Public Administration

School of Public Affairs
University of Colorado Colorado Springs

Reappointment, Promotion and Tenure
Review Criteria

July 1, 2021

Introduction

The award of tenure and/or promotion in rank are among the most important and far-reaching decisions made by the School and campus because an excellent faculty is an essential component of any outstanding institution of higher learning. Promotion and tenure decisions also have a profound effect on the lives and careers of faculty. Recommendations concerning promotion and tenure must be made carefully, based upon a thorough examination of the candidate's record and the impartial application of these criteria and procedures.

Standards and processes for reappointment, promotion and tenure of faculty are governed by Article V of the Laws of the Regents. These are further delineated in a series of CU Administrative Policy Statements. Campus guidance is supplied in UCCS Policy # 200-001. These documents require the establishment of criteria for each academic unit that are to be used throughout the review process.

These criteria are to be considered guidelines for the general review of candidates toward reappointment, promotion and tenure in the Public Administration Program in the School of Public Affairs at the University of Colorado Colorado Springs. The criteria are based on appropriate and current standards of professional performance within Public Administration. Each candidate's case will be reviewed and judged on its individual merits and circumstances. The School of Public Affairs is committed to strong research/creative work, quality teaching, and effective leadership, service and outreach to the university, the profession, and the community, and scholarly professional practice (where applicable).

The evaluation process assumes: possession of a doctoral degree in Public Administration, Public Policy, Public Affairs, or other related social science disciplines as recognized by the NASPAA standards for professional Master's degree programs in Public Affairs, Policy and Administration; conduct which reflects the professional and academic standards for generating, validating, disputing, and transmitting knowledge; and an appreciation of and respect for the rights, duties, and privileges associated with academic freedom and professional responsibilities.

When these criteria are applied to faculty who were granted time toward tenure, the work performed during the years granted toward tenure shall be considered equivalent to work performed at UCCS. Otherwise, while a faculty member's career record will be considered in personnel actions described here, the main emphasis of evaluation will be on work performed at UCCS and, in particular, progress since the last review.

General Considerations

The Master's of Public Administration program will evaluate each candidate for reappointment, tenure and promotion based on his/her record of performance and achievements in the areas of scholarship and research, teaching, leadership, service and outreach to the university and profession, and community.

The particular weight to be accorded to each component of a faculty member's activities depends upon the responsibilities of the faculty member. The School of Public Affairs has traditionally recognized the 40-40-20 formula for weighting research and scholarship, teaching, and leadership, service and outreach.

Recommendations for reappointment, promotion and tenure will be based on the procedures and criteria in Administrative Policy Statement 1022 of the University of Colorado, Policy 200-001 of the University of Colorado Colorado Springs together with these primary unit criteria. The general factors to be considered in the evaluation are as follows.

The School of Public Affairs encourages collaborative research. Some collaborative research and publications are required to demonstrate the capacity to work with colleagues nationally and/or internationally. Co-authored papers will be considered as equivalent to sole-authored papers if the only other author(s) (including a first author) is/are student collaborators. Additionally, work with other collaborators (at UCCS or at other institutions) will be considered equivalent to sole-authored papers if the candidate provides clear evidence of a significant contribution by the candidate to the paper (i.e., dissertation research with dissertation committee members as co-authors); otherwise, the collaborative work will still be counted as part of the candidate's overall record but will be weighted less heavily. All candidates for promotion should demonstrate that they have an independent research agenda as described in their research statement and reflected in their publication and grant record. Some individual research and publications are required to demonstrate the capacity to work independently including sole-authored research publications and/or grants. Sole-authored research, grants, and/or publications will also be given additional weight in the evaluation process.

Scholarship and Research

The School of Public Affairs recognizes that scholarship can take many forms. Scholarly activity involves the formulation and dissemination of new knowledge, scholarly work integrating existing knowledge, and applied research. The successful candidate will provide sufficient documentation of achievements to demonstrate their promise in becoming a scholar with a national and/or international reputation for his/her contributions.

For research scholarship, the factors are productivity, quality, impact, and consistency in scholarly and research activity. A partial listing of items that demonstrate scholarly accomplishments is provided in Appendix C

Productivity: Evidence of productivity is fundamentally quantitative: that is, how many written products have been generated.

- ☐ Number of peer-reviewed written products
- ☐ Number of sole authored written products

- Number of professionally reviewed written and oral products
- Number of written products with students
- Number of grant proposals funded and/or submitted

Quality: Review of scholarly work by peers and the public provides evidence of quality. This includes noteworthy intellectual achievements and conceptual/methodological rigor. Review may occur in many ways, and it is the responsibility of the faculty member to show that her/his work has undergone appropriate review.

- Publication in journals or by presses that employ a process of blind peer review
- Publication in journals to which many manuscripts are submitted and for which few are chosen (thus indicating the esteem in which they are held by professionals in a particular field)
- Publication in books for which chapters are peer-reviewed or reviewed by respected editors (but where the author's name is known to the reviewers)
- Scoring and funding of grant proposals (indicating that the granting authority is giving a favorable review)
- Book reviews of one's work or discussion of one's work in textbooks
- Reprinting of one's work in anthologies
- Honors and awards
- Positive judgments by academic and professional peers such as external reviewers solicited during review for tenure and/or promotion.

Impact: Evidence of impact is shown through the effect the work has on research and/or practice in the relevant field.

- "Major publications" encompass those published by peer-reviewed journals, university presses, and commercial book publishers that require critical scholarly peer review for publication. "Minor publications" are those published by book publishers or journals that do not require critical peer review for publication.
- Articles about the faculty member's work in professional or practitioner-oriented publications, journals, magazines, or other forms of media
- Reviews of the faculty member's work by other scholars in the field
- Evidence that policy or administrative practice makes use of theory or findings generated by a faculty member's research.
- Citations in publications such as the Social Science Citation Index

Consistency: Consistency is established by considering the continuous and sustained level of productivity of research and scholarship over time.

