

School of Public Affairs Tenure and Promotion Guidelines

The School of Public Affairs provides quality education, research and public service to prepare leaders in public administration, urban and regional planning, nonprofit management, and community development. We engage in public policy, scholarship and outreach activities in an urban region to meet community, national, and global needs. Our vision is to become a premiere community-centered hub for public affairs education and research.

This School is not currently a multi-campus unit. If school faculty are hired at branch campuses we will modify our governance and T&P documents to ensure that those faculty are included in matters of faculty governance and Tenure & Promotion to ensure they have voice in departmental issues. We recognize the principles of equity of assignment, resources and opportunities of faculty across a multi-campus university.

In addition to these procedures and criteria, candidates should familiarize themselves with the University T & P Guidelines, the College of Arts and Sciences T & P Procedures, and the USF-UFF Collective Bargaining Agreement.

School Tenure and Promotion Procedures

Within SPA, the review of candidates for tenure and promotion will occur at the following levels: School Tenure & Promotion Committee; tenured faculty of appropriate rank as defined below; and School Director (or alternative appointed by the Dean if necessary).

The process for the composition of the Tenure and Promotion Committee (T&P) is detailed in the Governance Document of the School. The T & P Committee Members must be available to review materials in early August of the following academic year. Committee members may act as resources to the candidate throughout the spring term as he/she develops the application. While the exact dates may vary, reviews must be completed by the T & P Committee in early September.

As detailed in the Governance Document, the T & P Committee will elect a chair. The chair is responsible for scheduling meetings and ensuring that the evaluation is completed in a timely fashion. The committee shall prepare the narrative evaluation of the candidate. The chair will present the evaluation to the eligible voting faculty either at a regularly scheduled faculty meeting or at a special meeting.

For promotion to Professor, only individuals with an eligible faculty appointment in accordance with the Governance Document and holding the rank of Professor or Distinguished Professor may vote; for tenure and promotion to Associate, all tenured members of the School holding an eligible faculty appointment in accordance with the Governance Document, are eligible to vote. The vote will be conducted by secret ballot and counted in front of all attending the meeting. Sealed, written proxy votes are allowed to be submitted to the T&P Committee chair. The results of the voting will be recorded in the applicant's file by the T&P committee Chair.

The Director of the School will write a separate review of the applicant and not participate in vote of the faculty, as his/her candidate's review will indicate his/her support, or lack thereof, for Tenure and/or Promotion of the candidate under consideration.

The candidate may review the narrative evaluations of the faculty and the School Director when their work is complete and before the packet moves forward to the Dean's office. The candidate may respond in writing to any concerns that he/she may have regarding the evaluation. This document will become part of the application packet.

Mid-Tenure Review

The tenure and promotion committee and the School Director must conduct a mid-tenure review during the midpoint of the probationary period of each-tenure earning faculty, who submit appropriate documentation, in order to assess critically overall performance and contributions in light of mid-point

expectations, and to provide feedback on faculty's progress toward tenure. This will be instructional to faculty who may need to improve in selected areas of performance. If a faculty is credited with tenure-earning service at the time of initial appointment, the review will be conducted at the approximate mid-point of the probationary period. The mid-tenure review shall address the performance of annual assignments including teaching, research and service during the preceding tenure-earning years of employment, and will refer to written School tenure and promotion criteria.

Required and Recommended Materials

The materials required for review include: Tenure application with Annual evaluations in FAIR, Course evaluations in FAIR, and mid-tenure evaluations. The candidate is strongly encouraged to carefully follow the directions in the packet with respect to what to include and what not to include as well as formatting. Candidates are encouraged to ask questions of the School Director or other senior member if they have questions. The candidate is required to provide narratives on teaching, research, and service. As a general rule, these narratives should be concise summations of 3 - 5 pages directed at an educated audience that may not be familiar with the candidates' discipline. The burden of proof rests with the candidate to provide convincing evidence of quality in each portion of the tenure and promotion portfolio.

