appeal and the peer review scores. The Human & Financial Resources Committee will compose a memo to the faculty summarizing the case for appeal and the committee's recommendation to the faculty to either reevaluate the scores provided or close the appeal.