

SCHOOL OF PUBLIC POLICY AND ADMINISTRATION

CRITERIA AND PROCEDURES FOR PROMOTION AND TENURE

The School of Public Policy and Administration provides undergraduate and graduate education, research, and public service in the fields of leadership, urban affairs and public policy, and public administration. The School fosters responsible, effective, and socially concerned scholars and professionals. Consequently, the School has responsibilities for the development, synthesis, dissemination, and application of knowledge concerning urban phenomena, public administration, public policy, leadership, and environmental and energy policy. A faculty with a wide range of academic backgrounds, intellectual interests, research skills, and professional experience is required to carry out these multifaceted missions. This diversity in the faculty must be reflected in the criteria utilized in evaluations for appointment, promotion, and tenure so that distinctive individual contributions and differences in faculty roles and responsibilities are accommodated.

PART I: GENERAL ASSUMPTIONS

All faculties are expected to meet high standards of undergraduate and/or graduate teaching, scholarship, and service. The following assumptions have been utilized in formulating criteria for appointment, promotion, and tenure:

- Demonstration of excellence in teaching extends beyond performance in regularly scheduled courses and may also include other activities that contribute to instructional excellence--such as supervision of students in areas of specialization, internships, theses and dissertations, special problems, undergraduate and graduate research, academic advisement, instructional program assessment, as well as course and curriculum development.
- The interdisciplinary nature of the School requires recognition of collaborative efforts in teaching, research, public, professional and University service, and recognition of a variety of outlets for publication and scholarship.
- By virtue of its professional and policy orientation, the School recognizes the value of applied research as well as more traditional modes of scholarship.
- The mission of the School creates special responsibilities to support efforts and activities that assist individuals, communities, and public, private, nonprofit and community organizations and agencies.
- The candidate shall specify the workload allocations for the years since

the initial appointment or the previous promotion. This should be verified in the Director's evaluation of the candidate. There must be consistency between a candidate's workload assignments and the evaluation of the candidate for purposes of promotion and tenure.

Teaching

For promotion to either associate or full professor, evidence must be presented which demonstrates a high level of performance in teaching and indicates a substantial contribution to the instructional program of the School. Efforts to facilitate the multidisciplinary character of the instructional program are encouraged. The assessment of a candidate's contribution extends beyond formal, regularly-scheduled courses and includes: (1) supervision of students in more personalized learning activities (e.g., supervision of internships, theses, dissertations, special problems, undergraduate and graduate research, and areas of specialization), (2) instructional programmatic assessment, and (3) course and curriculum development. Planning, conducting, and teaching study-abroad trips is a recognized teaching activity. The faculty member is expected to foster the academic, professional, and scholarly development of students in activities which may extend beyond the scope of formal instruction. Indicators of a candidate's contribution will be drawn from a variety of sources which may include, but are not limited to, course evaluations, colleague evaluations, and solicited assessments by students who have been instructed by the faculty member in regular courses and by those who have worked with her or him in more individualized activities.

The broad domains of activity are identical for candidates being considered for promotion to either associate or full professor. Overall, the School expects candidates for promotion to the associate rank to have provided evidence of high level performance in teaching-related activities and to have shown potential to continue to make contributions to the School. Candidates for promotion to full professor are assessed on their cumulative records towards the goal of consistent, high quality teaching and substantial leadership in various facets of the School's academic programs. There is no single pattern of contribution that is required of all candidates. The nature and extent of involvement and leadership in different instruction-related activities will likely vary among faculty--the criterion commonly applied to all is that of demonstrating a continued contribution to the educational program.

Scholarship

Significant scholarly contributions (i.e., the development and dissemination of knowledge) are expected from members of the faculty of the School at every rank. Because the School faculty is intentionally composed of individuals representing a range of academic and professional disciplines, their styles of scholarly activity and publications may vary widely. Further, interdisciplinary and collaborative efforts can be

highly productive in basic or applied social scientific work; and joint research projects and publications are appropriate to the goals of the School.