Teaching Expectations for Tenure and Promotion in the School of Public Affairs

Candidates for tenure and promotion are expected:

1. to abide by all University guidelines with respect to the preparation of course syllabi;
2. to provide students with a high quality, engaged experience;
3. to achieve overall student evaluation ratings that meet or exceed department and/or college averages for similar courses;
4. to advise and mentor graduate students in applied research projects, which may include projects undertaken as part of a class assignment; capstone (or in some cases thesis) projects; or independent research involving students and faculty.

It is recognized that faculty will participate in a wide variety of class settings, from hands-on studio projects with a few graduate students to large on-line undergraduate courses. Student evaluations of instruction do factor into the overall assessment of teaching effectiveness, especially if consistent patterns are found in the comments from students from semester to semester. There are a variety of resources available across the University to enhance teaching effectiveness; those seeking to achieve excellence should avail themselves of these opportunities.

To achieve excellence in teaching faculty members should have overall ratings that meet or exceed department and/or college averages for similar courses. Scores that are consistently below average are a point of concern (not just an isolated class) and should be addressed in the narrative provided by faculty members.

Faculty members may request a peer evaluation of their teaching. This may be conducted by the School Director, Assistant Director, Graduate Director, or other senior faculty member within the unit (including) associate professors, professors. Faculty members can also take advantage of the resources provided by the Academy of Teaching and Learning Excellence (ATLE) in order to improve their teaching.

As the School hosts professional, terminal degree programs, opportunities to serve on graduate theses and/or dissertation committees are limited. However, faculty members are encouraged to serve as supervisors of graduate students' independent research, and to direct undergraduate research projects.

Research Expectations for Tenure and Promotion in the School of Public Affairs

Faculty members in the School of Public Affairs (SPA) are a highly diverse group of scholars holding degrees from a variety of disciplines. This diversity translates into the creation of research products

including but not limited to books, traditional journal articles, technical reports, community engaged scholarship, presentations to community, professional, and academic audiences, as well as submissions for local, state, and federal government and foundation grants and contracts.

While the standards are defined in greater detail below, candidates for tenure and promotion are expected to:

1. Engage in high-impact scholarly work;
2. Publish in peer-reviewed scholarly venues;
3. Publish in publication outlets that are consistent with their core research areas.
4. Maintain a steady and sustained level of productivity throughout tenure-earning years;
5. While collaborations are encouraged, it is expected that a majority of publications over the tenure-earning years would result from principal authorship, defined as being either first or sole author.
6. Seek external funding for their research.

For promotion to Full Professor, an established national or international reputation is expected, as well as the indication of sustained high quality work. Candidates for promotion to full professor must also provide evidence of successful funding from external sources. A record of excellence in research is required for promotion to Full Professor as evaluated by the unit.

We acknowledge USF's goal of attaining "pre-eminent" status as an institution, and expect faculty to engage in high-impact scholarly work. USF generally recognizes scholarly peer review as the best means to judge the quality and impact of scholarship and outlines in its tenure and promotion document the various kinds of peer review that are deemed appropriate; USF also recognizes, however, that the impact of community-engaged scholarship may take other forms. High impact work takes place within scholarly journals and academic presses, but it may also be produced in more accessible forums, including online academic journals, policy reports, community action projects and grant applications. Scholarship may take the form of multiple genres and may overlap with activism and pedagogy. "High-impact" should be documented by the candidate in the tenure or promotion document.

Candidates should also take seriously the value USF places on a sustained record of scholarship; one large project or a flurry of several projects at or near the end of a probationary period does not show that sustained record.

Quality is paramount to achieve excellence in Research for tenure and promotion. Candidates who meet the quantitative criteria (as defined below) but with lesser quality may not be advanced. Candidates with truly superlative quality might be advanced with lesser quantity. It should be recognized that quantitative measures of quality, such as acceptance ratios and citation counts, are imperfect measures in the social sciences. Faculty in a candidate's area of scholarship as represented in readers' reports, external reviewer letters, and tenure and promotion committees are in the best position to judge quality and to invoke established markers that facilitate evaluation of quality.

