

Dorothy F. Schmidt College of Arts and Letters

School of Public Administration

Promotion and Tenure Criteria

Approved by Provost, Spring 2021

## Table of Contents

Policies and Procedures for Tenure.....	3
Early Tenure .....	3
Third Year Review for Untenured Faculty .....	4
ePortfolio Materials.....	4
Levels of Review .....	5
Third Year Review Timeline .....	5
Portfolio.....	5
Policies and Procedures for Promotion .....	6
Scholarship, Instruction, and Service.....	7
Community Engagement Definitions.....	7
The School Promotion and Tenure Committee .....	8
The School Promotion and Tenure System .....	8
Timeline .....	9
Criteria, Standards, and Procedures.....	9
Evidence of Achievement.....	10
<b>Research:</b> Indicators of Scholarly/Research Productivity for All Ranks.....	10
<b>Teaching:</b> Indicators of Teaching/Instructional Activity for All Ranks .....	12
<b>Service:</b> Indicators of Service (Institutional, Community, Professional) .....	14
Promotion to Professor .....	15
Amendments.....	16
Enactment.....	16

## **Policies and Procedures for Tenure**

Below is a description of the typical policies and procedures for tenure. However, the Provost's memoranda regarding promotion and tenure supersedes this document if and when there is a contradiction about requirements, materials, and dates of submission.

Tenure is the most significant commitment that the university can make to a faculty member. Decisions on tenure are different in kind from those on promotion. Tenure, in fact, is more exacting. In addition to demonstrating acceptable scholarly performance in the areas of Instruction, Research and Creative Activity, and Service, the candidate for tenure must demonstrate a willingness to share in the tasks, activities and goals of the unit and do so with professional integrity. The awarding of tenure is not a simple summing of annual evaluations. Tenure is recommended when the university's academic community agrees that the faculty member is committed to the missions of the university and will make significant contributions to them across his or her career. It is a decision that must involve a thorough scrutiny of every aspect of the candidate's career. A judgment must be made that the faculty member's record represents a pattern indicative of a lifetime of continued accomplishment and productivity. Criteria for tenure should reflect the accomplishments appropriate to the rank of the candidate seeking tenure. All candidates for tenure must be evaluated on the basis of their annual assignments.

Tenure within the School of Public Administration is the recognition that the person so honored is an established member of the academic profession, possessing a terminal degree or qualification appropriate to the discipline, and having clearly demonstrated the commitment and ability to continue to contribute to the field of knowledge through original work and effective teaching in the best traditions of the professorate. A candidate for tenure will also have a demonstrated commitment through service to the University and, if appropriate, the community and profession. In making tenure recommendations, faculty should keep in mind that the successful candidate for tenure will assume what may be an appointment of 30 years or more in the school.

Tenure shall be considered during the sixth year of continuous service unless the candidate's letter of offer contains prior service credit. If the employee was credited with tenure-earning service at the time of hire, they may request that all or a portion of such credit be withdrawn once, prior to formal application for tenure to the school, which requires a written request from the candidate, a recommendation from the Director and Dean, and approval of the Vice Provost of Academic Personnel.

### *Early Tenure*

A decision to submit a portfolio for tenure earlier than the sixth year needs to be made by the candidate in consultation with the Director, senior faculty (Professors and Associate Professors) and the Dean. Once the decision is endorsed by the Provost, no further justification in the portfolio is required. No candidate may submit a portfolio for tenure more than twice. If the employee began employment at mid-year, the letter of offer needs to specify if tenure application will cover 4.5 or 5.5 years of service at the University

Tenure shall be considered during the sixth year of continuous service unless: the candidate's letter of offer contains prior service credit; or the Provost or the Provost's designee agrees to the employee's written request for earlier consideration; or the Provost or the Provost's designee agrees to the employee's written request for consideration in the sixth year.

### **Third Year Review for Untenured Faculty**

During their third year of employment, untenured faculty will undergo a review. For assistant professors, the expectation for instructional activity is that faculty will have a fully developed portfolio of teaching, including both undergraduate and graduate courses. The teaching portfolio will document activity and accomplishments related to the courses that the faculty has offered over the three-year period.