Faculty engaged in applied research are encouraged to make their findings and conclusions available to non-academic professionals, community groups, and others who might benefit from them. Therefore, in addition to making their work available through traditional scholarly channels, members of the faculty are encouraged to disseminate their work more widely and to include in their promotion dossiers evidence of broad communication of the results of their professional work.

As a general procedure, research and scholarship of faculty will be judged on their quality, quantity, and contribution as attested to by: (1) publications in books, monographs, and refereed articles, (2) the evaluation of external reviewers queried as part of the promotion process, and (3) evaluation of colleagues in the University. Where contributions appear primarily in reports distributed by the School or in other non-refereed publications, the Promotion and Tenure Committee will assume responsibility to obtain appropriate external review.

Service

The University, the professional world, and the community can be enhanced by the application of knowledge, expertise, and interests through service activities. These types of involvements are expected of all faculty members in the School of Public Policy and Administration. For purposes of evaluating service, the Promotion and Tenure Committee will look to three general categories of service activities: 1) school college, and university, 2) professional, and 3) public. Some record is normally expected in each of these categories, but it need not be equally extensive in all. In this way, the differing strengths and inclinations of faculty and the variety of service responsibilities in the programs of the School can be accommodated.

School, College and University service is required of all members of the faculty to ensure the discharge of responsibilities for setting and administering of criteria for admissions of students, granting of degrees, promotion of faculty, protection of academic freedom, recruitment of faculty and academic administrators, peer evaluation of individual faculty members and of academic units, etc. The School recognizes the importance of faculty participation in these activities and expects that faculty at all ranks will serve on School, College, and/or University committees and that the faculty, particularly those with tenure, will accept responsibility for organization and leadership among their colleagues.

Professional service activities benefit scholarly societies and disciplinary professional associations in a manner analogous to School, College, and University service. The School recognizes the importance of faculty contributing to organizations that provide forums (meetings, newsletters, journals, etc.) for presentation and exchange of research results, theoretical and methodological innovations, outcomes of

applied research and social experiments, and analysis and critique of public policies. Service to professional organizations may take the form of roles such as board member, editor, reviewer, and committee member. Accordingly, the School encourages faculty membership and active participation in professional organizations.

The mission of the School includes a responsibility to serve the public by providing support and assistance to individuals, communities, and organizations. These forms of support and assistance include but are not limited to: technical assistance, community organization, education, organizational leadership, publications, and data collection and analysis. Faculty contributions to these and other programmatic efforts are encouraged and may be manifested in such things as public policy forums, specific short-term projects for research, program evaluation, professional consultation, assistance to community organizations, organization of training workshops, or other forms of technical assistance to public, private, nonprofit and community organizations and agencies.

The quality, quantity, and impact of service activities should be determined by review of written material and other evidence directly available to the committee, as well as through evaluations solicited by the committee from the candidate's peers and the recipients of services.

PART II: CRITERIA FOR PROMOTION

CRITERIA FOR APPOINTMENT OR PROMOTION TO ASSISTANT PROFESSOR

At this rank, the individual should have earned a doctorate or an appropriate terminal degree. There should be indications that the individual has the willingness and capacity to achieve and maintain a high level of performance in teaching, scholarship, and public, professional and University service.

CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR

Candidates for promotion to associate professor must be able, at a minimum, to demonstrate a high level of performance in each of the following areas: teaching, scholarship, and service. Specifically, the School will look for one of two general configurations of achievement in evaluating candidates for promotion to associate professor.

1. The candidate may select one of the three areas--teaching, scholarship, or service (as defined by the University Promotion and Tenure policy)--for particularly rigorous evaluation. This area should be reflective of the workload plans in rank. In this case, an outstanding record will be expected in the area selected for special emphasis, and a record of satisfactory

performance will be expected in the other two areas.

2. The candidate may elect to present a balanced record of substantial and sustained achievement in all three areas, with no one area designated as more significant than the others.