In general, the majority of a candidate's publications should consist of peer-reviewed journal articles. The quantity of articles produced will vary according to the length and depth of the articles; patterns of co-authorship, lead authorship, and solo authorship; quality of the journals or edited collections; impact of the research; and whether or not the candidate has also produced one or more high quality monographs. For example, the number of articles/chapters expected of the candidate decreases substantially if they have also published a well-reviewed, refereed, scholarly monograph during the tenure earning years. Overall, the body of work should represent a coherent and well-rounded program of independent research, indicated by publications on which the candidate is the sole author or first author. Work published prior to the tenure-earning years can be considered evidence of such a program but does not substitute for the record indicated above. It should be recognized that quantitative measures of quality, such as acceptance ratios, citation counts, and publication counts are imperfect in the social sciences.

Because co-authored and co-edited publications are increasingly common, candidates should receive full or partial credit for such collaborative work depending on the extent of their participation. A co-authored

article or book in which the candidate played a leading role, or which could not have come about without the candidate's sustained and committed participation, may receive full credit.

With the understanding that quality takes precedence over quantity, it would not be unusual for the successful candidate for tenure and promotion to associate professor to present approximately 10-12 publications, as well as a record of consistent research grant applications.

Details of publications and other scholarly products are listed below.

- 1) Peer Review Articles, Books, and Book Chapters – Refereed works are required, especially refereed journal articles and book chapters in peer-reviewed anthologies. The refereed venue is one important indicator of the vetting of the quality of the research;
 - a) For journal articles, top-tier journals are preferable, but a well-rounded record can include a variety of echelons of publications.
 - b) This record of work may also include published works that are non-refereed but have been solicited, especially when these solicitations are indications of the prominence of the candidate's reputation in the field.
 - c) Monographs - A candidate who publishes a high quality refereed scholarly monograph (not a textbook) is also generally expected to publish approximately 5 high quality refereed journal articles, book chapters, and other publications as described in this document.
 - d) Edited books – A candidate who publishes a high quality edited collection is generally expected to publish approximately 6-7 high quality refereed journal articles, book chapters, and other publications. Assembling and editing a book is an important scholarly contribution in its own right. In addition, the candidate may also have contributed an introduction and one or more original chapters. Any such chapters should be considered in determining how much weight to place on the book. Chapters in books edited by the candidate should not be counted separately as a peer-reviewed work.
 - e) Contributions to edited volumes are also valued especially if published by a top-tier press or done in collaboration with leading scholars
 - f) Publication of a work in two places with no or little revision is not acceptable, except in a special case where a journal article is published and later included in a book or collection. When the research record is sparse, however, careful scrutiny will be given to this practice.
- 2) Community-Engaged Scholarship – Because the School of Public Affairs is oriented toward professional practice and community engagement, research-based scholarship shared with or conducted in partnership with the larger non-academic community may be a significant component of the candidate's research record. Examples of such scholarship are: community needs assessments; research reports or papers for institutes, government agencies, or community groups; evaluations of impact of public policies on local communities; documentation and analysis of innovative public affairs programs for dissemination to other communities. Community-engaged scholarship in and of itself does not substitute for a successful record of peer-reviewed research; therefore, the candidate who produces high quality and impactful community engaged scholarship is still expected to publish 7-8 high quality refereed journal articles, book chapters, and other publications as defined in this document. It is incumbent upon the candidate to demonstrate the impact of their community engaged scholarship through factors including but not limited to visibility, circulation, impact on policies and procedures, citations, and research quality.
- 3) Funded Research -- Receiving funding for one's research from external agencies with rigorous peer review of proposals counts as an indicator of research quality. Furthermore, funding available for research in the School of Public Affairs is likely to come from diverse sources. This may include federal funding, but is most likely to come in the form of local, state, private, or foundation funding. In cases in which external funding is helpful to meet a faculty member's scholarly goals, efforts to secure such funding is expected. Success in securing funding for research or teaching efforts will be considered favorably in the assessment of a faculty member's effort to earn tenure as well as promotion to Full Professor. For those seeking tenure and promotion to associate professor, the School expects that candidates have a consistent record of applying for funding even if it is for internal grants. To achieve excellence in research, candidates should submit at least one application

for funding as the PI or Co-PI or provide evidence of substantial contribution to the grant application. For those seeking promotion to Full Professor, candidates must successfully receive funding as either a PI or Co-PI.

