Department of Public Administration and Policy
Faculty Manual

Table of Contents

PART I:
DPAP Vision Statement (p. 1)

I. Research (p. 1)
II. Teaching (p. 1)
III. Service (p. 1)

PART II:
Faculty Action Procedures (pp. 2-9)

I. Participation and Voting on Faculty Actions (pp. 2-3)
   A. Eligibility (p. 2)
   B. Voting Process (p. 2)
   C. Confidentiality (p. 3)

II. Initial Appointment Procedures (pp. 3-4)
   A. Tenure-Line Faculty (pp. 3-4)
   B. Term Faculty (p. 4)
   C. Adjunct Faculty (p. 4)

III. Pre-Tenure Faculty Mentoring and Reappointment, Tenure-Line Faculty (pp. 4-6)
   A. Pre-Tenure Mentoring Committee (p. 5)
   B. Annual Review and Assessment (pp. 5-6)
   C. Third-Year Review (p. 6)

IV. Sixth-Year Tenure-and-Promotion Procedures (pp. 6-7)

V. Reappointment and Promotion of Term Faculty (pp. 7-9)
   A. Reappointments (p. 8)
   B. Promotion to Associate Professor (pp. 8-9)
      1. Teaching (p. 8)
      2. Research (p. 8)
      3. Service (pp. 8-9)

PART III:
Criteria for Promotion and Tenure to Associate Professor and Full Professor, Tenure-Line Faculty (pp. 10-17)

General Expectations for Promotion to Associate or Full Professor (pp. 10-14)
   Research (pp. 10-12)
Teaching and Advising (pp. 12-13)
Service (pp. 13-14)

I. Promotion to Associate Professor (pp. 14-15)
   A. Research (p. 14)
   B. Teaching (pp. 14-15)
   C. Service (p. 15)

II. Promotion to Full Professor (pp. 15-17)
   A. Research (p. 15)
   B. Teaching (p. 16)
   C. Service (pp. 16-17)

PART IV:
Processes and Criteria Governing Annual Merit Reviews and Course Load Assignments (pp. 18-21)

I. Merit and Workload Criteria (pp. 18-20)
   A. Tenured Faculty (pp. 18-20)
      1. Research Productivity (see Part III for specific research criteria involved in merit and workload decisions) (pp. 18-19)
      2. Teaching Productivity and Quality (see Part III for specific teaching criteria) (p. 19)
      3. Service Productivity and Quality (see Part III for specific service criteria) (p. 19)
      4. Relative Weights (pp. 19-20)
   B. Junior Tenure-Track Faculty and New Associate Professors (p. 20)
   C. Term Faculty (p. 20)

II. Workload and Merit Review Processes (pp. 20-21)
   A. Department Ratings (p. 20)
   B. Annual Letter of Review (pp. 20-21)
   C. Biannual Performance Evaluation (p. 21)
   D. Term Faculty (p. 21)

PART V:
Standards for Faculty Maintaining a “Campus Presence” (p. 22)
PART I:
DPAP Vision Statement

The Department of Public Administration and Policy (DPAP) aspires to meet the highest standards in three mission areas: (1) research that shapes both theory and practice, (2) the provision of professional education of lasting value to our graduates, and (3) service to the university, the profession and community.

I. Research

Tenure-line faculty are expected to advance knowledge by publishing in respected peer-reviewed outlets, with an emphasis on high-impact contributions. We encourage our faculty to produce research that makes important contributions to knowledge and theory with the potential to influence practice.

II. Teaching

We provide a professional education in public administration and policy through six degree programs, each with a distinctive operating context but all focused on an overarching goal of promoting public service:

- Key Executive MPA
- Master of Public Administration (MPA)
- Master of Public Policy (MPP)
- Master of Science in Organization Development (MSOD)
- Online Master of Public Administration & Policy (MPAP)
- PhD in Public Administration

III. Service

We expect our faculty to promote our public service mission in three ways: (1) by engaging in departmental and university governance; (2) by serving on committees, task forces, and boards associated with relevant membership organizations in the field; and (3) by serving the broader community where possible through applied research, consulting, or other community involvement.
PART II:
Faculty Action Procedures

I. Participation and Voting on Faculty Actions

A. Eligibility

The following guidelines will govern DPAP faculty participation and voting on full-time faculty actions:

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<thead>
<tr>
<th>Faculty action</th>
<th>Eligible to provide feedback and participate in meetings</th>
<th>Eligible to vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment of faculty affiliates</td>
<td>All full-time faculty</td>
<td>All full-time faculty</td>
</tr>
<tr>
<td>Initial appointment of term faculty</td>
<td>All full-time faculty</td>
<td>All full-time faculty</td>
</tr>
<tr>
<td>Initial appointment of tenure-line faculty</td>
<td>All full-time faculty</td>
<td>All tenure-line faculty</td>
</tr>
<tr>
<td>Reappointment or promotion of term faculty</td>
<td>All full-time faculty</td>
<td>All tenure-line faculty</td>
</tr>
<tr>
<td>Reappointment of pre-tenure tenure-line faculty</td>
<td>All tenured faculty</td>
<td>All tenured faculty</td>
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<tr>
<td>Promotion and tenure to associate professor</td>
<td>All tenured faculty</td>
<td>All tenured faculty</td>
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B. Voting Process