Public administration faculty are encouraged to publish their work in recognized, peer-reviewed academic journals. In Appendix B and C are lists of major and specialty journals within the public administration. While the list of journals in Appendices B and C are not exhaustive lists, and faculty are not limited to publishing in those journals, the lists are representative of the types of publication outlets that are expected. These appendices recognize that as the SPA disciplines changes other journals may be added to these lists. Faculty may also publish in other academic journals, and in particular within related social and behavioral science publications. The assessment of these publications will be based on the journal's peer review process, acceptance rate, and the impact factor

of those journals. In all cases, it is for the faculty member to clearly articulate the impact of their academic work.

Scholarship within Public Administration: Public administration is a field of professional practice, teaching, research and theory. It is based on diverse academic disciplines such as political science, organization theory and behavior, law, international relations, sociology, economics, and information systems. It includes diverse policy-making and implementation in such fields as national defense, homeland security and community resilience; human resource management; budgeting and financial management; performance management; environmental protection; criminal justice; public health and social welfare; and program planning, management and evaluation; and community development. It is based on fundamental goals of professional public administration and public service, and marked by conflict and compromise among four underlying values that influence public policy implementation: political responsiveness, managerial efficiency, social equity and employee rights. It is both contextual and comparative, comprising diverse perspectives that include but are not limited to: local, state, regional and national governments in the US and throughout the world; and non-profit and community-based organizations at a local, regional, national and international level.

Because of its multidisciplinary nature, broad range of professional practice, and comparative / contextual focus, research and publication in a broad range of academic journals is relevant in evaluating an applicant's record of scholarship. With respect to quality, preference is given to peer-reviewed US and international scholarly journals, based on the journal's ISI ranking and the individual's citation-based impact ranking scores. A partial listing of public administration scholarship outlets is provided in Appendix B.

Professional Practice as Scholarship within Public Administration: In unusual circumstances, a candidate may include legal, clinical, advocacy, counseling and/or student service / administrative activities as part of their research / scholarship workload. This will be considered on a case-by-case basis and will only be considered when it serves the needs of the UCCS campus, CU system, or the School of Public Affairs. Similar to other research/scholarship activities, faculty will need to demonstrate meritorious and/or excellent performance in this area for promotion and reappointment decisions (depending on their performance within the teaching category).

These assignments and activities may include but are not restricted to the following: Counseling, Academic Administration, International Assignments, Information Services, Diagnostic and Analytical Facilitation, and Student Services. Generally, these assignments:

- ☐ Involve discipline specific work for which the faculty member was hired
- ☐ Requires expertise and training at the faculty level
- ☐ Are done at the behest of others
- ☐ Will vary, depending on the specific assignment, in the degree to which they produce scholarly or creative outcomes directly attributable to the faculty member.

The specific expectations (e.g. for scholarship) of these assignments must be described in the individualized research position description.

A faculty endeavor may be regarded as professional practice for purposes of tenure and promotion within the research category if all the following conditions are met: (1) there is a substantive link with significant human needs and societal problems, issues, or concerns; (2) there is a direct application of

knowledge to significant human needs and societal problems, issues, or concerns; (3) there is utilization of the faculty member's academic, research, and/or professional expertise; (4) the ultimate purpose is for the public or common good; (5) new knowledge is generated for the discipline and/or the audience or clientele; and (6) there is a clear link/relationship between the program/activities and an appropriate academic unit's mission.

Where faculty assignments entail serving students or clients, evaluation will focus on the quality of the specific services provided, determined by the purposes of the service and the faculty member's success in achieving them. Documentation should include the number of students or clients served and the services provided. Evaluation will consider innovation and creativity, and evidence of effectiveness; and may be based on systematic surveys of, and assessments by, those who received the services, when signed by the evaluators.

Teaching

Teaching involves the dissemination of knowledge and includes activities such as curriculum development, classroom instruction and student mentoring. High quality teaching is serious intellectual work grounded in a deep knowledge and understanding of the field and includes the ability to convey that understanding in clear and engaging ways. For teaching, the factor is effectiveness. Effectiveness is established through demonstration of (a) contributions to the curriculum, (b) professional manner of student classroom instruction, and (c) support for educational/research programs within the School through activities such as (c-1) mentoring and advising of undergraduate and graduate students and (c-2) participation in capstone, thesis and/or dissertation committees. A partial listing of items that demonstrate effective teaching is provided in Appendix D.

Leadership, Service and Outreach

Leadership, service and outreach is an important responsibility of all faculty members that contributes to the University's performance of its larger mission. Although the nature of leadership, service and outreach activities will depend on a candidate's particular interests and abilities, leadership, service and outreach contributions are an essential part of being a good citizen of the University. The School accepts and values scholarly service to the discipline or profession, service within the School of Public Affairs and the University, and public service at the local, state, national, or international level. Service and outreach involves an individual in a potentially broad range of support activities. For service and outreach, the factor to be considered is a demonstrated record of consistent engagement in service activities, either to the campus, units within the university community, or to the profession or the community at large. A partial listing of items that demonstrate effective leadership, service and outreach and outreach is provided in Appendix E.

Faculty Responsibility Statements

Generally, faculty in the School of Public Affairs will have a work distribution of 40% research, 40% teaching, and 20% leadership, service and outreach. No written documentation is needed for this work distribution.