- 4) Value Added Activities –Additional contributions that add value to a candidate's packet are:
 - a) Articles and book chapters in non-academic/popular press outlets, encyclopedia articles, articles published in conference proceedings, op-ed pieces in newspapers or other media outlets; and substantial critical book reviews published in major journals.
 - b) Book reviews.
 - c) Conference presentations and invited presentations.
 - d) Publishing with students.
 - e) Publications or Scholarly Activities Not Otherwise Mentioned – It is the responsibility of the department's T&P Committee to assess the value and weight of other forms of publications and scholarly activity not explicitly mentioned in this document when petitioned to do so by a candidate.

Work in press counts, assuming that the candidate has a letter of final acceptance stating that all required revisions have been satisfactorily completed and the work slated for production; Work "in press," however, does not substitute for a timely and continuous publication and productivity across the tenure-earning years. The candidate's record should represent a pattern indicative of a career of continual accomplishment and productivity with potential for high impact on the field or society.

In addition to the necessary record of publication indicated above productivity should be demonstrated on a continuing basis by such activities as presentations at and participation in the organization of conferences, workshops, and colloquia at various levels nationally and internationally; invited scholarly presentation; readings and the receipt of competitive national or international fellowships or grants, residencies, awards, prizes, and other honors.

Service Expectations for Tenure and Promotion in the School of Public Affairs

Service to the School, College, University, and Community are integral components of our identity. At various times faculty members will be asked to serve on a variety of committees, councils and boards both internal and external to the University. Candidates for tenure and promotion are expected to serve on one or two departmental committees, and one college committee, during tenure-earning years.

For those seeking promotion to Full Professor, the expectations for involvement in leadership positions increase. Faculty members are expected to volunteer for college and university wide committees and councils, as well as chair internal School committees. Participation in external advisory boards and editorial review boards is encouraged.

This document may be amended by a two-thirds majority vote of the voting members of the Faculty at any regular meeting of the department provided the specific amendment shall have been distributed with the agenda of the meeting at least three days prior to the meeting. Written proxies will be accepted. After amendment, it must be approved by the Offices of the Dean and Provost.

Appendix

Criteria for Evaluation of Applicants for Tenure and Promotion

The following criteria are to be used as a guide in evaluation of candidates for promotion and tenure. The items cited are examples only. It is expected that the School of Public Affairs will weigh the relative weight of these items.

TEACHING

Teaching is a fundamental function of the faculty of the School of Public Affairs. All ranked faculty are expected to have a teaching assignment. Effective teaching requires a thorough knowledge of the subject, the ability to present the material and the ability to work with, motivate and serve as a positive role model for students.

Teaching occurs in a variety of settings and a variety of ways. While teaching does occur in the traditional classroom, it also occurs in a number of other less traditional venues such as online settings. Graduate teaching also occurs in the context of research projects, and in practice settings/service learning/community engagement. Teaching also occurs when faculty supervise other forms of student directed research, and field training activities.

It is the responsibility of each candidate to develop and maintain a record of teaching activities/accomplishments. Faculty are encouraged to take advantage of workshops and written materials on developing their teaching activities/accomplishments. This should be updated annually, and should be presented at the time of promotion and tenure.

The tenure and promotion committee should evaluate the evidence provided by the candidate for an excellent record of high quality teaching. Examples of evidence of high quality teaching may be demonstrated by including the following types of materials and information.

Statement of a philosophy of teaching;