Votes on all faculty actions will be taken via secret ballot and reported in the Chair’s recommendation to the Dean. Votes are usually taken in formal faculty meetings, but voting on initial appointments may be done electronically under unusual circumstances (e.g., rapid responses needed for counter-offers, over holidays, and over summers). In the event of an online vote, a DPAP administrative staff member will be responsible for collecting and tallying votes to protect voter anonymity. Voting on promotion and tenure (P&T) will take place in person, except under exceptional circumstances (outlined in Section IV, paragraph 4 below).

Eligible faculty (see Eligibility above) will vote yes, no, or abstain on all faculty actions. Abstentions will not be treated as negative votes.

C. Confidentiality

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1 All faculty actions related to part-time adjunct instructors are at the discretion of the Chair, in consultation with DPAP program directors and subject to the approval of the Dean. Full-time faculty may provide feedback on adjunct instructors, but there is no departmental vote.

2 The Chair is responsible for term faculty reappointment, subject to the approval of the Dean, but will solicit a “sense of the faculty” as specified in Part II, Section V.
In accordance with the revised AU Faculty Manual, all who participate in faculty action processes at any stage must respect the confidentiality of the process and cannot reveal to anyone the votes, names, or views of reviewers; contents of discussions; or contents of the file. Breaches of confidentiality may subject a faculty or staff member to disciplinary action.

II. Initial Appointment Procedures

A. Tenure-Line Faculty

Hiring priorities for tenure-line positions should reflect DPAP’s strategic vision but with enough flexibility to take advantage of changing environments and unanticipated opportunities.

Once a faculty line is authorized, the Chair will appoint a recruitment committee during the Spring semester prior to the recruitment year. The committee will be expected to begin outreach by proactively targeting candidates over the summer prior to the start of the recruitment year. The committee will typically consist of three tenure-line members with expertise in the field in which candidates are sought, but larger committees may be constituted in unique circumstances.

Once it has reviewed applications, the recruitment committee will recommend a list of candidates to be invited for on-campus interviews. Its recommendation will typically be made in a meeting of the full-time faculty and will include a summary of candidate qualifications. While all full-time faculty are eligible to participate in discussions about the list of on-campus interviewees, only tenure-line faculty will vote on whether to approve the list.

The recruitment committee will then work with the DPAP administrative staff to coordinate on-campus interviews, and all full-time faculty are expected to participate in the process by attending each candidate’s research presentation and/or meeting with the applicant individually.

After the conclusion of on-campus interviews, the recruitment committee will make a hiring recommendation in a meeting of the full-time faculty. The recommendation will include a summary of the recommended candidate’s qualifications and a justification for choosing him or her above the others in the pool. The recommendation is by no means binding but rather a starting point for a comprehensive discussion about the strengths and weaknesses of all interviewees. Voting will follow the guidelines outlined in the Eligibility and Voting Process sections above.

The Chair will write a recommendation memo to the Dean that reports the results of the vote and summarizes the qualifications of the recommended candidate. If the Chair disagrees with the vote, s/he may proceed to make a recommendation contrary to the faculty vote but must offer an explanation that will be forwarded to the Dean and the
faculty. In this case, a single dissenting report can be written by the faculty and included in the record.

B. Term Faculty

Hiring for term faculty positions (e.g., instructor, professorial lecturer, in-residence) is normally for a period of up to five years, subject to approval by the department, SPA Dean, and the Dean of Academic Affairs as described in Section V. All term faculty will receive merit reviews based on submitted annual reviews (FARS). Generally, term faculty members teach six courses per academic year; exceptions are valid when specified in the annual contract. Initial appointment will normally require the candidate to engage with the faculty in a formal session (e.g., a research presentation or a presentation on how career experiences qualify them for teaching and/or research on the DPAP faculty commensurate with assigned duties). Criteria for selection of candidates for positions in executive programs will include a consideration of proven teaching ability, professional work history and public profile, and publications, consistent with position responsibilities. Faculty voting will follow the guidelines outlined in the Eligibility and Voting Process provisions in Part I, A. and B. The Chair’s recommendation will follow the guidelines outlined in the final paragraph of Section A above.

C. Adjunct Faculty

The Chair, in consultation with DPAP program directors and subject to the approval of the Dean, is responsible for all faculty actions related to part-time adjunct instructors. While full-time faculty members are welcome to provide feedback on the performance of these instructors, there is no departmental vote taken on part-time adjunct instructors.

