

# Bylaws of the Center for Intensive English Studies

## Criteria for Annual Faculty Evaluations and Promotion

Approved by the Center for Intensive English Studies on May 12, 2014

Approved by the Office of the Vice President for Faculty Development and Advancement on May X, 2014

Effective May 16, 2014

These department bylaws adhere to and are consistent with University policies found in the FSU Constitution, BOT-UFF Collective Bargaining Agreement (<http://hr.fsu.edu/PDF/Publications/UFFAgreement-CBA-2013-16.pdf>), FSU Faculty Handbook, CIES Faculty Handbook, and annual Promotion letter.

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 <http://provost.fsu.edu/sacs>.

### I. Departmental Organization

#### A. About the Center for Intensive English Studies (CIES)

The Center for Intensive English Studies (CIES) is a non-degree-awarding department which falls under the governance of the Graduate School. CIES supports four programs: 1) The Intensive English Program (IEP), 2) the International Teaching Assistant Program (ITAP), 3) the Teaching English as a Foreign Language (TEFL) program, and 4) the Academic Support for International Students (ASIS) program.

CIES is not represented in the Faculty Senate.

- a. Mission of CIES: to achieve excellence in all areas of teaching English to speakers of other languages and help our students succeed at Florida State University and across the globe.
- b. Mission of the Intensive English Program: To provide the highest-quality English language instruction to international students so they can succeed at Florida State University or other institutes of higher learning in the United States.

About the IEP: The intensive English program is designed to help students who are seriously interested in learning English. There are two distinct groups. Approximately 85-90% of CIES students are preparing to enter U.S. universities, while 10-15% of students enroll in the program for a semester or year abroad in order to improve their English for work. The IEP helps university-oriented students learn English and American/university culture and behavior for entry and success in a university. In addition, it helps "year-abroad" students learn English and give them a positive experience while in the United States. The program has an academic focus and a skill-based approach. Six 7-week sessions are offered each year, with an average of 120 students enrolled each session. Students receive 20 hours of instruction per week. The classes offered are Grammar, Reading, Writing, Listening, and Speaking. Classes meet Monday through Thursday from 9 a.m. to 3 p.m. and Fridays from 9:00 a.m. to 12:30 p.m. There is also an elective TOEFL class for those students who are interested in pursuing degrees at U.S. institutions. Additionally, students participate in a Conversation Partner Program and in other cultural and social activities in the Tallahassee area. More than 50% of the faculty is full-time,

specialized faculty. The program also employs OPS faculty and teaching assistants. Funding for the program comes directly from tuition. The vast majority of students who attend the IEP are not enrolled in a degree program at the University, thus CIES courses use an in-house developed student course evaluation system. Student grades are given and archived at CIES, but grades are not maintained by the University.

- c. Mission of the International Teaching Assistant Program: To assess the English proficiency of, and provide quality English instruction to, current and potential international teaching assistants at Florida State University.

About the ITA Program: The ITA Program was started in order to assist departments in meeting University-wide standards for teaching assistants. The academic dean of each college is required to certify in writing to Dean of Faculties and the Dean of the Graduate School that each student who serves as a teaching assistant is competent to teach. For international graduate students, whose native language is not English, verification must be provided that the teaching assistant is competent to teach in spoken English. The ITA program certifies students' spoken English proficiency level by administering the SPEAK test (an oral proficiency assessment), scoring, and reporting those scores to departments. For students whose SPEAK score indicates the need for further language practice, and for students who simply wish for additional English language practice, the program offers several credit-bearing courses. Typically, there are five sections in both fall and spring, and two sections in summer. The program offers four different courses: EAP4830, EAP4831, EAP4832, and EAP5860. EAP 4830 and 4831 handle both spoken language and college classroom teaching skills. EAP 4832 focuses on pronunciation; EAP5860 is a special topics course. All courses are graded S/U. All the students enrolled in the program are FSU international graduate students. The program employs two faculty members, one of whom is the Program Coordinator. The salaries of both faculty members are E&G funded. The provost allocates \$10,000.00 each for program expenses. Given that the courses are FSU credit-bearing courses, the ITA program uses SPOT/SUSSAI course evaluations, enters its grades in the University's grading system, and maintains Blackboard course sites for all of its courses.