- Course syllabi documenting the courses taught in the preceding years;
- Detailed description of community engaged course projects completed by students, and project recommendations for practitioners;
- Evidence of innovative approaches to teaching;
- Evidence of successfully mentoring graduate students through independent research;
- Documentation of the scope of teaching activities such as size and level of teaching load, and any exceptional responsibilities undertaken, e.g. teaching more than the "usual" or standard load for the department;
- Evaluation by students of courses taught including a summary statement indicating how these evaluations generally compare to others in the department;
- Documentation of creative methods of teaching such as the use of service learning;
- Evidence of curriculum development;
- Evidence of impact of all forms of teaching (e.g. classroom and online teaching, supervising students in research and community engagement/service learning/applied research), such as practitioner adoption of students' recommendations from class projects;
- Awards received in recognition of outstanding teaching;
- Publication and invited review of textbooks for publishers;
- Grants to support instructional activities (where these can be construed as an individual faculty member's accomplishments);
- Evidence of capacity to build and sustain relationships for teaching;
- Engagement in collaborative interdisciplinary teaching;
- Mentoring and advising of junior faculty and students;
- Participation in programs (certificate programs, workshops) directed to enhancing skills of practitioners;
- Evidence of leadership in design, delivery and evaluation of teaching programs.

RESEARCH AND SCHOLARSHIP ACTIVITIES

The tenure and promotion committee should evaluate the documented evidence provided by the candidate, as well as independent judgement of recognized experts for a record of excellence in research. The following provide examples of some of the components of a record of excellence in research:

- Documentation of importance of research areas relative to the faculty's discipline or public affairs;
- Publications in quality journals with significant impact (e.g. citation index);
- Number of citations of the candidate's research publications;
- Potential of success in future research and study as evidenced by the candidate's research record;
- Documented plan for continuing research;
- Documented efforts of seeking and securing external funding and/or competitive awards;
- Documentation of applied research and community engagement, and evidence of its impact;
- Service on advisory committees based on research accomplishment;
- Evidence of research contributions of the faculty member to the field, such as a national award or appointment to leadership positions of national or international organizations, in recognition of the faculty's research work;
- Impact of research on practice, as evidenced by practitioners' application of research findings and recommendations to solve real world problems.

The application of research and scholarship guidelines for applied research and community engagement to the disciplines in the School of Public Affairs is important and complex. For this reason the following guidelines have been developed in assisting faculty and reviewers to determine when practice activities may appropriately be discussed under the category of Research and Scholarship.

- Adoption of the faculty member's models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems;
- Evaluative statements from clients and peers regarding the quality and significance of documents produced by the faculty member;
- Contribution of applied research activity will contribute to the improvement of community/agencies;
- The ability to incorporate new developments in the discipline and apply knowledge to current problems;
- Documentation that the practice contributions have had important effects on policy, and/or on a community, agency, or program;
- The likelihood that the practice activities will involve or result in the creation or development of new service delivery systems or similar systems for the improvement of a community/agency;
- The likelihood that new knowledge, methods, or policies will derive from the candidate's scholarship/practice that have diffused to other communities/agencies;
- Evidence that new practice ideas, policies, programs, methods, etc. have been disseminated through publications;
- Receipt of honors or awards in recognition of outstanding contributions to the community/disciplines;
- Grants and contracts received to fund activities;
- Identification of new areas or application of new methods or approaches in practices that assist community agencies;
- Substantive contributions to public policy or influence on professional practice.
- Presentation at disciplinary or interdisciplinary meetings that advance the scholarship of community outreach.

SERVICE

Service to the scholarly community occurs in various arenas: the School of Public Affairs, College of Arts and Sciences, the University, institutions specific to a discipline, and to governments and organizations at the local, state, national and international levels. The tenure and promotion committee must evaluate the documented evidence provided by a candidate for a proven record of service. The following are examples of some of the components of a proven record of service:

- Participate as a member on the University, College or School committees;
- Contribute to faculty governance (e.g. conducting special studies for the School, College or University);
- Use of disciplinary or interdisciplinary expertise to help groups or organizations in conceptualizing and solving problems;
- Participate on boards and commissions outside the university;
- Honors, awards, and other forms of special recognition received for community outreach;
- Membership in, or leadership of, a professional organization;
- Serving as an editor or on the editorial board of a professional journal;
- Reviewing manuscripts for professional journals;
- Participation or consultation to an accreditation or other educational review board (NASPAA, Planning);
- Membership on boards and committees in the community at large in a professional capacity (e.g. serving as a member of a county health department board);
- Membership on national or international committees, boards, etc.;
- Engagement in collaborative practice projects;
- Contributions to School and College service/engagement missions.

Consolidation language added per Provost/Dean on 21 May 2020.

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