Post-tenure faculty may have a differentiated work assignment that reflects a different distribution of research, teaching and leadership, service and outreach than the above norm, or to account for

administrative duties. A differentiated workload will be delineated in the faculty member's responsibility statement. This statement will explain the workload distribution and provide guidance on how the tenure criteria will be weighted for such a differentiated load. Differentiated workloads may affect the quantity of work expected in a given area but not quality criteria. It is expected that all faculty will have research, teaching and leadership, service and outreach as part of their workload distribution, but the percentages in each area can change to meet the needs of the faculty member and the program. It is generally expected that no one would go below a minimum of 10% in any given category. However, exceptions may be made in extraordinary circumstances (e.g., a career research award).

In rare exceptions, pre-tenured faculty may be granted a differentiated workload to accommodate an increase in research activities, particularly those associated with a large research grant and course buy-outs. Differentiated workloads will not be granted to increase the proportion of teaching and/or leadership, service and outreach activities. It is assumed that the faculty member will only have a differentiated workload for a small proportion of the pre-tenure period (e.g., during a period where a major research grant award is received).

Initial Reappointment Review

The candidate's total record, including scholarship and research, teaching, and leadership, service and outreach, will be evaluated. No specific rating in each area is required, but the record must show sufficient potential of future success to justify reappointment. At this level of review, candidates will provide evidence of initiation of systematic efforts to establish a program of research and teaching, and demonstrate college and campus citizenship.

Scholarship and Research: The School of Public Affairs recognizes that scholarship can take many forms. It emphasizes fundamental discovery, scholarly work that integrates existing knowledge, and applied research. The candidate will demonstrate a well-designed research plan and the potential for development as a researcher and progress towards publications and sponsored research. This might include drafts of articles submitted for publication, peer-reviewed publications, work in progress, reports, presentations at professional meetings, and/or grant proposals in preparation, submitted for review, and/or funded.

Teaching: Candidates will demonstrate that their courses are coherently organized, thoughtfully presented, and cover significant areas of public administration. Furthermore, candidates will demonstrate a commitment to teaching, evidenced by good interaction with students, concern with curriculum, and satisfactory development of skills in presenting material and assessing student learning outcomes. The candidate's teaching will be evaluated by multiple means that will include, at a minimum, Faculty Course Questionnaires (FCQs) and two other means of evaluation. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities will be considered. The candidate will show potential for continued development as a teacher. Improvement and innovations in teaching methods and in curriculum development and contribution to the program will be taken into consideration.

Leadership, Service and Outreach: The School of Public Affairs recognizes service to the campus, community and to our profession. At this stage, the candidate is expected to have participated fully in the School of Public Affairs, including being involved in program meetings and activities, sharing in

the School of Public Affairs decision-making process, participating in activities that contribute to the School of Public Affairs well-being, and perhaps participation in one campus or system committee.

Comprehensive Reappointment Review

The candidate's record in teaching, research, and leadership, service and outreach will each be evaluated separately as not on track for tenure, not yet on track for tenure but could meet standards for tenure with appropriate corrections, on track for tenure with meritorious, or on track for tenure with excellent. The candidate must demonstrate sufficient progress toward tenure to justify reappointment. This will typically be a rating of at least not on track for tenure but could meet standards for tenure with appropriate corrections in all three areas. Committees will vote on a recommendation for reappointment or non-reappointment. There will also be a formal recorded vote expressing the committee's evaluation that the candidate is not on track for tenure, not yet on track for tenure but could meet standards for tenure with appropriate corrections, on track for tenure with meritorious, or on track for tenure with excellent.

Scholarship and Research: The program recognizes that scholarship can take many forms. Our program emphasizes fundamental discovery, scholarly work which integrates existing knowledge and applied research. We recognize scholarly study of teaching and learning issues in our field as a form of research. At this stage, the candidate will demonstrate scholarly accomplishment, and to have established a research agenda.

A rating of on track for tenure with meritorious requires reasonable progress toward tenure as demonstrated by submission of research grant proposals, professional presentations, publications, and by a level of actual publication or grant funding that indicates an ability to meet the expectations for meritorious at tenure.

A rating of on track for tenure with excellent requires exceeding the criteria for meritorious and demonstrating meaningful impact on the field through either quantity of research publications, quality of the outlets in which they are published, and/or substantial research funding as assessed by the source, amount and/or duration of the grant or contract.

Teaching: The candidate will demonstrate effective teaching evaluated by multiple means including, at a minimum, FCQs and two other means of evaluation. Examples of other means of evaluation are provided in Appendix B. This evaluation includes contributions to the breadth, depth, and needs of the program (e.g., developing and presenting on line courses, up-dating curriculum and course materials, and contributing to department learning assessment tools). In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities will be considered here. In evaluating teaching, course content, level and size will be considered in interpreting student evaluations. Evidence of significant improvement over time will be considered as justification for a higher evaluation.

A rating of on track for tenure with meritorious will require student evaluations that positively indicate student engagement and learning. Evidence of effective teaching will include adequately organized and current course content (both in-seat and online) that corresponds to program expectations for that course. Evidence of student advising and support of capstone and/or student theses is required.

A rating of on track for tenure with excellent will require student evaluations that indicate that students find the coursework interesting and challenging in ways that contribute to student learning. Evidence of effective teaching may include dedication to student learning (for example, through creative teaching methods, engagement with students outside the classroom, service learning courses, GPS seminar instruction, etc.), development of revised curriculum (particularly around efforts to integrate diversity initiatives), new pedagogical and assessment techniques, participation in professional development, and other areas of teaching such as those in Appendix D.