Assistant Professors are expected to develop a robust and focused pattern of research and creative activity that is discipline-specific, and evidence of such productivity should emerge in the first three years.

Scholarly productivity will be evaluated both in terms of quality and quantity. Assistant professors with an insufficient record of research and creative activity at third year review may not be renewed.

A rating below competence (below satisfactory) must be accompanied by a recommendation from the Director for non-reappointment.

#### *ePortfolio Materials*

The University "Promotion and Tenure ePortfolio Preparation Guidelines for Tenure Track Faculty" memorandum specifies materials that need to be included in the Third Year Review Portfolio. At a minimum the portfolio must include:

- Up-to-date Vita
- Copy of Annual Assignments
- Documentation on instructional activities, including data from SPOT and peer evaluations
- Documentation on scholarship, research and/or other creative activities
- Documentation on assigned service and/or administrative activity
- School criteria
- Annual employee performance evaluations

It is the responsibility of the employee to prepare the ePortfolio materials in the manner specified. All materials should be uploaded into the case created for them in Interfolio. All candidates will be notified via email once a case has been initiated.

### *Levels of Review*

It is the responsibility of the Director to initiate the Third Year Review process and set deadlines for submission of material. Levels of review mirror that of promotion and tenure, however the third-year review does not go to any level beyond the college Dean.

At each level the faculty member must receive a written review with a copy retained by the School.

As per the prevailing Provost's memo, if materials are added or changed by anyone, the candidate must be notified and given five (5) days to respond. The candidate may attach a brief response within 5 days of the receipt of the added material. The ePortfolio cannot move forward for 5 days after the candidate has received the report, unless, before the 5 day period has expired, the candidate indicates there will be no response. The response should be filed in the same section as the letter or materials being responded to.

No Guarantee of Tenure or Promotion A positive or negative appraisal of progress toward tenure and/or promotion is not binding on any level of review or recommendation in the tenure and promotion process, and not binding on the President's discretion and ultimate decision, but is meant to provide guidance from the school.

### **Third Year Review Timeline**

The approximate timeline for submission of the Third Year Review documents is as follows: The Provost's memoranda regarding promotion and tenure supersedes this document if and when there is a contradiction about requirements, materials, and dates of submission.

<b>Dates</b>	<b>Third Year Review</b>
January	Interfolio packets complete and released for review to department
January –February	School P and T committee meets, reviews and votes on dossiers. Faculty member must be given 5 days to respond to the letter.
End of Feb	Interfolio packets released for College level review. Must include Director's letter and all other required material as per the University Third Year Review guidelines.
Beginning of March	College review process
March	Committee letter uploaded in interfolio and copy to faculty member. Candidate has 5 days to reply.
March	Dean adds letter to Inter folio

### *Portfolio*

Candidate can find the list of documents to include in their portfolio among the recent memoranda

on promotion and tenure posted on the Provost Office web site. School evaluations of candidates for tenure should be made after a unit meeting that includes discussion of the case and a secret ballot polling all tenured members of the school.

After the School Promotion and Tenure Committee vote, the Director shall send a letter of recommendation to the Dean. This letter evaluates the record of the faculty member and will include the results of the School's Promotion and Tenure Committee votes.

## **Policies and Procedures for Promotion**

The evaluation for promotion from Assistant Professor to Associate Professor begins in the summer of the fifth year and fall of the sixth year of continuous employment at FAU. The evaluation for promotion from Associate Professor to Professor begins in the summer prior to the annual promotion cycle. The candidate will follow the University Guidelines for nominating potential external and internal reviewers.

Candidates for promotion should acquaint themselves with the relevant documents. They should review: (1) the most current FAU Provost Memoranda, Guidelines for Appointment, Promotion and Tenure of Faculty, Florida Atlantic University; (2) the most current FAU Provost Document, Principles for Creating Criteria for Promotion and Tenure; (3) this document; (4) the UFF/BOT Agreement; (5) the most recent requirements for tenure and promotion files issued by the Office of the Provost and Vice President for Academic Affairs; and (6) any existing School and College personnel policies.