- d. Mission of the Teaching English as a Foreign Language Program: To give FSU students the foundation and basic skills needed to teach English successfully abroad and thereby enhance the reputation of Florida State University.

About the TEFL Program: CIES offers 7 and 14-week intensive programs in Teaching English as a Foreign Language (TEFL). The program is structured to provide an overview of the field of TEFL, teaching methodologies, language learner assessment, and practical applications to teaching grammar, reading, writing, listening and speaking. Teaching of culture in the EFL contexts and advice of how to adapt to a host culture are also covered. CIES-TEFL certificate students work with international students at CIES, FSU and the community to gain real experience through structured tutoring and exchange opportunities. CIES-TEFL certificate students complete the program with a portfolio of a variety of teaching materials to take with them wherever they go in the world. The program also assists in job placement counseling to help students understand how to research and connect with employment in countries where they would like to teach.

Funding for the program comes from tuition. An average of 40 students enrolls each semester. The majority of students are FSU seniors, or recent FSU graduates, from various majors; other students are military veterans and students from outside the FSU community. Students range in age from traditional college students to older adults. The program has two faculty members, one of whom is the program coordinator.

- e. Mission of the Academic Support for International Students Program: To prepare fully-admitted international graduate students to successfully begin their graduate-level coursework in their first semester at Florida State University.

About the ASIS Program: The ASIS program has two parts: The first is the Summer ASIS program which is offered during the CIES Summer II session and is for students who have been fully admitted to FSU and would like to brush up on their English and learn about US culture and life on campus before beginning their regular classes at FSU. Students take language classes in the morning and specialized academic classes in the afternoon. The second part of the program is a semester-long credit-bearing class offered during the fall and spring semesters that focuses language and cultural assistance for international students currently enrolled at FSU (normally for those in their first or second semesters). The program has one full-time faculty member and may utilize a teaching assistant or OPS instructor.

#### B. Center Director

The center Director (also called “the Director”) is the chief executive officer of the department and is appointed by the Dean of the Graduate School. All other department administrative positions and committees are appointed by the Director. The Director ensures that the voting membership is involved and informed on matters of policy.

The Director is responsible for annually making Assignments of Responsibilities, and writing annual calendar year evaluation letters. The annual evaluation by the Director will take into account the results of the peer evaluation performed by the voting membership.

#### C. Membership and Voting Membership of CIES

Membership in the Center for Intensive English Studies includes persons appointed to CIES in the following capacities: full and part-time A&P, USPS, and OPS staff and faculty, full and part-time specialized faculty, and graduate assistants.

The full teaching faculty includes 12-month salary, full-time specialized teaching faculty; 9-month salary, full-time specialized teaching faculty; full-time OPS faculty; and part-time OPS faculty.

Voting membership of CIES includes the entire teaching faculty, however for voting purposes that impact the review or promotion process for specialized faculty, only full-time specialized faculty (9-month and 12-month) are allowed to vote. CIES receives no tenure-track lines. The only ranked faculty members are specialized faculty.

Except where these bylaws specify a different procedure, decisions made by the voting faculty will be by a vote conducted at a faculty meeting, by letter ballot, or by e-mail ballot. For a faculty meeting, a majority of the membership that are eligible to vote on the measure under consideration constitutes a quorum, and passage of a measure requires a majority of the membership that is present and eligible to vote on the measure. Passage of a letter or e-mail ballot requires a majority of the membership that is

eligible to vote on the measure. Except where these bylaws specify differently, the entire teaching faculty is eligible to vote with the exception of specialized faculty evaluation and promotion decisions.

#### D. Faculty Meetings and Voting

Department meetings are ordinarily called by the Director, but any other member of CIES may call a department meeting by making a request to the Director, who shall then schedule a meeting within a reasonable time frame (two weeks if the request is made with sufficient time remaining in an instructional session). Minutes will be kept and shall be made available to members.