Leadership, Service and Outreach: The program recognizes service to the program, school, campus, the university, the community and to the profession. A rating of on track for tenure with meritorious requires meeting service responsibilities within the program and some service to the college, campus, community or profession. A rating of on track for tenure with excellent requires going beyond expected leadership, service and outreach responsibilities within the program or multiple meaningful leadership, service and outreach contributions to the college, campus, community, or profession. In evaluating leadership, service and outreach both the quality and quantity of leadership, service and outreach contributions will be considered.

Promotion to Associate Professor and/or Awarding of Tenure Review

The criteria for promotion to Associate Professor at the University of Colorado Colorado Springs and for Tenure the University of Colorado Colorado Springs are the same. The candidate's record in teaching, research, and leadership, service and outreach will each be evaluated separately as not meritorious, meritorious, or excellent. The candidate must be rated as at least meritorious in all three areas and excellent in research or teaching. Material judged to be excellent obviously fulfills the lower standard of meritorious.

For promotion of an assistant professor to associate professor (which automatically includes conferral of permanent tenure) or conferral of permanent tenure on an associate professor, the RPT Committee will consider the following criteria (not listed in any rank order):

- ☐ A demonstrated record of effectiveness as a teacher.
- ☐ A continuous and distinctive record of peer reviewed publication and/or peer- reviewed creative activity, and appropriate external funding, as determined by the program guidelines, in the candidate's field of specialization.
- ☐ Demonstrated commitment to leadership, service and outreach, with a level of engagement appropriate to the discipline, the academic unit and, where possible, the Program, College, and/or University.
- ☐ Projected growth as a teacher, scholar, and university citizen that could lead to promotion to the rank of Professor.

Scholarship and Research: The program recognizes that scholarship can take many forms. Our school emphasizes fundamental discovery, scholarly work that integrates existing knowledge and applied or practical research. Evidence must show that the candidate has been successful in consistently publishing results of research and scholarly activity. For articles, the quality of the research and scholarly activity is demonstrated by publication in established peer-reviewed journals and/or chapters in books from academic presses and other outlets that are generally recognized by the academic community for the quality of their publications. These journals include those published by national and international research associations, as well as those journals that have established a

reputation as publications in public administration and/or a sub-discipline of the field of Public Administration as described in Appendix A. Monographs are not a regular expectation at this stage of a faculty member's career, but will be judged by their quality and impact, and will ordinarily be taken as the equivalent of two or more journal articles. It is expected that faculty will be seeking external research funding.

A rating of meritorious requires ongoing research activity that leads to a meaningful scholarly contribution in their specialty areas as demonstrated by publications, funded research proposals, and by letters of evaluation of their work. The average productivity should be roughly the equivalent of one peer-reviewed article per year of pre-tenure service. The quality of work, and its placement in selective outlets, will be at least as important as the quantity, so that some candidates may be meritorious despite having fewer publications, while other candidates fail despite meeting strictly numerical criteria. Presentations at professional meetings, non-refereed publications and unfunded grant proposals may be considered as additional evidence of ongoing research activity. A meaningful scholarly contribution should lead to at least some of the external letters recognizing such a contribution. Additional evidence may include citations, placement in particularly respected journals and other recognitions.

A rating of excellent requires exceeding the criteria for meritorious and demonstrates noteworthy impact on the field through quantity of research publications, quality of the outlets in which they are published, and/or external research funding. The overall level of productivity, whether due to higher quantity, quality or a combination of the two, should be distinctly greater than that expected for meritorious. Evidence of noteworthy impact can be based on a combination of the following: general agreement of the external reviewers that such an impact is evident, citations, placement in high-quality outlets, or the degree to which the work breaks new ground.

Teaching: The successful candidate will provide evidence demonstrating an ongoing commitment to the educational programs in the School of Public Affairs, while maintaining effective teaching performance. The successful candidate will provide documentation to show that they are participating in activities that enhance the School education activities. The successful candidate will provide documentation to show (a) their contributions to the curriculum, (b) the professional manner of student classroom instruction and (c) their contributions in support for educational/research programs within the school through activities such as (c-1) mentoring and advising of graduate students and (c-2) participation in capstone, thesis and/or dissertation committees.

The candidate will demonstrate effective teaching evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires and two other means of evaluation. Examples of other means of evaluation are provided in Appendix B to this document. This evaluation includes contributions to the breadth, depth, and needs of the School of Public Affairs and up-dating curriculum, course materials and assessment tools. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities will be seriously considered here.

Peer reviews of teaching and student evaluations of classroom instruction are required for all tenure and promotion cases. Peer evaluations performed by the tenured faculty, along with follow-up information as to how the evaluation was used by the candidate to improve instruction (as needed), will be included in the documentation. Documentation of student evaluations must be provided in the form of a summary of the results for classes taught and the comments provided by students. Student evaluations will be viewed holistically, not reduced to single measure or numerical expectation.

In evaluating teaching, course load, content, level and size will be considered in interpreting student evaluations. Growth over time by the instructor is a positive indicator of maturation and future effectiveness.

A rating of meritorious will require student evaluations that indicate that students find the coursework effective and challenging in ways that contribute to student learning. Peer evaluations should confirm the professional manner of classroom and/or online instruction. Evidence of effective teaching will include the preparation of course materials, including syllabi and online content. Materials should be well-organized, current by disciplinary standards and reflective of MPA learning expectations for each particular course. Evidence of effective student advising and regular participation in supporting capstone projects and/or student theses is required. Identified deficiencies at earlier stages should have been addressed.

