

Guidelines for Awarding Tenure and Promotion to Associate Professor

School of Public Service



**Boise State University
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School of Public Service
Guidelines for Tenure and Promotion to Associate Professor
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I Scope of Guidelines

These guidelines specify criteria and procedures for the School of Public Service and apply to faculty whose initial contract dates are on or after January 1, 2016. They govern both the awarding of tenure and promotion to Associate Professor. Guidelines and procedures for promotion to Professor are covered in a separate document. Candidates hired under previous guidelines (i.e. candidates with initial contract dates prior to January 1, 2016) may specify which guidelines they wish to have applied to their applications for tenure and promotion to Associate Professor: either the guidelines set forth herein, or the Guidelines for Awarding Promotion and Tenure, College of Social Sciences & Public Affairs, Revised 6/12.

II Teaching

Criteria for Meeting or Exceeding Expectations in Teaching

Specific standards for teaching in the School of Public Service include (a) teaching effectiveness and (b) commitment to teaching.

- A) Teaching effectiveness, which could include the following:
- A pattern of positive official student evaluations, including quantitative scores and qualitative comments.
 - A pattern of meeting or exceeding expectations for teaching in annual evaluations.
 - A pattern of meeting or exceeding expectations for teaching in Promotion and Tenure Committee evaluation.
 - Annual faculty reports indicating efforts to improve teaching effectiveness (e.g., through use of innovative teaching designs, learning activities or technology use).
 - Evidence of classroom and teaching tactics and strategies, including (but not limited to) syllabi, exams, assignments, etc.
 - Teaching awards or nominations.
 - Other evidence of teaching effectiveness.

- B) Commitment to teaching, which could include the following:
- Flexibility in accepting teaching assignments.
 - Continuing professional development (e.g. participation in teaching conferences and workshops, development of technology skills pertinent to teaching, etc.).
 - Academic mentoring (e.g., graduate students, McNair Faculty Mentor, Student Research Program Mentor, etc.).
 - A statement of teaching philosophy.
 - Self-assessment of teaching or a clearly defined plan to continually improve teaching.
 - Willingness to develop new courses and/or to refine existing courses.

III Research

The School of Public Service includes a community of scholars who use varied modes of inquiry and communication to engage in intellectual inquiry. Successful candidates for tenure and promotion to Associate Professor must demonstrate substantive achievements in research and there must be clear indications that success in research will continue and expand.

Criteria for Meeting or Exceeding Expectations in Research

a) Peer Reviewed Scholarship

Meeting or exceeding expectations in research in the School of Public Service can be achieved, in part, through multiple publications either of scholarly articles in peer-reviewed journals appropriate to the faculty member's research interests, and/or books and monographs published through a peer review process. The number of publications is weighed in conjunction with the publishing source and the overall impact of the work on the candidate's subfield.

An example of a candidate meeting or exceeding expectations in peer reviewed scholarship for promotion and tenure to associate professor in the School of Public Service is one who, on average, has published one article per year in a peer reviewed journal during his/her pre-tenure years. (Journal publications requiring payment for publishing will not meet this count.) Journal rankings within disciplines and sub-disciplines will be taken into account at the time of final application for Promotion and Tenure.

Another example of a candidate meeting or exceeding expectations in peer reviewed scholarship for promotion and tenure to associate professor is one who has published multiple articles and a peer reviewed book.

b) Public Service Scholarship

Candidates for promotion and tenure in the School of Public Service must also provide some evidence of public service scholarship into their overall research agenda. Public service scholarship adds to existing knowledge through the process of applying intellectual expertise to the solution of practical problems. Such

scholarship may include work with community organizations or governmental agencies to address community problems or deficiencies. Products from such public service scholarship could range from unpublished program evaluations, opinion surveys, new administrative procedures, successful grant proposals, content-based seminars, workshops, invited presentations, and provision of technical assistance. Evaluation of public service research might include impact on the agency and/or community, scope of the project, originality of design and methodology, generalizability of the results, connection to a broader literature and/or theoretical frame, and visibility gained for the researcher, department and college. It is the candidate's responsibility to provide documentation to support such assessments.

c) Other Evidence of Scholarly Research

The following can be used as further evidence of research productivity:

Invited Presentations

Book chapters

Book reviews

Conference papers/presentations

Conference proceedings

Law Review Articles

Non-refereed books

Encyclopedia entries

Grant proposals

Meeting or exceeding expectations in the area of research in the School of Public Service is achieved by a combination of a) peer reviewed scholarship and b) public service scholarship. The ordering of these categories as stated in this policy does not imply that one category is more valued than the other. As such, the ideal candidate for promotion and tenure to Associate Professor achieves a balance of both peer reviewed scholarship and public service scholarship. While "other evidence of scholarly research" (category c above) can be used as further evidence of research productivity, a candidate for promotion and tenure to Associate Professor cannot meet or achieve expectations in research with scholarship within category c) alone.

IV Service

In accordance with University policy (BSU 4340), the School of Public Service recognizes three areas of Service:

Professional Service in the Discipline

Institutional Service & Administration

Public or Community Service

Criteria for Meeting or Exceeding Expectations in Service

Candidates must demonstrate a record of sustained, effective service and explain in their tenure and promotion portfolios how that service is related to University or School goals.

a) Professional Service to the Discipline includes contributions to discipline-related organizations at the local, regional, national, and international levels. Such activities may include the following:

1. holding office in a professional organization, organizing conferences or sessions, chairing sessions, and membership on a committee, task-force or board.
2. editorial or referee activities undertaken in the context of work done by professional organizations or by other academic institutions (for example, editing a professional journal; serving as external reviewer for promotion, tenure, or scholarship applications; administering cyberinfrastructure)
3. committee membership on an Master's or Ph.D. Committee for a non-Boise State Student
4. team member on a program review (accreditation or certification)

b) Institutional Service may include administrative, committee, student recruitment and advising work done on the Program, School, and University levels.

c) Administrative Service may include program/department chairs, graduate program coordinators (or directors), and center directors.

d) Public or Community Service may include work that grows out of institutional programs and has the potential for positive effects on the community, the region, or beyond. Public or Community Service activities may include the following:

1. community engagement activities that involve the candidate in partnerships with the community (for example, jointly developed, financed, and administered projects that address issues of mutual concern and contribute to regional growth and development)
2. consulting work (paid or unpaid) that benefits the University or the discipline
3. community outreach (for example, discipline-related work in public education or awareness; referee work for community museums, galleries, publications, or competitions; discipline-related work with local schools; serving on local task forces or boards)
4. community-based Service Learning projects that are not listed under the Teaching section