#### E. Committees

Service on departmental committees is considered to be part of each department member's assignment of responsibilities. In addition, all faculty members are encouraged to raise issues and suggest changes to be considered by any committee. Meetings of committees shall be held only when a majority of the voting members of the committee are present. Unless otherwise specified, all committee members serve in a voting capacity.

At the discretion of the Director, non-specialized faculty members may serve on committees and may vote on the committee's decisions.

##### 1. Faculty Evaluation Committee (FEC)

A committee of five CIES faculty members who serve in the role of Skill Coordinator are assembled every semester to conduct all classroom peer teaching reviews of all faculty members. Specialized faculty is to be observed by FEC members who are also specialized faculty. If numbers are not sufficient to allow for this, specialized faculty from the ITA Program and/or TEFL Program may conduct the observation.

The Director, in consultation with the FEC, is responsible for departmental recommendations for awards and other opportunities for special recognition of merit and achievement within the University. No member of the committee is permitted to self-evaluate or to evaluate his or her partner/spouse or another relative. The FEC makes recommendations for merit to the Director, who forwards them to the Dean of the Graduate School, if appropriate.

##### 2. Faculty Promotion Committee (FPC)

The faculty promotion committee (FPC) consists of a committee chair, two members and two alternates, all drawn from the full-time specialized faculty. The committee is responsible for reviewing binders and making recommendations regarding promotion. No member of the committee is permitted to self-evaluate or to evaluate his or her partner/spouse or another relative. The FPC makes recommendations for promotion to the Director (see Section II C1 for details on the promotion process).

##### 3. Ad Hoc Committees

The Director may establish ad hoc committees as deemed necessary to conduct the business of CIES. The chair and members of an ad hoc committee are appointed by the Director.

## II. CIES Procedures for Evaluation, Promotion, and Merit

### A. Assignment of Faculty Responsibilities

An annual assignment of responsibilities is required by the university. These written assignments are agreed on between the Director and the individual concerned, and normally include assignments primarily based in teaching. Some faculty may also have assignments which include appropriate amounts of research/other creative activity and/or service. Evaluation of the faculty member will be made on the basis of these mutually agreed upon assignments.

Changes in the assigned responsibilities may be made if program or university needs arise. Such changes will be made only after consultation and they will be made a matter of written record for purposes of evaluation.

### B. Faculty Evaluation Components and Process

#### 1. Faculty Activities Report (FAR)

Each faculty member prepares a FAR (a departmental form is provided) in January of each year covering activities in the areas of teaching, research and service undertaken during the preceding calendar year (this calendar year requirement is university policy). The FAR is then submitted to the Director for use by her/him in performing the annual evaluation.

In addition to the FAR form, each faculty member will also provide the Director with one letter of peer evaluation, relevant course evaluations (either SUSSAI forms or CIES course evaluations), and syllabi and any relevant course materials for the calendar year.

#### 2. Evaluation of Teaching Effectiveness

- a. Teaching Evaluation. All faculty members will have his or her teaching observed annually by a member of the Faculty Evaluation Committee. Specialized faculty members are to be evaluated only by other specialized faculty on the FEC. In cases where there is evidence (such as poor student evaluations) that a faculty member is encountering problems with his/her teaching, the Director can require that his/her teaching be observed by the FEC an additional time. In accordance with university policy, any member being observed must be given at least two weeks' notice of the upcoming observation, and a report of the observation must be submitted to the faculty member within ten working days of its occurrence. A CIES Classroom Observation Report (available in the CIES Faculty Handbook) will be used for observations.

Performance on teaching will be evaluated annually by the Director, with advice from the FEC, based upon reports of such observation, results of student evaluations, and review of syllabi and teaching materials. The evaluation shall include:

- consideration of CIES Classroom Observation Descriptors which include: pace of class, teacher presentation, classroom management, teaching aids, and student characteristics (details on descriptors can be found in the CIES Faculty Handbook).
- consideration of effectiveness in imparting knowledge and skills, particularly language skills and cultural competence, and effectiveness in stimulating students' critical thinking and/or creative abilities, the development or revision of curriculum and course structure, and adherence to accepted standards of professional behavior in meeting responsibilities to students.