A rating of excellent will require that some combination of these indicators provide clear evidence that the expectations for meritorious have clearly been exceeded:

- Student evaluations and peer evaluations that indicate high levels of student engagement and learning.
- Development of new or revised curriculum that meets needs of the program or an identifiable set of students
- Effective integration of diversity initiatives, new pedagogical and assessment techniques, and other innovations into the curriculum at the course or program level
- Participation in professional development that has a discernable impact on the instructor's teaching practice
- Work with students outside the classroom that has a demonstrable effect on those students' success and development (e.g., student publication)

For tenure, a rating of excellent also requires evidence of an impact on teaching and learning on the campus, in the community or in the profession. This may be demonstrated by delivering instruction in courses taught by other programs, in the community or at other institutions, teaching in a campus interdisciplinary program, public lectures, organizing a campus or community educational forum, publishing or presenting contributions to the scholarship of teaching and learning in external venues, serving as a teaching mentor to faculty outside the program, presenting or conducting workshops at campus events on teaching and learning, receiving competitive grants for the improvement of teaching and learning, and other activities that fall outside the school and program.

Leadership, Service and Outreach: The SPA recognizes leadership, service and outreach to the campus, community and to our profession. Evidence will be provided that shows the candidate has been consistently engaged in outreach to the college, campus, community or profession, in addition to expected service within the program.

A rating of meritorious requires meeting service responsibilities within the public administration program and service to the college, campus, community or profession.

A rating of excellent requires meeting leadership, service and outreach responsibilities within the School of Public Affairs such as serving as an undergraduate and/or graduate program director (MPA

or MCJ), Internship Director, Faculty Liaison to a Student Group / Organization, or advocate for Public Administration students (student centered approach to teaching and student engagement). In addition, it requires multiple leadership, service and outreach contributions to the program, School, campus, community, or profession, particularly those around diversity initiatives at these levels. In evaluating leadership, service and outreach, both the quality and quantity of leadership, service and outreach contributions will be considered, along with the extent to which leadership, service and outreach efforts contribute to fostering a climate of equity, diversity and inclusion.

Promotion to Full Professor Review

Promotion requires "a record that, taken as a whole, is judged to be excellent; a record of significant contribution to both graduate and undergraduate education, unless individual or [program] circumstances require a stronger emphasis or singular focus on one or the other; and a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in research and scholarship, teaching, and leadership, service [and outreach]."

At promotion to full professor, different faculty will have found very different niches. Although all candidates are expected to make continuing contributions in teaching and research, any of the three areas may be more important in a particular candidate's career at this point than the other two. In general, the biggest contrast to the promotion to associate professor is that leadership, service and outreach should be more pronounced. Substantial, significant and continued growth, development and accomplishment is described below. Indicators of excellence in each area are also described, but the evaluation of excellence is for the record as a whole, not each individual component.

Scholarship and Research: Evidence must show that the candidate has substantial, significant, and continued growth, development, and accomplishment as a researcher and scholar since earning tenure. This may take many forms, but normally includes a continuing record of publication in outlets similar to those expected at the previous level. Growth may be indicated by an increased rate of productivity, publications in new areas of interest, increased collaboration with and/or mentoring of junior colleagues or other forms of leadership within the program, campus, community or discipline that positively impacts research and knowledge within those entities.

Excellence requires continuous and sustained productivity beyond promotion to associate professor. Outside reviews should indicate the candidate's work is viewed as important and authoritative by others in the field.

Teaching: The successful candidate will provide evidence demonstrating an ongoing commitment to the educational programs in the School of Public Affairs, while maintaining effective teaching performance. The successful candidate will provide documentation to show that they are participating in activities that enhance the School's educational activities. The information provided should include (a) their contributions to advancing the curriculum, (b) leadership in development of appropriate new courses, c) leadership in researching and facilitating pedagogical advancement, and (d) their contributions through mentoring and advising of students.

The candidate will demonstrate effective teaching evaluated by multiple means which will include, at a minimum, FCQs and at least three other means of evaluation. This evaluation includes contributions to the breadth, depth, and needs of the program (e.g., updating curriculum, course materials and

assessment tools). In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities will be considered here. In evaluating teaching, course content, level and size will be considered in interpreting student evaluations. Substantial, significant and continued growth, development, and accomplishment as a teacher since tenure must be demonstrated through: development of new and revised curriculum, particularly around efforts to integrate diversity initiatives, new pedagogical and/or assessment techniques, participation in professional development, work with students outside the classroom, presentations or publications that advance pedagogy in the field, or effective mentoring of colleagues.

Evidence of excellence in teaching should show productive efforts that establish the candidate as a clear leader among educators on campus.

Leadership, Service and Outreach: The successful candidate will provide evidence demonstrating ongoing and continuing engagement in outreach to the community and/or service to the field of public administration, the college or the university. In evaluating leadership, service and outreach both the quality and quantity of contributions will be considered. Substantial, significant and continued growth, development, and accomplishment in leadership, service and outreach since tenure must be demonstrated, through clear evidence of progress, in the School of Public Affairs, campus, university, community, and to the profession. Willingness to serve as an academic program director and in leadership positions in faculty governance is especially important at this level.

Given that post-tenured faculty may have negotiated a differentiated workload as a result of administrative, faculty governance, or other duties, this workload division will be taken into consideration when evaluating the excellence of candidate's record, taken as a whole.

Excellence in leadership, service and outreach requires responsibilities within the School of Public Affairs such as serving as graduate program director. In addition, it requires multiple leadership, service and outreach contributions to the college, campus, community, or profession, particularly those around diversity initiatives. In evaluating leadership, service and outreach both the quality and quantity of contributions will be considered, as well as the extent to which such efforts contribute to fostering a climate of equity, diversity and inclusion. While we recognize that different faculty at this level will fulfill this requirement very differently, an active record at all levels of the university, as well as in the profession and the community, is the basis of excellence in leadership, service and outreach.