Early in the Fall semester of the academic year in which promotion is considered, candidates will provide the chair of the promotion and tenure committee with a portfolio, consistent with the current provost memoranda on Promotion and Tenure. The School's Promotion and Tenure Committee will develop a review package and solicit comments from both external and internal reviewers. Materials reviewed at the School level will include all material to be submitted to the university level, and minimally contain: (1) a current curriculum vita; the evaluation of instructional activity by students and peers, as well as self-evaluation; (2) a comparison of the evaluative scores earned by other faculty, broken down by course, course level, or program; (3) documentation and examples of relevant research, scholarly and creative work, as well as of instructional materials; (4) letters from reference from colleagues outside this University who are selected by the candidate, the Director and the Chair of the School's Promotion and Tenure Committee.

Promotions decisions should be made by secret ballot of all tenured faculty members holding the rank of Associate Professor or Professor.

After the School vote, the Director shall send a letter of recommendation to the Dean. This letter shall include the use of the School and College criteria to evaluate the record of the faculty member. It shall attest to the documentation of the achievement, which supports any positive recommendation for promotion. It shall include the results of the School ballot.

## Scholarship, Instruction, and Service

Candidates for tenure should consult current memoranda from the provost regarding promotion and tenure. The Provost's memoranda regarding promotion and tenure supersedes this document if and when there is a contradiction about requirements, materials, and dates of submission. The School of Public Administration acknowledges three broad areas of faculty activity. These are:

Activities of peer-reviewed research and scholarship include all those endeavors leading to the creation of new knowledge and expertise. It includes the development of new insights or results appropriate to the field, and the presentation of those insights or results for peer evaluation by others in the discipline.

Activities of instruction include all of those endeavors by which a faculty member contributes to the learning and intellectual growth of the student. These include, among others: (a) teaching regularly scheduled classes; (b) instructional development activities (e.g., new courses, new approaches to existing courses); and (c) working with students outside of regularly scheduled courses (e.g., mentoring students, guiding graduate students in thesis or dissertation preparation, working with graduate and undergraduate students in DIS, internships, or other formats, and/or serving as an academic advisor or students).

Activities of service include all those endeavors related to the university (i.e., school, college, and university), the local community, public organizations, and the professions.

Within the areas of scholarship, instruction, and service there are established criteria for community engagement as optional (not required) professional contributions. Activities of community engagement include the expansion, enhancement and development of engaged teaching, research/scholarship and service at FAU. We accomplish this by serving as a resource to assist faculty and students in developing, expanding, or participating in community engaged activities, programs or partnerships and establishing a culture that values and rewards sustained community commitment and involvement.

### *Community Engagement Definitions*

The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. It can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and/or changing policies, programs, and practices.

### Community-Engaged Research

A collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. Community-engaged research (CER) identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.

### Community-Engaged Teaching/Learning

A pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples are experiential-learning courses such as academic service learning, field experience, co-op, internships, co-curricula and independent study.

### Community-Engaged Service

The application of one's professional expertise in collaboration with the community that addresses a community-identified need and supports the goals and mission of the university and the community

## **The School Promotion and Tenure Committee**

The SPA Promotion and Tenure Committee consists of all tenured faculty members, excluding the Director. The Director can attend all meetings of the Promotion and Tenure committee, but does not vote at the meetings. The Chair of the School P&T Committee is elected by secret ballot at large from the School faculty. The School Promotion and Tenure Committee reviews all promotion and tenure recommendations and forwards its independent recommendation to the Director. The Committee also reviews and makes recommendations to the Director on all new appointments with tenure and appointments to tenure earning positions at the rank of Associate Professor or Professor, with or without tenure. The Chair of the School Promotion and Tenure Committee represents the School on the college-level Promotion and Tenure Committee.

## **The School Promotion and Tenure System**

The overall goals of the School promotion and tenure system are:

- To link promotion and tenure evaluations and assessments to FAU's annual faculty assignments and annual faculty evaluation. This ensures that annual assignment and evaluation processes are an effective guide for individual faculty career development and a required component of the promotion and tenure process.
- To develop, nurture, and maintain promotion and tenure procedures that are based on the highest commonly held notion of excellence of faculty activities. It is recognized that promotion decisions are based on mission-oriented achievements. Tenure decisions are based upon a shared perception of tenured colleagues that the candidate will continue to embrace and perform all faculty roles and that the individual's needs and skills that are vital to the effective functioning of the unit. Candidates for tenure and promotion are expected to provide evidence that they possess the characteristics of a tenured faculty member in terms of professional values and practices as well professional achievements.
- To develop profiles of acceptable accomplishments for tenure, promotion to Associate Professor, and promotion to Professor.