D. Affiliate Faculty

A faculty affiliate appointment is a formal relationship between DPAP and a faculty member whose primary appointment is in another department. While not participating in the governance of DPAP, faculty affiliates will contribute to DPAP’s mission. Faculty affiliates can be nominated by any full-time member of the faculty. Typically, only tenured/continuing appointment faculty members are eligible for such an appointment. The term of an affiliate appointment may vary from one to three years and may be renewed. Appointments are subject to approval by the department full-time faculty, DPAP Chair, SPA Dean, and the Dean of Academic Affairs as well as the affiliate’s department chair, rank and tenure committee, if appropriate, and Dean. Faculty voting will follow the guidelines outlined in the Eligibility and Voting Process provisions in Part I, A. and B. The Chair’s recommendation will follow the guidelines outlined in the final paragraph of Section A above.
III. Pre-Tenure Faculty Mentoring and Reappointment, Tenure-Line Faculty

DPAP follows all guidelines on pre-tenure reappointment outlined in the AU Faculty Manual. Pre-tenure faculty are typically appointed for an initial period of three years, subject to sufficient progress toward P&T. Pre-tenure faculty receive an annual evaluation at the department level and a more extensive evaluation at the department, school, and university levels in their third year. Those who receive a favorable evaluation in the third-year review are typically reappointed for a second three-year term, followed by eligibility for P&T.

DPAP provides comprehensive support for pre-tenure faculty in making progress toward P&T. All new tenure-line faculty will be provided with the tenure-and-promotion guidelines articulated in this document and in the AU Faculty Manual. DPAP also commits to the following:

- Establishing a mentoring committee for each pre-tenure faculty member
- Convening an annual meeting of tenured faculty to evaluate the progress of pre-tenure faculty and formally vote on reappointment
- Establishing a third-year review committee to evaluate the progress of pre-tenure faculty more extensively in conjunction with school- and university-level reappointment processes

DPAP’s implementation strategies for these three steps are outlined in greater detail in the sections below.

A. Pre-Tenure Mentoring Committee

The Chair will establish a mentoring committee for each pre-tenure faculty member, usually by the second semester of employment. The mentoring committee has four primary objectives: (1) to ensure that the mentee has a sense of departmental expectations; (2) to give general career advice and guidance to the mentee; (3) to give the mentee feedback on his or her research and teaching, as needed; and (4) to play a primary role in departmental deliberations about reappointment, tenure, and promotion. It is expected that the mentoring committee will meet at least once each year with the mentee.

The committee will be comprised of three DPAP faculty members, at least one of whom specializes in an area similar to that of the mentee. Mentoring committee members should be tenured unless circumstances dictate otherwise.

The mentoring committee is not intended to be a substitute for guidance and mentoring by other tenured faculty or scholars at other institutions. All tenured faculty are expected to be available to pre-tenure faculty for guidance and feedback, and junior faculty are encouraged to go outside their mentoring committee for advice. It is understood that the advice of mentoring committees and mentors is advisory only and does not bind the university to take any particular action—positive or negative—in the mentee’s
reappointment, tenure, or promotion.

B. Annual Review and Assessment

Tenured members of the DPAP faculty are convened each Spring semester for a discussion and assessment of pre-tenure faculty. Pre-tenure faculty will be asked to provide a CV (and other supporting materials as needed) two weeks prior to this meeting. During the meeting, each pre-tenure faculty member’s mentoring committee presents a balanced assessment of the candidate’s progress toward P&T as a starting point for discussion. The role of mentoring committees is to provide information to the larger faculty and facilitate discussion, not to issue a formal recommendation for or against reappointment.

Following deliberation, tenured members of the faculty indicate their assessment of the pre-tenure faculty member (satisfactory progress, unsatisfactory progress, etc) by secret ballot. Results of the assessment are communicated in writing by the Chair to each pre-tenure faculty member as soon as possible, along with the Chair’s independent views of the candidate’s record.

C. Third-Year Review

In accordance with the AU Faculty Manual, pre-tenure faculty receive a more extensive review during their third year of service. At this stage, candidates assemble a dossier that is similar to that required for a P&T decision but without external letters. A Third-Year Review Committee is appointed by the Chair to assess the candidate’s dossier and to provide a written assessment of progress made toward P&T. That committee will normally consist of the members of the candidate’s mentoring committee, but in no case shall it be comprised of fewer than three members.

All tenured faculty will meet to discuss the report of the Third-Year Review Committee. At the conclusion of the meeting, all tenured faculty members except the Chair vote by secret ballot on the candidate’s reappointment. The Chair participates in deliberations, but does not vote, and writes an independent reappointment recommendation to the Dean. A tenured faculty member designated by the Chair will prepare a report on the meeting of the tenured faculty that summarizes the discussion, pro and con, and reports the results of the four votes (research, teaching, service, overall). Typically this will be the chair of the candidate’s mentoring committee, but the chair may appoint someone else to do so. That report will be added to the file for action and communicated to the candidate. The Chair may deviate from the faculty’s recommendation but must explain why s/he does so in his/her recommendation to the Dean and forward a copy of the letter to the faculty. The Chair’s recommendation will be added to the file for action.