- consideration of class size format, preparation time, level of student language proficiency, whether the course is required or elective, availability of assistance, and other University teaching duties, such as advising, counseling, supervision of interns or other faculty, or duties described in a Position Description, if any, of the position held by the faculty member.
- b. Teaching effectiveness includes effectiveness in presenting knowledge, information, and ideas by means or methods such as lecture, discussion, assignment, demonstration, language laboratory exercise, practical experience, and direct consultation with students. Additionally, at CIES, effective teaching also includes instruction that supports clear language learning objectives, the use of varied and purposeful language and cultural activities, and effective and consistent use of feedback and assessment.

### 3. Annual Faculty Evaluation

In the evaluation of specialized faculty who are eligible for promotion, the Director is advised by the FEC (with the proviso that members not evaluate themselves or their spouses/partners).

Faculty Annual Evaluations will occur during the spring semester of each year and will take into account the weighted performance based on the assigned duties (AOR) over the past calendar year. The FEC and Director reviews all documentation/data submitted by each faculty member (i.e., FAR, peer evaluation, syllabi, course evaluations), as well as pertinent information from other sources as applicable, and completes the Annual Evaluation Summary Form. This summary form is filled out by the Director and discussed with the faculty member in accordance with university policy. It is then submitted to the Dean, with its accompanying narrative, and, after the Dean's review, the completed form and the narrative become a part of the faculty member's permanent departmental evaluation file.

Teaching, research/creative activities, and service will be evaluated separately, and their relative contributions to the overall assessment will be weighted in accord with the faculty member's assignment of responsibilities. The rankings comprise five levels and AOR percentages are included on the Annual Evaluation Summary Form. The 'Overall Performance' evaluation will be weighted in accord with these percentages. A narrative explaining each faculty member's rankings will accompany each completed Annual Evaluation Summary Form.

For faculty who are meeting expectations, there are three categories:

- Meets FSU's High Expectations – This describes an individual who demonstrates the requisite knowledge and skills in his/her field of specialty and completes assigned responsibilities in a timely and consistent manner with the high expectations of the University.
- Exceeds FSU's High Expectations – This describes an individual who exceeds expectations during the evaluation period as demonstrated by her/his achievements in teaching, research, and/or service, which may include several of the following: high level of research or creative activity; professional recognition; willingness to accept additional responsibilities; high level of commitment to serving students and the overall mission of CIES; involvement or leadership in

professional associations; initiative in solving problems or developing new ideas, materials, or resources.

- Substantially Exceeds FSU's High Expectations – This describes an individual who substantially exceeds expectations during the evaluation period as demonstrated by his/her significant achievements in teaching, research, and/or service, which may include several of the following: notable research or creative activities; recognition of the individual by peers as an authority in his/her field; securing external funding; national or international recognition; willingness to go well beyond the norm in accepting additional responsibilities; exceptional level of commitment to serving students and the overall mission of CIES; significant involvement or leadership in professional associations; noteworthy initiative in solving problems or developing new ideas, materials, or resources.

If an individual's overall performance rating falls below "Meets FSU's High 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 FSU's High 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.

Faculty may be placed on a Performance Improvement Plan (PIP) if they receive an overall performance rating in the last- mentioned category. Non-reappointment is also an option.

#### 4. Provision for Appeal

When a faculty member is dissatisfied with the Faculty Evaluation Summary, the appeal process allows the faculty member to register his or her disagreement in writing. In addition, review may be sought through normal administrative channels beginning at the departmental level. Details can be found in the FSU Faculty Handbook.

#### 5. Annual Letters of Progress toward Promotion

After the annual faculty evaluation has taken place, the Director writes letters of progress toward promotion for those specialized faculty who are eligible for promotion. These letters must take into account:

- a. Annual evaluations
- b. Annual assignment of responsibility (AOR)
- c. Fulfillment of the department written promotion criteria in relation to the assignment
- d. Evidence of sustained effectiveness relative to opportunity and according to assignment
- e. Evidence of well-planned and delivered courses
- f. Summaries of data from Student Perceptions of Teaching (SPOT), Student Perception of Courses and Instructors (SPCI), or CIES course evaluations
- g. Letters from faculty members who have conducted peer evaluations of the candidate's teaching
- h. Proven ability to teach multiple courses within a discipline/major
- i. Other teaching-related activities, such as instructional innovation, involvement in curriculum development, authorship of educational materials, participation in professional organizations related to the area of instruction, and participation in duties such as CIES orientation, placement testing, diagnostic testing, end of session testing, and calibration meetings, etc.