### *Timeline*

The College formally establishes the timeline for promotion and tenure each year (refer to current College calendar). See also current Provost memos on Promotion and Tenure at Provost Office web page. The Provost's memoranda regarding promotion and tenure supersedes this document if and when there is a contradiction about requirements, materials, and dates of submission.

## **Criteria, Standards, and Procedures**

### Promotion from Assistant to Associate Professor

The successful candidate will clearly demonstrate abilities for: Peer-reviewed research and/or creative activity in the relevant field(s) of knowledge; teaching and related instructional activity; and responsible and conscientious service to the university, the community, and the profession.

### Voting on Tenure and Promotion to Associate Professor

Applications for promotion to Associate Professor and Tenure will be considered by the School's Promotion and Tenure Committee, which shall consist of all tenured Associate Professors and Professors in the School. The chair of this committee must be a faculty member selected from among the Professors, (except under extenuating circumstances, such as absence of Professors). Chairs are elected by the full-time tenured and tenure-track faculty, and cannot be the Director.

The tenured faculty members assess the candidate's qualifications for tenure and promotion in light of the written criteria established by the School. Separate secret ballots are taken for tenure and promotion and both votes are recorded by the Chair of the P&T Committee, to be reported in a memorandum to the Director and the College Promotion and Tenure Committee.

### Promotion from Associate Professor to Professor

In the area of research and/or creative activity, the criteria for promotion to the rank of Professor include: a) Continued demonstration of the commitment and abilities required for the rank of Associate Professor; b) work that is well regarded by peers at FAU and other academic institutions; (c) work that has made a significant, original, or seminal contribution to the appropriate discipline; (d) work that is continuous and broadly disseminated; and/or (e) a record of outside support in the form of grants/contracts. In the area of service, the criteria for promotion to the rank of Professor include: (a) continued demonstration of the commitment and abilities required for the rank of Associate Professor; (b) extensive and exemplary work in collegial governance, administrative work, in service to the community, or service to the profession.

In the area of teaching and other instructional activities, the criteria for promotion to the rank of Professor include: (a) continued demonstration of the commitment and abilities required for the rank of Associate Professor; (b) demonstration of commitment and ability in the development of programs and other curricular efforts; (c) demonstration and commitment to advising and mentoring; (d) commitment and ability in enhancing the instructional abilities of other faculty; (e) commitment and ability to teaching and learning; (f) commitment and ability to take a leadership role on curriculum and related matters; (g) commitment and ability to work with

students in disciplinary or professional settings; and (h) commitment and ability to prepare courseware such as textbooks, digital media, video programs, software, and e-learning.

#### Voting on Promotion to Professor

Applications for promotion to Professor will be considered by a subcommittee of the Promotion and Tenure committee consisting of all tenured faculty at the rank of Professor in the School. When there are fewer than three Professors in the School, the Director will consult with the candidate and the Professors in the School to identify an appropriate external committee member. The invitation to serve on the committee must be approved by the external committee member's chair or director.

The Professors consider the candidate's qualifications for promotion in light of School's written criteria. A secret ballot is taken for promotion and the vote is recorded by the School's Chair of the P&T Committee, to be reported in a memorandum to the Director and the College Promotion and Tenure Committee.

#### **Evidence of Achievement**

Promotion to both Associate Professor and Professor is decided on evidence of achievement in research, teaching, and service. Each area of faculty activity should be evaluated with equal thoroughness and in concert with the faculty member's annual assignments over the entire period spent in the previous rank.

Evidence assembled to document accomplishments in peer-reviewed research and/or other creative activities will include at least: (a) existence of, and interpretation by faculty and relevant supervisors, of self-evaluation statements; (b) reprints of books and/or publications in referenced journals or proceedings or articles/reviews/comments, completed and submitted competitions or professional work; (c) letters of evaluation from distinguished members of the field, who are Professors in doctoral programs at research universities or hold a comparable national reputation in the field.