IV. Sixth-Year Tenure-and-Promotion Procedures

Following eligibility, scheduling, and content standards for P&T stated in the Faculty Manual, candidates will compile a dossier during the Spring semester of the fifth year for
review before a vote by tenured faculty members in the Fall semester of the sixth year. In addition to materials incorporated in the third-year review, a minimum of five outside letters of recommendation will be obtained. Early in the Spring semester of the fifth year, a candidate eligible for P&T will work with his/her mentoring committee to identify a list of six potential outside reviewers for the purpose of reviewing the candidate’s dossier (using criteria listed in the Faculty Manual) during the summer between the fifth and sixth years. This list of reviewers will be added to six names suggested by the Chair, for a total of twelve possible reviewers that will be submitted to the Dean. The Dean will consult with the Chair to select six of these individuals as reviewers, and in the event that fewer than five are able to serve, the Dean will identify others from the list as necessary. The candidate may also submit a list of names that he or she does not wish to be considered as a reviewer.

The chair will also appoint a three-member committee to become a candidate’s Promotion-and-Tenure Review Committee (PTRC). Normally, the PTRC will consist of the members of the candidate’s mentoring committee, but in no case shall it be comprised of fewer than three members. If a mentoring committee lacks three members, the Chair will appoint other faculty members to the review committee. In a meeting during the Fall semester, the PTRC will examine the candidate’s record and report its findings to other members of the tenured faculty. Findings include, but are not limited to, the strengths and weaknesses in a candidate’s research, teaching, and service record. The PTRC for the candidate is not an advocacy body but rather presents a balanced review of the candidate’s record in these areas to the faculty. All tenured faculty, however, are expected to have read the file and participated in deliberations.

The complete file for action, including unredacted letters, will be made available to all tenured faculty above the candidate’s rank at least two weeks prior to a meeting of the tenured faculty to discuss the case, following the processes articulated by the Faculty Manual. Participants in the meeting, except for the Chair, will vote by secret ballot on whether the candidate has met the requirements for P&T. As noted above in Section II, all tenured faculty are eligible to vote on candidates for P&T to associate professor. Candidates for the rank of full professor will be evaluated only by faculty members holding that rank.

A tenured faculty member must attend the faculty meeting in person or via telecommunication in order to cast a ballot. The Chair and tenured faculty will be sensitive to the candidate’s privacy interests in discussing the meeting and viewpoints expressed with individuals not in attendance at the meeting (see also Section II, Confidentiality).

A tenured faculty member designated by the Chair will prepare a report on the meeting of the tenured faculty that summarizes the discussion, pro and con, and reports the results of the four votes (research, teaching, service, overall). Typically this will be the chair of the candidate’s mentoring committee, but the chair may appoint someone else to do so. That report will be added to the file for action and communicated to the candidate. The Chair participates in deliberations, but does not vote, and writes an independent reappointment recommendation to the Dean. The Chair may deviate from the faculty’s recommendation but
must explain why s/he does so in his/her recommendation to the Dean and forward a copy of the letter to the faculty. The Chair’s recommendation will be added to the file for action, and will be communicated to the candidate through the dean’s office. The candidate will have the normal time to respond to the Chair’s recommendation before the Dean’s independent review of the case.

In sum, for the following P&T components are required in DPAP:

- a vote count of tenured faculty on the candidate
- a written recommendation from the department Chair
- a written summary of the meeting of the tenured faculty of for review of the tenure case

The complete file will also include a written recommendation from the SPA Dean.

**V. Reappointment and Promotion of Term Faculty**

For reappointments of term faculty, the Chair will solicit a secret ballot “sense of the faculty” and reflect that sense in the reappointment memo to the Dean. The Chair may deviate from the faculty’s recommendation but must explain why s/he does so in his/her recommendation to the Dean and forward a copy of the letter to the voting faculty.

For promotion of a term faculty member to Associate Professor, the deliberation and voting procedures used for promotion of tenure-line faculty to associate professor are followed, but all tenure-line faculty are eligible to vote.

**A. Reappointments**

Term faculty may be reappointed for periods up to five years, subject to approval of the Dean, DAA, and Provost.

Reappointments are contingent upon the satisfaction of the expectations contained in the original appointment or most recent reappointment contracts. If the two contracts differ, the most recent contract is determinative.

The reappointment decision takes into account the expectation that, as part of their teaching responsibilities, full-time term faculty members maintain a campus presence that reflects a commitment to connecting with students and to the university community.

The reappointment of the term faculty takes effect only by notice from the Dean of Academic Affairs. Standard American University due process procedures for term faculty apply.

**B. Promotion to Associate Professor**
In addition to the expectations outlined in the appointment and reappointment contracts, term faculty members who are promoted or appointed to Associate Professor must hold the terminal degree in the field or have equivalent professional experience and have demonstrated achievement in teaching, scholarship, and service as outlined below.