A sample letter can be found online through the Office of Faculty Development and Advancement at: <http://fda.fsu.edu/content/download/25536/163870/specializedsample.pdf>

## 6. Sources for Evaluation Criteria

- a. Service. Some percentage of a faculty member's assigned duties may involve service. For purposes of evaluation and promotion, service can include and is not limited to: the orderly and effective functioning of the faculty member's academic unit and/or program and/or the total University, including participation in regular departmental or college meetings and departmental activities and events (e.g., open house activities, end of session International Dinner, other extra-curricular events, etc.); the University community, including participation in the governance processes of the institution through significant service on University committees and councils, and in UFF activities; the local, state, regional and national communities, and scholarly and professional associations, including participation in professional meetings, symposia, conferences, workshops, service on local, state, and national governmental boards, agencies and commissions; and service to public or private schools; other assigned University duties, such as academic administration, of the position held by the faculty member. Department Directors should consider responsibilities of their positions such as departmental planning and goal setting, assignment of work responsibilities and resources, fiscal responsibilities, recruitment and hiring, mentoring, evaluation of faculty; handling of personnel issues involving faculty and staff, academic program responsibilities, implementation of University policy, and communication both within the department and with administrators



regarding the department; and such other responsibilities as may be appropriate to the assignment.

- b. Evidence of Sustained Effectiveness. This can be demonstrated through the Sustained Performance Evaluation Form. This form is filled out and signed by the Director and is to be included in faculty promotion binders. A copy of the form is available upon request.
- c. Evidence of Well-Planned and Delivered Courses. Evidence may include, but is not limited to: course syllabi, lesson plans, course activities and assignments, instructor-created or modified assessments, instructor-created or modified rubrics, forms of instructor feedback (e.g., feedback forms given to students, error correction forms, peer evaluations, student evaluations, etc.).

### C. Promotion Process for Specialized Faculty

The CIES Faculty Promotion Committee will accept promotion binders every year by the second week of February. All promotion candidates must have their observations and peer letters completed in the fall semester prior to the submission of binders.

Once the binders are submitted to the FPC, all committee members will have one week to review all binders and submit their vote by secret ballot. The committee chair will write a summary letter of the committee's decision for each candidate and forward it with the binder to the Director. The Director will have one week to review binders and write a recommendation for each candidate. Binders and the Director's recommendations will then be forwarded to the Dean of the Graduate School for approval. Finally, the binders will be submitted to the Office of the Vice President for Faculty Development and Advancement.

Prospective promotion candidates will be informed of decisions at each level of review and will be given five working days to withdraw binders from consideration at any given level.

#### 1. Guidelines for Promotion

- a. Recommendations for promotion begin with the CIES Director who lets faculty members know when they are eligible for promotion.
- b. The Director may not withhold a faculty member's materials from review should the faculty member wish to be considered.
- c. The CIES Faculty Promotion Committee and Director will consider 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.
- d. 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. 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 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.

- e. All faculty members are informed of their prospective candidacy by the Director. If they wish to proceed, they also have an opportunity to assist in preparing their binder prior to review. The 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 departmental committee 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.
- f. CIES has a Faculty Promotion Committee, elected by the faculty according to the process defined in the bylaws of the department/unit, which is charged with the responsibility of reviewing the records of all prospective candidates for promotion in that department/unit and recommending action on the nomination of each candidate. The committee votes by secret ballot. The decision does not have to be unanimous. The committee writes a brief paragraph summarizing its conclusions on the voting result for each candidate and forwards this to the Director.
- g. In addition to the CIES Faculty Promotion Committee, the Director independently reviews the binders of all prospective candidates and recommends action on the nomination of each candidate by submitting to the Dean of the Graduate School a report of the promotion committee recommendations and the Director's recommendations on all submitted binders.
- h. Prospective 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 Director and Dean, the Office of the Vice President for Faculty Development and Advancement.
- i. Once the CIES Faculty Promotion Committee and Director have reviewed the binder, the Dean of the Graduate School 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.
- j. The Dean of the Graduate School may place a letter of evaluation on the record of achievement as reflected in the binder.
- k. 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.
- l. 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.