Evidence assembled to document accomplishments in teaching and other instructional activity will include at least: (a) student evaluation of regularly scheduled lecture courses, labs, internships, theses/projects; (b) peer evaluation of teaching; (c) feedback by chair and colleagues regarding syllabi, exams, and course planning; (e) annual self-appraisals or assessments of teaching; and (f) evidence of tangible efforts to improve courses.

Evidence assembled to document accomplishments in service will include at least: (a) appointment letters and letters of acknowledgment; (b) results of external reviews of unit accomplishments, if applicable; (c) letters from internal FAU sources; (d) unsolicited and solicited letters from community and public organizations and professional organizations, if applicable.

#### ***Research: Indicators of Scholarly/Research Productivity for All Ranks***

Impact of scholarly work is an important consideration in promotion and tenure decisions.

However, data on the number of citations an article or book receives are not necessarily available during the time frames envisioned for promotion and tenure. Proxy indicators such as reputation of the publisher or reputation of the journal in the case of scholarly/research articles also may be taken into account. There is an expectation of yearly productivity with regard to peer-reviewed publications, and a longer time frame associated with scholarly monographs. The sections below suggest the sorts of indicators the Promotion and Tenure Committee may take into account in determining the quality of a portfolio.

Indicators could include, but not limited to, the following (for tenure and promotion):

- Scholarly Book/Monograph
- Peer-reviewed Journal Article
- Invited Journal Article
- Symposium Article
- Textbook
- Peer-reviewed External Grant
- Other Types of External Grants
- Citations
- Community-engaged Research
- Edited Book
- Book Chapter
- Internal grant
- Academic or Professional award
- Keynote Address in Scholarly Setting
- Presentation at Academic or Professional Conference
- Publication in Conference Proceeding

#### Promotion to Associate Professor:

The expectations for research and scholarship are that the candidate produces research and publications that are regarded by others in the field to be of good quality and significant contributions to the field. A typical successful portfolio has 7-9 or more peer-reviewed publications. *However, judgments are not made simply on the basis of the number of peer-reviewed publications.* A smaller number of high-quality peer-reviewed publications may be considered superior to a larger number of lower quality peer-reviewed publications. In addition, the School recognizes various forms of scholarship including community-engaged scholarship and such research is characterized by collaborative efforts with public organizations or agencies. While the above community-engaged scholarship is an indicator of scholarly achievement, peer-reviewed publications are required for tenure and promotion.

We do not regard co-authorship as undesirable, nor do we discourage individuals from collaborative research work. Therefore, we do not expect that individuals have a publication record that consists only of single-authored items; although sole-authored peer-reviewed publications are expected to demonstrate independent scholarship. The same principles apply to co-edited work. Individuals who engage in collaborative research should be prepared to describe their contribution to the collaborative project. In addition, interdisciplinary work has long been recognized as

legitimate public administration research. The School considers interdisciplinary and/or multidisciplinary research fully.

A candidate should submit summaries of research in progress as part of the portfolio because the School considers works in progress when evaluating candidates.

Promotion to Professor:

A favorable recommendation for promotion to Professor requires a sustained record of excellence in research and scholarly activity that is recognized as a significant contribution to one or more areas of inquiry. The expectations for research and scholarship are that the candidate produces research and publications that are regarded by others in the field to be of high quality and that contribute to advancing knowledge in the field.

The usual research expectations for promotion to professor include a record of sustained high-quality scholarship. The candidate needs to have a substantial publication record since having been promoted to Associate Professor. We define a substantial record as one that exceeds, in quantity, quality, and impact, the record that the School expects one to compile for promotion to Associate Professor. In evaluating the research record, both quantity and quality are important. A smaller number of high-quality peer-reviewed publications may be considered superior to a larger number of lower quality peer-reviewed publications. The publications should be recognized as good contributions to the field. Furthermore, the candidate should have a sustained record of research that indicates that the candidate will continue to actively conduct research and publish after promotion.