Post-tenure Review

In evaluating the professional performance of faculty standing for post-tenure review, the RPT Committee shall include a characterization of such performance as Outstanding, Exceeding Expectations, Meeting Expectations, or Below Expectations. Recognizing the many different ways in which post-tenured faculty contribute to the University, we define "meeting expectations" for purposes of post-tenure review as consisting of three elements, each of which must be met: 1) having achieved a rating of "meeting expectations" or higher on each of the annual merit reviews included in the time period under review, 2) having met the goals of the faculty member's current professional plan, and 3) having submitted an acceptable professional plan which indicates an ability to achieve "meeting expectations" or higher ratings in the future. If a faculty member is deficient in meeting this standard, the committee shall consider the total record of the faculty member during the review period

to determine whether strengths in some time periods or some activities compensate for the deficiency such that a rating of "meeting expectations" is still appropriate. Ratings of "exceeding expectations" or "outstanding" will be awarded for exceeding these standards.

Appendix A: Scholarship and Research

Scholarly activity will be judged in terms of the quality, impact, and consistency in scholarly and research activity, principally in the form of scholarly products, publications, and/or grants and contracts. The candidate may place any materials in the file that he or she believes will provide evidence relating to scholarship. The following list (which is not exhaustive) provides examples of evidence of scholarly activity (not in any particular order). It is not necessary that the file contain all of the items listed.

- Peer judged publications (journal articles, law reviews, book chapters, edited and authored books, monographs)
- Non-Peer judged publications (journal articles, law reviews, book chapters, edited and authored books, monographs)
- Receipt of research grants, particularly those from agencies that perform peer-review of proposals (the size of the grant award will also be considered)
- Receipt of research and evaluation contracts and other sponsored research (the size of the contract will also be considered)
- Submission of research grant proposals, particularly those from agencies that perform peer-review of proposals
- Research and evaluation projects for the campus
- Professionally reviewed written products (including, but not limited to, expert witness reports and affidavits, grant and technical reports, and contract reports)
- Expert witness and professional testimony
- Authored articles published in news and social media (including, but not limited to, New York Times, The Wall Street Journal, The Washington Post, The Economist, etc.)
- Serving as a special (or regular) contributor / correspondent within the news and social media
- Media coverage of research and scholarship
- Regular and constructive use of sabbaticals and leaves of absence
- Papers presented at professional conferences and workshops
- Invited presentations to scholarly and professional organizations
- Book Reviews
- Non-refereed publications and abstracts
- Citations of published work by other scholars
- Scholarship and research awards received
- Nominations for scholarship and research awards
- Nominations for prestigious awards
- Editorship of professional/scientific journal(s)
- Board membership on professional/scientific journal(s)
- Reviewer for professional/scientific journal(s)
- Grant reviewer for professional/scientific journal(s)
- Professional reputation (Both inside and outside University)
- Evidence of capacity for future research achievements
- Expert and technical consultation on research projects

- Providing role modeling and mentoring of research on any educational level
- Risk factor involved in the research venture (i.e., human subjects and IRB)
- Participation in research/scholarship development workshops
- Facilitating or invited speaker for research/scholarship development workshops
- Participation in career development activity (e.g., workshops, conference, summer schools, seeking and using a research mentor)
- Facilitating or invited speaker for career development activity (e.g., workshops, conference, summer schools, seeking and using a research mentor)
- Cultural, social, and societal impact of the research activity
- Contribution to diversity
- Evidence demonstrating impact of research activities (e.g., recognition, external letters, quantitative measures—number of citations, impact ratings)

Appendix B: Public Administration Scholarship Outlets

SPA faculty are encouraged to publish their work in recognized, peer-reviewed academic journals. Below is a list of major and specialty journals within the field of Public Administration. While this is not an exhaustive list, and faculty are not limited to publishing in the journals below, it is representative of the types of publication outlets that are expected. This document recognizes that as the discipline changes other journals may be added to this list. Faculty may also publish in other academic journals, and in particular within related social and behavioral science publications. The assessment of these publications will be based on the journal's peer review process, acceptance rate, and the impact factor of those journals. In all cases, it is for the faculty member to clearly articulate the impact of their academic work.

Major English Language Publication Outlets

Administration and Society
American Journal of Political Science
American Political Science Review
American Review of Public Administration
Comparative Politics
International Journal of Public Administration
Journal of Politics
Journal of Public Administration Research and Theory
Political Research Quarterly
Political Science Quarterly
Public Administration
Public Administration Review

Major English Language Specialization Outlets

Academy of Management Journal
Academy of Management Review
Administrative Science Quarterly
Air and Space Power
Journal Armed Forces and Society
Australian Review of Public Administration
Canadian Public Administration
Chinese Public Administration Review
Comparative Political Studies
East European Politics & Societies
Foreign Affairs
Foreign Policy Governance
Homeland Security Affairs
Innovation
Intelligence and National Security
International Public Management Journal
International Journal of Intelligence and Counterintelligence
The International Journal of Intelligence, Security and Public Affairs
International Public Management Journal