1. Teaching

The evidence should demonstrate unequivocally that the faculty member is an effective teacher and adviser of graduate students in an interdisciplinary, graduate professional program. When appropriate, the faculty member is expected to serve on doctoral dissertation committees.

2. Research

Successful term faculty candidates for promotion to the rank of associate professor are expected to demonstrate an active and sustained research agenda commensurate with rank, as indicated by publications in high-quality refereed outlets as judged by the faculty, and consistent with the department mission.

3. Service

As noted elsewhere, full-time term faculty members maintain a campus presence that reflects a commitment to connecting with students and to the university community. Accordingly, term faculty members will be asked to perform some committee service at the departmental, school, and/or university level, taking into account time demands of teaching responsibilities.
PART III: Criteria for Promotion and Tenure to Associate Professor and Full Professor, Tenure-Line Faculty

General Expectations for Promotion to Associate or Full Professor

As noted above, successful candidates for P&T to the rank of associate professor are expected to demonstrate excellence in research, as well as the likelihood of continuing that excellence. They do this by publishing high-quality scholarship in refereed outlets, by achieving emerging recognition as nationally or internationally known experts in their fields of specialization, and by producing evidence of a research program that is likely to continue in the future, as well as by demonstrating effective performance in teaching and service. Successful candidates for promotion to full professor are expected to demonstrate national or international recognition as authorities in their fields and exhibit strong likelihood of maintaining and enhancing that stature into the future.

In assessing the qualifications of a candidate for promotion and/or tenure, the following relative weight should ordinarily be ordered in the following manner: (a) research/publication will be given priority over teaching; (b) teaching effectiveness is a necessity for promotion and/or tenure, but it will not be a sufficient condition by itself; (c) contributions to public/university/department service are necessary but should be considered of lesser importance than research/publication and teaching effectiveness for P&T decisions.

Research

DPAP aims to be among the top five public administration/public management and policy departments in the country. Accordingly, high profile, influential (in the field and in practice), and rigorous scholarship are expected of all faculty, most especially as they accumulate increasing numbers of years of service. Scholarship may be anchored in a faculty member’s disciplinary education and training and should appear in respected peer-reviewed outlets appropriate for their discipline and subjects. Faculty may focus scholarship on a range of public administration, public management, public policy, and nonprofit management topics and find appropriate outlets for these works.

Basic responsibilities in the area of research/scholarship include the following:

- Faculty members are expected to remain current in the research and scholarly literature in public administration and policy and their subfields. Evidence of such currency is found in an active and productive research program.

- Faculty members maintain an active research program of scholarly publications and presentations.

- Faculty members seek research grants to support scholarly activity when appropriate, available, and conducive to professional development and P&T. Opportunity costs...
and probabilities of success in competing for grants and/or contracts vary across fields, subfields, and grant funding opportunities. These costs should be weighed in deciding to pursue funding opportunities and should not negatively affect advancing research productivity and impact, especially for junior faculty.

In assessing the quality and quantity of published works, DPAP is guided by the following considerations:

1. At the most general level, greatest weight will be given to published high-quality work with demonstrated scholarly and academic impact. Impact on practice will also be valued.

2. With this in mind, the following list of publication outlets provides a guide to departmental evaluation of publications:

   - Articles in refereed journals, with top-tier journals given greater weight than second- or third-tier journals.
   - Books reflecting original scholarship and research (with university presses normally given higher weight than commercial presses).
   - Edited scholarly books.
   - Original chapters in scholarly books.
   - Textbooks.
   - Refereed reports and working papers issued by respected institutions.

3. Our fields (public administration and public policy) value both single- and multi-authored publications. In evaluating multi-authored publications, the candidate should provide information describing the extent of his/her participation in research and writing of the publication (e.g., senior authorship? junior authorship? methodologist? etc.). This is not designed to discourage collaboration with colleagues at AU or at other research institutions. It is designed solely to assess a candidate’s contribution to the research and writing of the publication.

4. Emphasis in reviewing a file for action will be given to work completed while at American University. For candidates bringing in substantial credit toward tenure, the balance can be adjusted accordingly.

5. Evidence of a future research trajectory will be evaluated and be given considerable weight.

6. If a publication is not already in print and a candidate wants it to be considered relevant to assessing qualifications for tenure, the following guidelines must be met:
a. If an article, a copy of the completed manuscript with a letter from the journal editor must be provided stating when it will be published without substantial revisions;

b. If a book or edited book, a copy of the completed manuscript must be provided along with a letter from the publisher or editor stating that the manuscript will be published without substantial revisions in less than twelve months from the date of the written statement.

7. The date of submission of the file for action to the department is the last relevant date for reporting publication of scholarship, other than updates regarding publication acceptances of materials already referenced in the file (as provided in the CFA’s “Instructions for Submitting Files for Action” at 2).