***Teaching: Indicators of Teaching/Instructional Activity for All Ranks***

The School recognizes that instruction incorporates a broad range of activities along with teaching. As a result, multiple sources of data will be interpreted in evaluating a faculty member's instructional accomplishments and to assess their overall performance. Activities of instruction include all of those endeavors by which a faculty member contributes to the learning and intellectual development of the student. These include, among others: (a) teaching regularly scheduled classes; (b) instructional development activities (e.g., new courses, new approaches to existing courses); and (c) working with students outside of regularly scheduled courses (e.g., mentoring students, guiding graduate students in dissertation work, and (d) working with graduate and undergraduate students on directed independent studies (DIS), internships, and/or serving as an academic advisor to a student organization).

Relevant evidence of instructional accomplishment should show that the candidate:

- Develops and delivers courses that serve as the foundation for a strong public administration education;
- Selects readings and assignments that challenge students appropriately;
- Designs courses that provide students with opportunities to improve their skills;
- Has clear and reasonable expectations for students' performance;
- Provides useful and timely feedback about student performance;
- Holds regular office hours and is available to assist students to improve the quality of their

- skills and performance;
- Selects course material that is appropriate to the level and the substance of the course; and
- Evaluates students with an appropriate degree of rigor.

The primary assessment of instruction will consider:

- A record of developing, revising, and teaching assigned courses: without a pattern of canceled classes, unexplained absences, or highly irresponsible behavior.
- Well-developed syllabi, including evidence of rigor, intellectual content; appropriateness of assignments; and clarity of course objectives.
- Instructional techniques, including evidence of effectiveness; appropriateness to the level and type of class; and the ability to design and deliver challenging classes that improve students' skills.
- SPOT Scores for items 6 and averages across all question items 1-5.
- Methods for evaluation of student learning, including evidence of appropriateness to the level and type of class; impact on students' skills; and being challenging and providing opportunity for the development of critical thinking skills.
- Two peer evaluations of instruction conducted during any of the three terms prior to applying for promotion and tenure.

In addition to classroom teaching, there are multiple ways in which the School's instructional mission may be advanced by individual faculty. As appropriate to assignment and accomplishments, faculty should provide evidence of supplemental work including, but not limited to:

- Serving on Ph.D. dissertation committees;
- Teaching Directed Independent Study (DIS) courses with undergraduate and graduate students;
- Mentoring or advising undergraduate and graduate students in research and/or conference presentations;
- Co-authoring or co-presenting with students (which may overlap with research and scholarship);
- Participating in workshops or programs to improve and develop instruction;
- Publishing in teaching journals;
- Presenting at teaching conferences, workshops or panels;
- Serving on college and university curricular committees concerned with curricular and instructional issues (which may overlap with service);
- Providing community-engaged curricular instruction (which may overlap with service and community engagement);
- Being nominated for or receiving teaching awards;
- Nominating students for grants, awards, or university recognition;
- Advising students about the undergraduate and graduate major;
- Serving as faculty advisor to student clubs;
- Providing instructional mentorship for graduate teaching assistants;
- Organizing and/or participating in co-curricular events, activities, or committees;
- Contributing to School, College, and University recruitment and retention initiatives;

- Producing teaching or instructional videos;
- Contributing to student service-learning activities (which may overlap with community engagement);
- Participating in the design and implementation of assessment practices;
- Developing and/or revising curricula;
- Writing letters of recommendation for students; and/or
- Mentoring student internships (which may overlap with community engagement).

A consistent pattern of negative SPOT scores substantiated by a pattern of similar qualitative reviews or student feedback may warrant scrutiny by the department or evaluation committee. In this case, the candidate and peer observers will be asked to provide compelling evidence as to why this negative feedback should be discounted as a definitive indicator of problems.

#### Promotion to Associate Professor

The School has a long tradition of teaching excellence, and it expects untenured faculty to show a trajectory that will bring them to that standard. The School recognizes that instruction incorporates a broad range of activities along with teaching, and these activities will also be considered in the evaluation of their overall accomplishments and performance. For example, involvement in community-based curricular work and/or undergraduate or graduate research curricular work is not required but will be regarded positively as significant instructional accomplishments.

In the area of teaching and other instructional activities, the criteria for promotion to the rank of Associate Professor requires a record of well-designed undergraduate courses and graduate seminars that are effective, engaging, and appropriately challenging. Promotion to Associate Professor is contingent upon evidence that the candidate meets or exceeds the School's standards for instruction.