In either case, the candidate must also show contributions to the mission of the School. Persuasive indications are required that these contributions to the programs of the School will continue in the future, since promotion to the rank of associate professor carries tenure--a long-term commitment on the part of the School and the University. In recommending promotion to associate professor, the School Promotion and Tenure Committee will present peer evaluations (from University colleagues and other colleagues in the discipline) and other evidence of a continuing capacity for and commitment to high levels of academic performance. Outside peer evaluations solicited by the School Promotion and Tenure Committee will be from individuals with established reputations in the candidate's field(s) and contain a critical analysis and evaluation of the candidate's work and accomplishments and comments on the candidate's potential for future development. Applications for promotion must state the candidate's negotiated workload allocations for each of the years since the initial appointment or previous promotion. The Promotion and Tenure Committee shall consider the workload allocations in evaluating a candidate's performance. In the case of Public Service Faculty, the evaluation shall conform to the University's requirement that "non-tenure track faculty may hold higher academic ranks and to do so must meet the same criteria for academic rank as is required for tenure track faculty."

All candidates will be required to include the 2- and 4-year reviews (i.e., reviews conducted by the corresponding department committee and reviews conducted by the school director) in their dossiers starting in the 2008-09 P&T cycle. Dossiers that do not include these reviews will be considered incomplete.

Teaching

1.0 Instructional Activity.

In general terms, all faculties are expected to contribute to the development of the program curricula. Contributions may focus on curricular areas which relate either to particular degree programs or to specifications within degree programs of the School. Faculty are expected to be able and willing to develop, offer, maintain, and enhance courses of instruction that are consistent with the School's needs in the B.S., M.A., M.P.A., and Ph.D. programs.

In addition to the formal course offerings, it is expected that faculty will interact with students in a range of educational activities which may include but are not limited to: supervision of research, areas of specialization, internships, theses and dissertations; provision of independent studies course work; and advising students regarding their programs, academic and professional goals.

2.0 Instructional Effectiveness.

The Promotion and Tenure Committee will utilize at least the following sources of information in determining the effectiveness of a faculty member in the instructional program:

- 2.1 Syllabi of all formally offered courses should be filed with the School director for each term they are taught. The School Promotion and Tenure Committee or an appointed subcommittee may evaluate these as part of the promotion process.
- 2.2 Student evaluations should be provided for all formally scheduled courses taught by faculty members.
- 2.3 The School Promotion and Tenure Committee should solicit evaluations of non-scheduled instruction activities from students who have worked with the faculty member. In addition, the Committee may solicit assessments from faculty who have been in a position to evaluate the candidate's performance in regard to the above supervisory activities.

Scholarship

1.0 General Responsibility.

Faculty should have demonstrated the capacity to develop and carry out research and other scholarly activities. This requires evidence of significant past accomplishments. While publications are necessary, evidence of scholarly contributions and other indicators of research and scholarship are also considered.

2.0 Publications.

The School Promotion and Tenure Committee will consider works already published or accepted for publication. These may include: books; monographs; articles; chapters in books, symposia or other collections; edited symposia or collections; book reviews in professional journals; and textbooks. Edited collections, proceedings, symposia, and textbooks will be weighed as scholarly contributions to the extent that they show evidence of originality in the selection,

organization, integration, and interpretation of materials. It is understood that the publications may use a variety of outlets because of the interdisciplinary nature of the School. In addition, the Committee may consider work submitted for review but not yet accepted for publication as an indication of scholarly potential.

3.0 Professional Papers and Programs.

These may include papers presented at meetings of professional associations, lectures and colloquia, organization and development of scholarly symposia, and working papers.

4.0 Research Related to Public Service.

A significant amount of School work involves research and technical analysis in activities designed to address specific problems of public and nonprofit organizations or to improve their performance. Unpublished reports and other material of this type which a candidate for promotion wishes to submit as evidence of research activity will be considered and evaluated by the Committee and submitted for external review.

5.0 Research Development.

This may include facilitation and development of a School research program, contributions to research proposals submitted from the School, receipt of grants and contracts for research, management of research projects, and facilitation of the scholarly work of colleagues and students (e.g., technical assistance, review of manuscripts, or supervision of dissertations).

6.0 Awards and Fellowship.

Awards and fellowships that entail outside peer review and evaluation are valuable indicators of recognition within an individual's field of scholarly endeavor.