International Review of Administrative Sciences
International Security
International Review of Public and Nonprofit Marketing
Journal of American Planning Association
Journal of Developing Areas
Journal of Diplomacy and International Relations
Journal of Health and Human Services Administration
Journal of Homeland Security and Emergency Management
Journal of Intelligence History
Journal of Management
Journal of Military Ethics
Journal of Military History
Journal of Nonprofit and Public Affairs
Journal of Policing, Intelligence, and Counter Terrorism
Journal of Policy Analysis and Management
Journal of Public Affairs Education
Journal of Security, Intelligence, and Resilience Education
Journal of Strategic Studies
Journal of Slavic Military Studies (former: Journal of Soviet Military Studies)
Journal of Urban Affairs
Law & Social Inquiry
Law & Society Review
Local Government Studies Municipal Finance Journal
National Tax Journal
Nonprofit and Voluntary Sector Quarterly
Nonprofit Management and Leadership
Orbis
Policy and Society
Policy Studies Journal
Political Studies
Public Administration and Development
Public Administration Quarterly
Public Budgeting and Finance
Public Finance Review
Public Integrity
Public Management Review
Public Performance and Management Review
Public Personnel Management
Public Works Management & Policy
Publius
Review of Public Personnel Administration
Scandinavian Political Studies
Security Journal
Security Studies
State and Local Government Review
Studies in Intelligence
Transportation Research Record
Urban Affairs Review
Voluntas (International Journal of Voluntary and Nonprofit Organizations)

Academic Professional Associations

Academy of Management American Evaluation Association
American Society for Public Administration (and its sections)
American Political Science Association
Association for Budgeting and Financial Management
Association for Policy Analysis and Management
Association for Research on Nonprofit and Voluntary Organizations
Centro Latinoamericano de Administración para el Desarrollo (CLAD)
Chinese Public Administration Society
European Group for Public Administration (EGPA)
Governmental Accounting Standards Board
International Public Management Network
International Institute for Administrative Sciences (IIAS/IISA)
International Research Society for Public Management
Korean Association for Public Administration
Law and Society
Midwest Political Science Association
National Academy of Public Administration
National Tax Association
Public Management Research Association
Southern Political Science Association
Transatlantic Dialogue
Urban Affairs Association
Western Social Science Association

Appendix C: Criminology, Criminal Justice, and Related Social Science Scholarship Outlets

SPA faculty are encouraged to publish their work in recognized, peer-reviewed academic journals. Below is a list of major and specialty journals within the field of Criminology. While this is not an exhaustive list, and faculty are not limited to, publishing in the journals below, it is representative of the types of publication outlets that are expected. This document recognizes that as the discipline changes other journals may be added to this list. Faculty may also publish in other academic journals, and in particular within related social and behavioral science publications. The assessment of these publications will be based on the journal's peer review process, acceptance rate, and the impact factor of those journals. In all cases, it is for the faculty member to clearly articulate the impact of their academic work.

Major English and non-English Publication Outlets (Current Rankings)

This list is ordered based on the ISI Journal Citation Reports © Rankings. The list will be updated as needed.

1   Criminology
2   Crime And Justice-A Review Of Research
3   Journal Of Research In Crime And Delinquency
4   Journal Of Quantitative Criminology
5   Justice Quarterly
6   Journal Of Criminal Law & Criminology
7   Crime & Delinquency
8   Sexual Abuse-A Journal Of Research And Treatment
9   Journal Of Interpersonal Violence
10   Criminal Justice And Behavior
11   Trauma Violence & Abuse
12   Aggression And Violent Behavior
13   British Journal Of Criminology
14   Punishment & Society-International Journal Of Penology
15   Theoretical Criminology
16   Psychology Crime & Law
17   Legal And Criminological Psychology
18   Journal Of Criminal Justice
19   Homicide Studies
20   International Journal Of Offender Therapy And Comp
21   Journal Of Forensic Psychiatry & Psychology
22   Prison Journal
23   Canadian Journal Of Criminology And Criminal Justice (English and French)
24   Australian And New Zealand Journal Of Criminology
25   International Journal Of Speech Language And The Law
26   Policing
27   Crime Law And Social Change
28   Social & Legal Studies
29   Journal Of Forensic Psychology Practice

30	Psychiatry Psychology And Law
31	Deviance Et Societe (French and English Summaries – Deviance and Society)
32	Recht & Psychiatrie (German and English (summaries) – Law & Psychiatry)
33	Kriminalistik (German and English (summaries) - Criminology)
34	Federal Probation
35	Criminal Law Review
36	Forensic Linguistics
37	International Journal Of Law Crime And Justice
38	Crime Media Culture
39	Criminology & Criminal Justice
40	European Journal On Criminal Policy And Research
41	European Journal Of Criminology
42	Feminist Criminology
43	Policing & Society
44	Police Quarterly
45	Revija Za Kriminalistiko In Kriminologijo (Slovenia and English summaries - Journal of Criminalistics and Criminology)
46	Security Journal
47	Youth Violence And Juvenile Justice
48	Journal Of Forensic Psychiatry
49	Canadian Journal Of Criminology (English and French)

Major Specialization Outlets

Other Criminology:
American Journal of Criminal Justice
Criminologie (French and English summaries)
Criminology & Public Policy
Journal of Scandinavian Studies In Criminology

Sociology:
American Journal of Sociology
American Sociological Review
Annual Review of Sociology
Gender and Society
International Journal of Sociology and Social Policy
Journal of Marriage and Family
Sociological Quarterly
Sociology
Social Problems
Social Forces

Violence and Victimization:
Child Abuse & Neglect
Child Abuse Review
Child Maltreatment

Family Violence & Ethnic Populations
Journal of Child Sexual Abuse
Journal of Family Violence
Journal of Violence and Injury Research
Psychology of Violence
Violence and Victims
Violence Against Women
Violence and Gender

Adolescent Criminality and Juvenile Justice:
Journal of Knowledge and Best Practices in Juvenile Justice & Psychology
Journal of Offender Rehabilitation
Youth Violence and Juvenile Justice
Journal of Juvenile Justice (OJJDP, but peer reviewed)
Journal of Gender, Race and Justice
Juvenile and Family Court Journal
Journal of Criminal Justice Education
Youth and Society
Journal of aggression, maltreatment & trauma
Child Maltreatment