#### Promotion to Professor

In the area of teaching and other instructional activities, the criteria for promotion to the rank of Professor include: (a) continued demonstration of the commitment and abilities required for the rank of Associate Professor; (b) demonstration of commitment and ability in the development of programs and other curricular efforts; (c) demonstration and commitment to advising and mentoring; (d) commitment and ability in enhancing the instructional abilities of other faculty; (e) commitment and ability to teaching and learning; (f) commitment and ability to take a leadership role on curriculum and related matters; (g) commitment and ability to work with students in disciplinary or professional settings; and (h) commitment and ability to prepare courseware such as textbooks, adopt new software, and develop alternative e-learning techniques.

#### ***Service: Indicators of Service (Institutional, Community, Professional)***

Service consists of those activities not clearly defined under teaching and research which contribute to the public service of the School, college, university, profession and community. Service includes activities for which no significant compensation has been received and which contribute to student activities outside the classroom; to the academic profession; to government; or to local, national or international communities.

### Promotion to Associate Professor

An Assistant Professor may develop a satisfactory service record in a variety of ways, but the typical pattern will focus on service to the School and at least one University and/or College committee or task force. After the third-year review, untenured faculty are expected to meet a somewhat increased set of service responsibilities, with a primary focus on School, professional, and/or community service.

Although we recognize that new faculty members may be interested in engaging in a wide variety of service work, for promotion to Associate Professor, service to the School, profession, and/or community service is considered. The School's policy encourages untenured faculty to focus primarily on building a strong record in instruction and research, even as we acknowledge that some kinds of service can legitimately be considered as contributing to both the instructional and scholarly work of the faculty member. Types of service at the various levels include, but are not limited to:

- School service includes serving on search committees; serving on other assigned responsibilities or committees; and/or providing summative or evaluative peer observations of other's classroom teaching. The School recognizes that participation in job hiring committees is an extraordinary, arduous, and time-consuming commitment in someone's first few years.
- College service includes representing the School on College committees, the Faculty Senate, or temporary committees, such as hiring committees.
- University service includes representing the College on University committees.
- Professional service includes reviewing scholarly book proposals or manuscripts for publishers; reviewing external grant or fellowship applications; reviewing scholarly journal articles; editing/co-editing scholarly journals or sections within journals; presiding over or organizing conferences, conference panels, symposia, or workshops; and holding office or serving in an elected or appointed position in a professional organization. Many of these activities and others are listed under additional research indicators.
- Community service includes, but are not limited to:
  - Conducting community-based or community-led research;
  - Collaborating with or contributing to community-based nongovernmental organizations;
  - Speaking at community events, or presenting one's scholarship to non-academic or public audiences;
  - Conducting community-engaged curricular work;
  - Contributing to student service-learning activities;
  - Mentoring student internships; and
  - Conducting creative or public scholarship (e.g., blogs, podcasts, documentaries).

### *Promotion to Professor*

A candidate for promotion to Professor must demonstrate a broader and more significant service role than a candidate for Associate Professor. The scope and specific mix of service contributions

will vary commensurate with the needs of the School, College and University as well as the professional and community service opportunities available to the faculty member.

These activities can be manifest in a myriad of ways, including, but not limited to:

- Officer in an international, national, state or regional scholarly or professional organization
- Serving on a committee for a scholarly or professional organization
- Chair of a program or conference committee for an international, national, state or regional scholarly or professional organization
- Participating on a program or conference committee for a scholarly or professional conference
- Chairing a school, college and/or university committee
- Membership on school, college and/or university committees
- Support of the college's and/or university's goals, including accreditation, program review and advising Centers or Institutes
- Working with student extracurricular activities (e.g., clubs, student-based professional chapters, advocacy groups)
- Managing a center, institute, or academy
- Extramural Funding for Service-Related Activity
- Civic Appointments
- Community Engagement
- Editorial Board of Journal
- Review of Manuscripts for Journals
- Journal Editorship

### **Amendments**

Amendment of this document shall follow the same procedures for amending the School of Public Administration By-laws.

### **Enactment**

These policies will take effect after approval, by secret ballot, of the majority of the faculty of the School of Public Administration and final authorization by the Dean and Provost.