Service

1.0 General Responsibility.

A demonstrated record of contributions to public, professional and University service is necessary for promotion from assistant to associate professor. The types of activities the School Promotion and Tenure Committee will take into account include, but are not limited to, the following:

1.1 Public Service.

Participation in technical assistance, research, and other forms of aid to government, private, community, and other bodies related to the mission of the School are components of public service. Reports and other written

materials that grow out of such activities may be considered a part of a candidate's service and/or scholarship record.

Public presentation of research results or other materials within a person's area of expertise constitute another form of public service. These may occur through a variety of media--in person, television, radio, film, or print--and a variety of formats--lecture, panel discussion, interview, or audience question-and-answer. Where possible, the text of these presentations should be included in the dossier. Whenever formal evaluations, such as the reviews or audience surveys, are available, they are helpful. Otherwise, the School Promotion and Tenure Committee will rely on peer evaluation.

1.2 Professional Service

Organizational Leadership.

Indicators include serving as an officer, committee chair, committee member, or program arranger for a professional or scholarly organization at the local, regional, national, or international level and peer evaluations of these activities.

Editorial and Other Peer Review.

This type of professional service includes: reviews of manuscripts for journals or other publishers, appointments to editorial boards, service as editor of a journal, review of research or program grant proposals, and site visits for research or program evaluation.

1.3 School and University Service.

School and College Service.

Faculty have the responsibility for serving on standing and *ad hoc* committees of the School. In all cases, it is expected that committee and other administrative assignments undertaken will be appropriately discharged in a timely and responsible manner. The School Promotion and Tenure Committee will rely on peer evaluations, committee reports, special studies, and other available evidence for assessing these contributions.

University Service.

University service includes participation on Senate committees, committees of the AAUP, or advisory groups appointed by the President, Provost,

Dean, or head of another unit outside the School of Public Policy and Administration. Reports undertaken on behalf of the University, participation in University-wide forums or conferences, public lectures under University auspices, and advising student organizations are other examples of University service. The School Promotion and Tenure Committee will seek evidence on the quality of University service.

CRITERIA FOR PROMOTION TO PROFESSOR

Candidates for promotion to full professor are expected to meet all the criteria listed for promotion to associate rank.

In addition, the candidate must be able to demonstrate significant development since the last promotion in each of the three areas of teaching, scholarship, and service. The candidate must have an established reputation in her or his field and must also have made contributions to their profession and to the mission of the University that are excellent.

Teaching.

Candidates for promotion to full professor are expected to have met all of the criteria for teaching as specified for promotion to associate professor (pp. 5&6). In addition, the candidate should have an established and consistent record of high levels of performance through leadership in:

1. Teaching courses
2. Course, curriculum, and/or area of specialization development, and/or assessment of student learning outcomes
3. Effective supervision and advisement of students (including but not limited to academic advisement, supervision of internships, theses, and dissertations, special problems, undergraduate and graduate research)

Scholarship.

Candidates for promotion to professor are expected to have met all of the criteria for scholarship as specified for promotion to associate professor (see pp. 6 and 7).

For promotion to full professor, a faculty member should have demonstrated that he or she is a mature and recognized scholar through substantial and sustained accomplishments beyond those achieved at the previous rank. Earlier scholarly work, however, will be considered by the Committee in documenting the candidate's overall development and productivity.

It is expected that candidates will have achieved recognition for their scholarly

contributions. Evidence of this contribution must be thoroughly and completely documented by:

1. External peer review, (see pp. 13 and 14), and
2. Other materials such as:
 - a. Awards and grants received,
 - b. Citations in a field of enquiry,
 - c. A demonstrated record of accomplishment in the initiation and supervision of research projects and programs, and
 - d. Published evaluations or reviews of the candidate's work.

Service.

Candidates for promotion are expected to have met all of the criteria for service as specified for promotion to associate professor (see pp. 7 and 8).

In addition, the service record should be more extensive in all areas and reflect sustained contributions. Moreover, there should be indicators of leadership in the service area which may include but are not limited to: the initiation, organization, and direction of various public service projects; recognized contributions through committee memberships and appointed or elected positions in the School, College, University, and community; and service or leadership to disciplinary or professional organizations.