## 2. Promotion Binder

Promotion binders for all Specialized Faculty at CIES shall include:

- a. Professional vita
- b. Assigned duties (AOR)
- c. Annual evaluations
- d. Director's annual letters of progress toward promotion
- e. Written promotion criteria
- f. Department committee narrative
- g. Director's letter
- h. Dean's recommendation
- i. A list of courses taught since appointment to the rank from which being considered for promotion (faculty in the ITAP can use the FEAS form).
- j. Grade distributions for each course
- k. Evidence of well-planned and delivered courses
- l. SPOT/SUSSAI/SPCI summary forms or CIES course evaluation forms (not including any free responses of students)
- m. Two or three letters from faculty members, besides the department/unit chair, who have conducted a peer evaluation of the candidate's teaching.
- n. Evidence of the ability to teach multiple courses
- o. Teaching activities such as instructional innovation, involvement in curriculum development, authorship of educational materials, and participating in professional organizations in the field
- p. Other relevant evidence of professional achievement (optional)

The Office of the Dean of Faculty Development and Advancement provides a checklist, available at <http://fda.fsu.edu/content/download/137535/1183865/Teaching%20Track%20Checklist.pdf>

### 3. Promotion Timeline

WHEN	ACTION	RESPONSIBLE PARTY
Fall Semester	Complete observations and request peer recommendations	All faculty members
First or Second week of January	Complete FAR for the previous calendar year and put evaluation materials together in preparation for evaluation	All faculty members
Third week of January	Complete Annual Evaluations	CIES Director and Faculty Evaluation Committee (needed for all faculty members)
Second week of February	Submit promotion binder to Faculty Promotion Committee	Only Specialized Faculty seeking promotion
Third Week of February	Submit promotion binder to Director	CIES Faculty Promotion Committee
First Week of March	Submit promotion binder to Dean of the Graduate School	CIES Director

Specific dates will be posted every year by the end of December. The FPC chair will check with the Office of the Dean of Faculty Development and Advancement to verify dates and any changes to the guidelines.

#### 4. Descriptions of Teaching Faculty Positions and Minimum Requirements

##### a. Descriptions and Minimum Requirements for Teaching Faculty I, II, and III

Description: Responsible to the Director of CIES. Responsible for teaching and related activities. May be responsible for some academic advising and related activities. Normally assigned a teaching load of at least seventy-five percent (75%) in Assignments of Responsibilities. Not normally assigned research responsibilities in excess of five percent (5%) in Assignments of Responsibilities.

Minimum Qualifications: Depending on teaching faculty position, an academic doctorate or highest level terminal degree from an accredited institution in an appropriate field of specialization or equivalent qualifications, such as a master's degree, based on professional experience and otherwise qualified to perform assigned duties, with a demonstrated record of achievement in teaching. Individual must meet university criteria for appointment to the rank of Teaching Faculty I, II, or III; additional education and experience as required by position. The TESOL (Teachers of English to Speakers of Other Languages, Inc.) organization issued the following statement: "It is TESOL's position that a Master's degree in TESOL (or related area) can be considered the terminal degree for teaching positions in English as second, foreign, or additional language. The full text can be found at: <http://www.tesol.org/docs/pdf/10039.pdf?sfvrsn=2>

#### 5. Promotion Ladder

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

#### D. Merit

Based on annual evaluations, and with input from the FEC, the Director shall recommend eligible faculty to the Dean for merit raises when available. The Director reports to, and is evaluated by, the Dean of the Graduate School.

### III. Amendments to the Bylaws

These Bylaws may only be amended at a meeting of the CIES specialized faculty. Approval of an amendment must pass by a two-thirds approval vote conducted by secret ballot where a quorum of the

CIES faculty is present. The proposed amendments shall be submitted by email to each member of the faculty at least two weeks prior to the meeting at which voting is to take place.