Teaching and Advising

Candidates for promotion and/or tenure are expected to be effective teachers. Teaching includes not only formal classroom instruction but also advising and mentoring of students in both required and concentration areas in our programs, including PhD students through the examination and dissertation processes. Teaching may also include:

- Field and non-credit instruction
- Supervision of research, student internships, professional practice, clinical practice, and doctoral dissertations
- Teaching executive program students
- The improvement and enrichment of course offerings and other instructional activities within the faculty member’s discipline or profession
- Participation in interdisciplinary courses and other units of the university
- Development of other instructional materials to enhance education in the faculty member’s discipline or profession

A base level of expectation for all tenure-track and tenured faculty on teaching performance includes consistently positive performance each year in each of the following:

- Teach graduate courses as needed by the department (or undergraduate courses if the department’s strategic plan takes it in this direction)
- Courses must be designed to meet the curriculum of the department
- Classroom materials must be up-to-date
- Course outlines and syllabi must be provided for each course in a timely way (e.g., ready before the beginning of any semester). These documents should clearly state course objectives and relate those objectives to the students’ overall preparation in the degree program (i.e., competencies for MPA, etc.)
- Faculty members are expected to:
  1. Prepare and present course activities in the classroom or online utilizing accepted educational methods
2. Be available to students for advising and consultation both in person and online in a timely and responsive way.

3. Provide students with information on how student performance in the class will be evaluated; changes should be made rarely and not be made lightly.

4. Inform students in a timely fashion if they plan to change evaluation criteria during the semester, why they are changing evaluation criteria, and why students will not be adversely affected.

5. Provide timely, fair, and objective numerical and substantive feedback on their performance in the class during the semester and at the end of the semester; grades must be posted in accordance with university policies and procedures.

6. Always treat students with courtesy and respect; all faculty must act in accordance with student rights, including, but not limited to, academic freedom and those rights as outlined in the student manual.

Evidence of higher levels of teaching performance may include, but is not limited to, any combination of the following sources:

- Honors or special recognitions for teaching accomplishments
- Development or significant revision of programs and courses
- Results of student evaluations and evidence of teaching accomplishments and/or innovations
- Peer evaluation of expertise in instruction
- Publication activities related to teaching
- Grants related to teaching
- Election to offices, committee activities, and other important service to professional associations and learned societies, including editorial work and peer review as related to teaching.

The evidence regarding teaching performance should demonstrate clearly that the faculty member is strongly committed to becoming a highly effective teacher and adviser and is likely to achieve that goal.

As members of a PhD granting department, public administration faculty are expected to serve on dissertation committees and otherwise contribute to doctoral education.

**Service**

No department or university can properly fulfill its mission and responsibilities unless all faculty are willing to devote time and effort to professional activity, committee activity, program and coordination tasks, special projects, etc. The privileges associated with faculty membership carry a reciprocal responsibility for periodic service to various departmental, college, university, or external functions. A record of positive, consistent, and engaged performance in department, college, university, professional, and/or community service is requisite to a favorable tenure or promotion decision.
The department recognizes that the expectations associated with research, publication, professional activities, and teaching reduce the departmental, school, and university demands that should be made on non-tenured, tenure-track faculty. Accordingly, department committee assignments and other service-associated activities must normally be adjusted to reasonable amounts commensurate with a faculty member’s years in service and progress toward P&T. The department chair should consult with faculty mentoring committees in determining these allocations. Equally, a pre-tenure faculty member should work with his/her mentoring committee and Chair to restrict service activity beyond the department to those areas that will not affect performance in meeting the expectations and requirements for research, publication, and teaching. Although some record of service is expected of all candidates for tenure or promotion, it does not provide sufficient basis for tenure or promotion in the absence of satisfactory performance in teaching and research/publication, as specified above.

I. Promotion to Associate Professor

In addition to the expectations above, the following hold for promotion to Associate Professor:

A. Research

Successful candidates for promotion to the rank of associate professor are expected to demonstrate excellence in research, as well as the likelihood of continuing that excellence. They do this by publishing high-quality scholarship in refereed outlets, by achieving emerging recognition as nationally or internationally known experts in their fields of specialization, and by producing evidence of a research program that is likely to continue in the future, as well as by demonstrating effective performance in teaching and service.

The department also expects the scholarly records of candidates for P&T to associate professor to:

- Be recognized and reviewed favorably by members of the national and international scholarly community in the candidate’s area(s) of specialization and in the broader areas of public administration and policy.

- Meet the norms for P&T that prevail at other leading schools of public administration and policy (i.e., top ten programs).

- Be consistent with the department mission.

B. Teaching

At the time of candidacy for P&T to associate professor, the evidence should demonstrate unequivocally that the faculty member is an effective teacher and adviser of graduate students in an interdisciplinary, graduate professional program.
Junior untenured faculty are advised to participate only minimally on dissertation and examination committees. A more demanding role for a junior faculty member might be necessary on occasions such as when a PhD student is conducting research closely linked to the junior faculty member’s own research interest. But even in these instances, the junior faculty member is advised not to assume more than a secondary role on a dissertation committee if he or she was judged in the most recent annual review to have serious teaching-advising or scholarly deficiencies.