PART III: PROCEDURES

1.0 Authority of Committee.

The School Promotion and Tenure Committee shall be responsible for administering peer reviews, including two and four year reviews, and for making recommendations regarding promotion and tenure. The Committee may deal with other matters on an ad hoc basis when delegated the responsibility by the faculty or by the School Director.

2.0 Composition of Committee.

2.1 The Promotion and Tenure Committee of the School of Public Policy and Administration shall consist of five persons, all of whom shall be at least at the rank of Associate Professor. At least two members of the Committee shall be at the rank of Professor. At least three members of the Committee shall hold tenure-track appointments. The remaining members may hold appointments as Public Service Faculty or professional staff with secondary faculty appointments.

2.2 Terms shall normally be for two years, on a staggered basis. Elections shall take place at the end of the spring term, no later than February 28, with new Committee members taking office as of March 1.

2.3 Elections to the Committee shall be by secret ballot of voting members of the faculty, whose primary appointment are in the School, at a regular School faculty meeting. A valid election shall require that two-thirds of the faculty members are present. The procedures for nominations and any other rules for the election shall be determined by the faculty.

2.4 Faculty members who are being considered for promotion or tenure shall be excused from serving on the Committee during that year.

2.5 Faculty members who are undergoing peer review or whose application for sabbatical leave will be reviewed shall not be excused from service, but these persons will not participate in deliberations or voting on their own cases.

2.6 The elected members of the Committee shall elect one of their members to serve as chair.

3.0 Dossier.

The form of the dossier shall follow the University guidelines as set forth in the *Faculty Handbook*, Section III, K., 9.

4.0 Time Schedules.

It is the responsibility of each faculty member who desires to be considered for promotion or tenure in a given academic year to initiate the process. The candidate must notify the Director of the School by March 15 of any given year. It is recommended that individuals wishing to be considered consult with the chairperson of the School Promotion and Tenure Committee for advice concerning the preparation of dossiers. The dossiers of faculty who wish to be considered for promotion and/or tenure must be completed and presented to the chairperson of the School Promotion and Tenure Committee by September 1 of any given year. The Director shall communicate this requirement to the faculty by December 1st of each year.

4.1 University policy specifies deadlines for submission of dossiers and for reporting Committee recommendations. In order to provide an orderly process for appeals, the following additional guidelines have been established:

March 15 - Candidate notifies the Director of the School in writing of his or her intention to apply for promotion/tenure. The request is forwarded to the Chairperson of the School Promotion and Tenure Committee who, with the Committee and input from the candidate, will begin the process of soliciting peer reviews.

April 15 - Candidate submits a curriculum vitae and a list of published and other material deemed appropriate for review--as well as the names and addresses of persons who may be potential reviewers--to the Chair of the School Promotion and Tenure Committee. The Committee begins the process of selecting external reviewers, the material to be reviewed, and securing the participation of the desired reviewers.

September 1 - Candidate submits completed dossier to the Chair of the School Promotion and Tenure Committee.

October 1 - The dossier and the recommendation of the School Promotion and Tenure Committee are forwarded to the Director of the School, and a copy of the Committee's recommendation is sent to the candidate.

October 15 - The School Director forwards the dossier and her or his recommendation to the College Promotion and Tenure Committee. Copies of the recommendations are sent to the candidate and the School Promotion and Tenure Committee.

December 1 - The College Promotion and Tenure Committee forwards the dossier and its recommendations to the Dean. Copies of the recommendations are sent to the candidate, the School Promotion and

Tenure Committee, and the School Director.

January 2 - The Dean forwards the dossier and a recommendation to the University Promotion and Tenure Committee. Copies of the recommendation are sent to the candidate, the School and College Promotion and Tenure committees, and the School Director.

February 15 - The University Promotion and Tenure Committee forwards the dossier and its recommendation to the Provost. Copies of the Committee's recommendation are sent to the candidate, the School and the College Promotion and Tenure committees, the School Director, and the Dean.

