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.

According to Boise State policy (BSU 4340, I(c)), “When a faculty member seeks tenure and promotion, his/her record should be viewed in light of the workload policies developed by his/her department, college, and the university. The specific role that the individual has negotiated and/or been assigned within the department, college, and university must be considered in the decision to award tenure and/or promotion.”

As such, promotion and tenure is tied to both workload and annual evaluations. As noted below, candidates for promotion and tenure must meet or exceed standards set forth in teaching, research, and service. While successful candidates for promotion and tenure meet or exceed expectations in all areas, the relative percentage of time devoted to each criterion is based on a faculty member’s agreed upon workload in the areas of teaching, research, service and when relevant, administration.

II Teaching

Teaching in the School of Public Service is defined as traditional classroom instruction, as well as online instruction, the direction of independent studies (undergraduate and graduate), the supervision of directed readings (undergraduate and graduate), the supervision of internships/field work, and the mentoring of graduate students (thesis and dissertation chairships). As such, any credit-bearing course (either in a traditional classroom or a non-traditional classroom environment as listed above) constitutes teaching in the School of Public Service.
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 Scholarly, Creative, and Research Activity

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 under our expanded definition of scholarship, and there must be clear indications that success in research will continue and expand.
**An Expanded Definition of Scholarship.** The School of Public Service considers peer-reviewed research to be the foundational building block of a productive research career. When faculty members become recognizable experts, relevant public agencies are more likely to seek them out to help understand and solve pressing social problems. Peer reviewed research may also lead to and be supported by grants, and can augment teaching and advising activities.

While peer-reviewed research is the foundation of a productive research career, we recognize that there is no single model that faculty members follow in pursuit of their professional goals. Faculty may choose to primarily engage in peer-reviewed research, public service research, or some combination of both. We expect that faculty members’ disciplinary, subfields, career stages, and professional interests will influence their research agenda.

As such, the School of Public Service subscribes to an expanded definition of Boyer scholarship based in part on Ernest L. Boyer’s (1990) work\(^1\) (often referred to as the Model), which articulates the value of both scholarship of discovery (i.e., peer reviewed research), and engaged scholarship (i.e., public service research).

High quality peer-reviewed research and high-quality public service research are mutually reinforcing and, ultimately, may be intertwined, as many faculty in SPS seamlessly incorporate both types of research into their professional lives, which is both encouraged and valued in the School.

We acknowledge that research projects, whether they are funded by public service agencies (e.g.,) or research institutions (e.g., NSF, NIJ, etc) have the potential to generate both peer-reviewed and public service research.

**Criteria for Meeting or Exceeding Expectations in Scholarly, Creative and Research Activity**

Meeting or exceeding expectations in the area of scholarly, creative and research activity in the School of Public Service is achieved by a combination of a) peer reviewed research and b) public service research. For peer-reviewed research, tenure and promotion committees may weigh the number of publications; the quality of the venue where the research is published; and/or the impact of the publication on the subfield/field. For public service research, tenure and promotion committees may weigh the number and quality of publications submitted to agencies, and/or the impact on policymaking, administrative practice, or other metrics of social impact.

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The ideal candidate for promotion and tenure to Associate Professor engages in both peer reviewed scholarship and public service scholarship. However, peer reviewed scholarship is required, while public service scholarship is encouraged, valued and consistent with the mission of the School of Public Service. Therefore, while “professional research” and public service research can be used as evidence of research productivity, a candidate for promotion and tenure to Associate Professor cannot meet or achieve expectations in research with scholarship in these two categories alone.

**Definitions**

*Peer-reviewed research* is work evaluated by scholars in a blind-reviewed process, prior to publication or grant funding. The principal audience of this work consists of academics and policy experts (e.g., high ranking civil servants in federal, state, and international agencies, as well as individuals in the NGO world). This type of published work typically involves peer-reviewed journals, book chapters, grant proposals, and books.

*Public service research* is defined as work that has an intended audience outside of academia. This work involves policy reports, advocacy work, public communication of research, trainings, and expert testimony. The principal audience of this work includes civil servants, elected officials, citizens, non-profit organizations and other publicly engaged officials. 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 or contracts, 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.

*Professional research* is defined as work done that advances an individual’s profession. This typically involves the publication of textbooks (aimed at students), as well as books and book chapters that are not peer-reviewed. Other evidence of professional research includes unfunded grant proposals, encyclopedia entries, law review articles, conference proceedings book reviews and conference presentations.
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 a 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) 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

V ADMINISTRATION [Not required for P&T]

In the School of Public Service, administration includes department chairs, program coordinators/directors and center directors. This administrative category is separate from other service activities to align with SPS processes, including workload formation, goal setting, and evaluation activities.