A more demanding role as a member of one or more dissertation committees each year is expected of an untenured faculty member as they approach the tenure decision—especially if there are PhD students whose research can benefit from the special competencies of the faculty member. But in no case is an untenured faculty member expected to chair a dissertation committee, except under the most unusual circumstances.

Likewise, with increasing years of service, clear progress in meeting department standards for teaching and scholarship is expected. Each untenured faculty member is also expected to assume increasing responsibility for student advising in their areas of specialization.

C. Service

The department recognizes that the expectations associated with research, publication, professional activities, and teaching reduce the departmental, school, and university demands that should be made on non-tenured, tenure-track faculty. Accordingly, department committee assignments and other service-associated activities must normally be adjusted to reasonable amounts commensurate with a faculty member’s years in service and progress toward P&T. The department chair should consult with faculty mentoring committees in determining these allocations. Equally, a pre-tenure faculty member should work with his/her mentoring committee and Chair to restrict service activity beyond the department to those areas that will not affect performance in meeting the expectations and requirements for research, publication, and teaching. Although some record of service is expected of all candidates for tenure or promotion, it does not provide sufficient basis for tenure or promotion in the absence of satisfactory performance in teaching and research/publication, as specified above.

II. Promotion to Full Professor

In addition to the expectations above, the following hold for promotion to Full Professor:

A. Research

Successful candidates for promotion to full professor are expected to demonstrate national or international recognition as among the leading scholars in their areas of expertise and exhibit strong likelihood of maintaining and enhancing that stature into the future.
A candidate for promotion to full professor should have consistently published articles of high quality in respected refereed professional journals or books, and there should be other demonstrable evidence that scholarly research activity is continuing. Scholarship, including basic and applied research, means in-depth study in a specific field leading to contributions to knowledge in that field. Scholarship—as measured by peer recognition of its originality, impact on, and importance to the development of the field—is demonstrated most typically by refereed publications, such as journal articles and books of high quality, as well as citation rates of the candidate’s research, research awards, and speaking invitations at other universities.

B. Teaching

For candidates for promotion to full professor, the evidence regarding teaching performance should demonstrate clearly that the faculty member is a highly effective teacher. Teaching includes not only formal classroom instruction but also advising and mentoring of students in both required and concentration areas in our programs, including PhD students through the examination and dissertation processes. Teaching may also include activities mentioned in the general promotion criteria above in this section.

A base level of expectation for promotion to full professor on teaching performance includes consistently positive performance each year in each of the following, as noted above:

- Teach graduate courses as needed by the department (or undergraduate courses if the department’s strategic plan takes it in this direction)
- Courses must be designed to meet the curriculum of the department
- Classroom materials must be up-to-date
- Course outlines and syllabi must be provided for each course in a timely way (e.g., ready before the beginning of any semester). These documents should clearly state course objectives and relate those objectives to the students’ overall preparation in the degree program (i.e., competencies for MPA, etc.)
- Faculty members are expected to:
  1. Prepare and present course activities in the classroom or online utilizing accepted educational methods
  2. Be available to students for advising and consultation both in person and online in a timely and responsive way
  3. Provide students with information on how student performance in the class will be evaluated; changes should be made rarely and not be made lightly.
  4. Inform students in a timely fashion if they plan to change evaluation criteria during the semester, why they are changing evaluation criteria, and why students will not be adversely affected
  5. Provide timely, fair, and objective numerical and substantive feedback on their performance in the class during the semester and at the end of the semester; grades must be posted in accordance with university policies and procedures
6. Always treat students with courtesy and respect; all faculty must act in accordance with student rights, including, but not limited to, academic freedom and those rights as outlined in the student manual.

C. Service

A record of positive, consistent, and engaged performance in department, college, university, professional, and/or community service is requisite to a favorable promotion decision. To assure strong and effective faculty governance, tenured members of the faculty have a special responsibility to contribute to the health of their department, school, university, and profession. To merit promotion to the rank of full professor, a candidate must therefore have a record of active and constructive contributions to faculty governance at all levels of the university community, and to one’s discipline and profession. The candidate should have a record that demonstrates a willingness and ability to provide both service and leadership in service.
PART IV:  
Processes and Criteria Governing Annual Merit Reviews  
and Course Load Assignments

The DPAP Chair evaluates faculty performance on an annual basis and recommends tenure-line faculty course loads to the Dean on a biannual basis. At his/her discretion, the Chair may seek input from program directors and other faculty to assist in the review of faculty performance. The Chair alone is responsible for making the department’s recommendation to the Dean, both for annual merit review and for biannual course load assignment. The Dean weighs the department’s recommendation along with the recommendation of SPA’s Merit & Course Load (MCL) committee to make final decisions.