February 25 - The Provost forwards the dossier and her or his recommendation to the President for approval by the Board of Trustees. A copy of the recommendation is sent to the candidate. Should the Provost fail to support an application for promotion/tenure, the reasons for the decision will be given to the candidate; the School, College, and University committees; the School Director; and the Dean.

Appeals may be made by the candidate at every level (*Faculty Handbook*, Section III, K., 8)

5.0 Solicited Evaluations within the School.

5.1 The chairperson of the School Promotion and Tenure Committee shall solicit evaluations of the candidate's performance from all School faculties at or above the rank being sought and will notify the entire School of the candidacy in order that anyone wishing to make comments may so inform the chairperson.

5.2 The chairperson of the School Promotion and Tenure Committee shall solicit the written recommendation of the director of the academic program for which the candidate has primary responsibility.

6.0 Solicited External Peer Reviews.

6.1 A minimum of five (5) external reviews of a candidate's record shall be obtained. The qualifications of the reviewers should be made clear. Reviewers should submit a copy of their current curriculum vitae and describe their relationship with the candidate under review. The candidate will submit to the School Promotion and Tenure Committee Chair a list of potential external reviewers who are experts in the candidate's area(s) of scholarship along with comments on the candidate's personal and professional connections with each potential reviewer. After reviewing the candidate's submitted list, the School Promotion and Tenure Committee will develop and deliver to the candidate a list of additional potential external reviewers. The candidate shall review the additional names and send the Committee

comments on his/her personal and professional connections with each potential reviewer (if there are any such connections). The candidate may request the removal of a potential reviewer if there is just cause. In such cases, the candidate bears the burden of demonstrating adequate cause. Although the candidate must be informed of all potential reviewers, the final selection is made by the Committee. Each selected reviewer shall be sent the following materials: 1) a letter requesting the review of the candidate's record of scholarship, 2) a copy of the School's Promotion and Tenure Guidelines, and 3) materials such as the candidate's vitae and publications to facilitate the reviewer's assessment.

6.2 In the event of appeal at the School Promotion and Tenure Committee's or the School Director's level, due process requires that the candidate be made aware of the specific basis of the decision. Consequently, the Chairperson of the College Promotion and Tenure Committee shall summarize the contents of confidential evaluations without reference to author and make them available to the candidate with names and any other identifying information redacted.

6.3 Each peer review should be accompanied by the letter requesting the evaluation and a curriculum vitae or biographical statement describing the reviewer's credentials and relationship to the candidate. Insofar as reasonable, only reviewers without close, personal ties to the candidate should be selected.

6.4 If a candidate co-authors a publication, the Committee should determine what the individual contributions of each author were to the finished work. To determine the contribution made by each author, the candidate should submit a statement from each co-author stipulating the division of effort for the publication.

7.0 Decision Processes.

7.1 A decision to recommend a candidate for promotion and tenure shall require a simple majority of all persons eligible to vote in a particular case.

7.2 Voting may be by closed ballot; however, School Promotion and Tenure Committee members shall have the right to reveal the nature of their votes.

8.0 Reporting Requirements.

8.1 In accordance with University policy, the School Promotion and Tenure Committee's statement of recommendations and decisions--which should indicate the numerical vote, describe the Committee's composition, and explain the reasons for the decision--must be transmitted in writing to the

candidate and to other individuals and committees reviewing the dossier. When they arise, signed minority opinions may be forwarded as appendices to the Committee's recommendations.

8.2 In accordance with past School practice, the way in which the School criteria are applied to each case will be specified in the statement evaluating the candidate. This statement will summarize the evidence that was accepted as meeting the criteria and, if the candidate has not met the criteria, will inform the candidate as to what must be in the future to meet the criteria.

9.0 Effective Dates.

The document entitled "Criteria and Procedures for Promotion and Tenure" approved by the faculty on 11/21/80 and revised on 9/25/81, 6/18/91, 12/11/91, 11/21/01, and 11/19/08 shall constitute the full statement of criteria for promotion and tenure for all candidates submitting dossiers subsequent to approval by the University Committee on Promotion and Tenure and the Provost. Revised May 7, 2009.