General Psychology Journals with Impact Factors (in order based on impact factor):
Annual Review of Psychology
Psychological Bulletin
Trends in Cognitive Sciences
Personality and Social Psychology Review
Journal of Personality and Social Psychology
Advances in Experimental Social Psychology
Psychological Science
Journal of Applied Psychology
Cognitive Psychology
Journal of Experimental Psychology
Journal of Adolescent Health
Cognition
Cognitive Science
Journal of Experimental Social Psychology
Memory
Memory & Cognition
Psychology of Women Quarterly
Journal of Experimental Psychology: Applied
Applied Cognitive Psychology

Psychology and Law Journals (in order based on impact factor):
Aggressive Behavior
Crime and Justice
Law and Human Behaviour
Aggression and violent Behaviour

Psychology, Public Policy, and Law
Crime and Delinquency
Criminal Justice and Behaviour
Journal of Interpersonal Violence
Youth Violence and Juvenile Justice
Legal and Criminological Psychology
Violence and Victims
Criminal Behaviour and Mental Health
Journal of Criminal Justice
International Journal of Offender Therapy and Comparative Criminology
Annual Review of Law and Social Sciences
Behavioural Sciences and Law
Journal of Forensic Psychiatry and Psychology
Psychology, Crime, and Law
Deviant Behaviour
Journal of Investigative Psychology and Offender Profiling
European Journal on Criminal Policy and Research
Journal of Forensic Psychology Practice
Psychiatry, Psychology, and Law
Applied Psychology in Criminal Justice

Teaching, Pedaogogy, and Sociology of Education:
Journal of Criminal Justice Education
Teaching Sociology
Sociology of Education
Teaching of Psychology
The Psychology Teaching Review
The Journal of Higher Education

Academic Professional Associations and Congresses

American Academy of Forensic Sciences
American Bar Association
American Correctional Association
Academy of Criminal Justice Sciences (ACJS)
American Society Of Criminology (ASC)
American Sociological Association
British Society of Criminology
Canadian Criminal Justice Association
Canadian Society of Criminology
Colorado Criminal Justice Association
European Society of Criminology
International Society for Criminology
Justice Research and Statistics Association (JRSA)
Justice Studies Association
Law & Society Association
National Coalition Against Domestic Violence

National Criminal Justice Association
National Organization for Victim Assistance (NOVA)
Scandinavian Research Council for Criminology
Society For The Study Of Social Problems
The International Sociological Association
The Society For Prevention Research
United Nations Crime Congress
Violence Prevention Alliance (VPA)
Western Society of Criminology (WSC)
World Congress Of Criminology
World Society of Victimization

Appendix D: Teaching

Teaching will be judged in terms of the effectiveness of the documented educational activities, as established through demonstration of (a) contributions to the curriculum, (b) professional manner of student classroom instruction and (c) support for educational / research programs.

The candidate may place any materials in the file that they believe will provide evidence relating to the effectiveness of their teaching activities. The following list (which is not exhaustive) provides examples of evidence of effectiveness in teaching. A variety of different types of evidence should be provided to demonstrate effective teaching; it is not necessary for the file contain all of the items listed.

- Statistical summaries from student evaluations (FCQs)
    - Written comments from the evaluations
    - Quantitative and qualitative summary of student evaluations for classroom instruction that includes an analysis of the candidate's standing relative to campus and school peers
- Peer evaluations conducted by senior faculty
    - Written comments from these reviews including such items as use of class time, content, organization of material
- Course syllabi content
- Examination content
- Class size (generally large, undergraduate courses will be given more weight)
- Teaching awards and nominations for teaching awards
- Mentorship and advisement for undergraduate research
- Mentorship and advisement for graduate research
- Membership on capstone or thesis committees within the School of Public Affairs
- Membership on capstone, thesis, and/or dissertation committees outside the School of Public Affairs
- Supervision and mentorship of postdoctoral research programs
- Curriculum development
- Program development
- Development of new courses
- Flexibility in adapting courses to campus and school needs
- Development and implementation of innovative teaching methods
- Contributions to program assessment
- Collaborative research with students leading to publication(s)
- Supervision of student research leading to conference presentations
- Sponsorship of students who receive awards for academic and/or research accomplishments
- Participation in teaching seminars and workshops
- Facilitating teaching courses, seminars, and workshops

Appendix E: Leadership, Service and Outreach

Service and outreach will be judged in terms of a demonstrated consistent record of engagement in service activities, either to units within the university community, to the profession or the community at large. The candidate may place any materials in the file that they believe will provide evidence relating to their service and outreach activities. The following list (which is not exhaustive) provides examples of evidence of consistent engagement in service/outreach activities. A variety of different types of evidence should be provided to demonstrate consistent engagement; it is not necessary that the file contain all of the items listed.

- University system, campus, college/school, or departmental (CJ / PAD) committee service
- Member of system, campus, college Faculty Governance Organization
- University or School lectures, seminars or presentations
- Reviewer of scholarly articles for journal(s) or other publications
- External reviewer for T&P files
- Grant proposal reviewer
- Academic unit reviewer
- Editor for scholarly journals
- Service awards and nominations for service awards
- Professional association committee membership
- Consulting to government or NGO organizations in area(s) of expertise
- Expert witness or professional advising
- Community board member
- Community presentations
- Pro bono consultation and public service
- Providing role modeling and mentoring at any education level relating to service or leadership activities
- Elected officer of a community organization
- Volunteer activities in community
- Similar evidence of engagement and/or outreach to community or service to university or profession
- Contribution to diversity

School of Public Affairs
Public Administration RPT Criteria
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