I. Base Course Load

A. Tenure-Line Faculty

Tenure-line faculty are expected to teach four three-credit courses (or equivalent) each year. Faculty may be assigned a different course load under the following circumstances:

- Those with the title of Distinguished Professor teach three courses per year.
- Tenured faculty who are four or more years post-tenure and who do not demonstrate a consistent pattern of research productivity may be assigned up to six three-credit courses (or equivalent). Under no circumstances will this be applied to pre-tenure faculty or faculty who have been tenured within the past four years.

B. Term Faculty

With some exceptions, term faculty are expected to teach six three-credit courses (or equivalent) per year. Whenever possible, attempts will be made to minimize the required number of course preparations. Course loads may vary depending on classification and terms of a faculty member’s contract.

II. Merit and Course Load Criteria

The Chair will take into account the research, service, and teaching productivity of the individual faculty member as outlined below. The Chair is afforded flexibility to accommodate changing departmental needs; rankings of publication outlets; and rewards for extraordinary teaching, service, scholarship accomplishments, or grant-writing success. DPAP recognizes that no precise metric exists for making assignments or in balancing teaching and service against publications. But consistent with promotion standards, research publications and quality placements receive the highest emphasis.

1. Research Productivity (see Part III for specific research criteria involved in merit and course load decisions)
The Chair assesses research productivity for purposes of evaluating performance and making course load recommendations as follows:

- Assessments are based on a three-year timeframe; the same timeframe is expected to be used in the review by the MCL Committee and the Dean.
- In evaluating performance, only publications that have appeared in print will be given consideration. However, course load recommendations will take into account publications that are forthcoming, under review, or in progress. A letter of acceptance from the editor or publisher may be requested.
- Both quantity and quality of publication placement are considered, with impact a defining factor.
- Generally, scholarly books and peer-reviewed articles in leading disciplinary, subfield, or policy areas are given more weight than book chapters and other publications.
- Faculty members publishing in specialized fields (and their mentoring committee if a non-tenured faculty member) need to inform the Chair in writing of the ranking of affected journals or book publishers (e.g., ISI citation ratings).

2. Teaching Productivity and Quality (see Part III for specific teaching criteria)

Teaching is evaluated primarily for the purpose of annual merit reviews and receives only minimal consideration in recommending course loads. The Chair assesses teaching productivity and quality in ways consistent with P&T standards (see above). In addition to work in courses, the Chair may take into account non-course-based work such as supervision of PhD students on dissertation committees, independent studies with both masters and doctoral students, and other related factors. Only the previous year’s teaching record is taken into account in merit reviews.

3. Service Productivity and Quality (see Part III for specific service criteria)

Service is evaluated primarily for the purpose of annual merit reviews and receives only minimal consideration in recommending course loads. The Chair assesses prior service productivity as follows:

- Only the previous year’s service record is taken into account in merit reviews.
- A distinction is made between “major” service commitments (e.g., SPA MCL, search committees, the Committee on Faculty Actions, reaccreditation committees, and other major committees as determined by the Chair) and “minor” service commitments, with two minor commitments converting into one major commitment.
• Active participation in service commitments (major or minor) is required to obtain credit, as evidenced by meeting attendance, voting, and leadership positions assumed
• Leadership positions (e.g., chairing committees) are afforded greater weight than membership
• Evaluation of junior faculty service performance follows guidelines established elsewhere in this document

4. Relative Weights

Consistent with practice in top departments and schools of public affairs:

• For tenure-line faculty, the Chair’s review will assign greater weight to research over teaching and teaching over service in annual merit reviews; course load recommendations will be made almost exclusively on the basis of research productivity.
• Exceptions may be made for tenure-line faculty who teach more than four courses per year, receive administrative course releases, and/or receive course buyouts from external funding.
• Term faculty will be evaluated on criteria specific to the individual, which may include a mix of research, teaching, and service.
PART V: Standards for Faculty Maintaining a “Campus Presence”

As the discussion of research, teaching, and service requirements in this document attests, we understand that campus presence is important for a number of reasons: research collaboration; shared program, curriculum, and pedagogical development responsibilities; service to SPA and the university; and presence at DPAP, SPA, and university events. Many of the criteria that we use in evaluating faculty service by necessity involve campus presence and are tied to P&T, merit pay, and faculty workload assignments. Levels and quality of participation in meeting the service criteria stipulated above are also applicable in an evaluation of campus presence.

Among its institutional peers, DPAP has a reputation for accessibility to students. We have a strong tradition of faculty involvement and collegial work. These are important traditions that we wish to preserve. They are promoted by campus presence. In addition to meeting classes, faculty should be accessible to students and physically present on campus for sufficient periods of time to complete this work. When not on campus, faculty should be available to students, colleagues, and staff via email. Faculty are also encouraged to make use of Blackboard, Skype, Wimba, and other online tools for communicating with students. We have found that students are not shy about expressing their concerns about faculty access should it fall short of expectations, permitting us to take action in cases involving individual misuse of discretion.