

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 the T & P Committee meeting.

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-

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

article or book in which the candidate played a leading role, or which could not have come about without n, 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, a

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 A

- 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.
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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 an

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

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