Public Administration: Appointment, Promotion, and Tenure Documentation

The College at Brockport
I. Introduction

II. APT Committee Evaluation Procedures
   A. Department APT Committee
   B. Re-appointment
   C. Promotion
   D. Tenure

III. Evaluation and Criteria
   A. Teaching
   B. Scholarship
   C. Service

I. Introduction

The Department of Public Administration at The College at Brockport’s Procedures and Criteria for Re-appointment, Promotion and Tenure are to implement the department’s mission and the National Association of Schools of Public Affairs and Administration (NASPAA) core competencies, below:

The mission of the Master of Public Administration Program, College at Brockport is to prepare leaders and managers in public, health care, and nonprofit organizations. The program maintains close student faculty interaction that enables graduates to LEAD, PARTICIPATE, ANALYZE, ARTICULATE, and COMMUNICATE in public service:

1. Lead and manage in diverse organizational contexts.
2. Participate and contribute to public policy in the student’s chosen emphasis: Public, Health Care, or Non-Profit Management.
3. Analyze to make informed decisions.
4. Articulate the public service concerns associated with the distribution of scarce resources.
5. Communicate productively in settings characterized by diversity.

This document was reviewed by a “Super Committee” appointed by Provost Huot and by the Provost herself from 2012 to 2013 and suggested modifications were made with the assistance of
II. APT Committee Evaluation Procedures

A. Academic Policy Practice on Department APT Committees

1. The evaluation of faculty will conform to the following criteria: 50% teaching > scholarship > service.

2. This policy applies to APT committees addressing actions on continuing appointment, reappointments, promotions, and sabbatical leaves. It does not apply to APT committees addressing DSI recommendations. Departmental APT committees will adhere to the following voting rights and procedures:

3. APT Committee Voting Rights and Procedures

   a. Academic credentials and performance should be reviewed by those with similar knowledge and experience, therefore, only teaching faculty should review teaching faculty.

   b. All members of departmental APT committees should have continuing appointment.

   c. In the case of promotion, only those who have attained the rank of Associate Professor or higher may serve on the committee. In the case of promotion to Full Professor, the APT committee must include at least one full professor. If a full professor is not available amongst the members of the department, the Dean, after consulting the Chair and the members of the faculty in the department, will appoint a professor from another department or an emeritus professor from the department, to the APT committee for the purpose of reviewing the promotion to professor.

   d. APT committees consist of at least three (3) members. If the department cannot constitute an APT Committee of at least three members in accordance with these policies, the Dean, in consultation with the Chair of the department, shall appoint additional members from other departments within the school to the departmental APT committee to constitute a committee of at least three members.

   e. When circumstances necessitate that a department depart from these policies, the Chair and members of the department shall consult with the Dean to implement department-specific policies or membership that best serve the needs of the department.

   f. If a department decides that professional staff members assigned to the department should also serve on the APT committee, the department Chair will request approval of these members from the School Dean, in accordance with #e above.
B. Re-appointment Procedures

Candidates for re-appointment will submit all required materials (as described below in Section III, Evaluation and Criteria and as requested by the Chairperson and/or the APT Committee) to the APT Committee in accordance with timelines published annually by the College. The committee will review and assess these materials based on the criteria in this document, develop a written report and recommendation based on a majority vote taken secretly, and will forward all materials to the Chair. The Chair will review the recommendation and all accompanying material, develop a recommendation and forward the Chair’s recommendation with appropriate materials to the Dean. If the candidate is the Chair, the committee’s report, recommendation and materials are to go directly to the Dean.

C. Promotion Procedures

Candidates for promotion will submit all required materials (as described below in Section III, Evaluation and Criteria and as requested by the Chairperson and/or the APT Committee) to the APT Committee in accordance with timelines published annually by the College. The committee will review and assess these materials based on the criteria in this document, develop a written report and recommendation based on a majority vote taken secretly, and forward its recommendation and all materials to the Chair. The Chair will review the department vote and all materials, develop a recommendation, and forward the Chair’s recommendation and all materials to the Dean. If the candidate is the Chair, the committee’s report, recommendation and materials are to go directly to the Dean.

D. Tenure Procedures

Candidates for tenure will submit all required materials (as described below in Section III, Evaluation and Criteria and as requested by the Chairperson and/or the APT Committee) to the APT Committee in accordance with timelines published annually by the College. The committee will review these materials based on the criteria in this document, develop a written report and recommendation, based on a majority vote taken secretly, and forward its report and all materials to the Chair. The Chair will review the department vote and all materials, develop a recommendation, and forward the Chair’s recommendation and other materials to the Dean. If the candidate is the Chair, the committee’s report, recommendation and materials are to go directly to the Dean.

III. Evaluation and Criteria

A. Application Contents

Candidates for re-appointment, tenure, and promotion should prepare an application for submission to the Departmental APT Committee comprised of the following organized material:

- Letter of application
- Table of contents
• Curriculum vitae
• Teaching portfolio and peer evaluation (as described below in section III. B.)
• Narrative and supporting documents related to scholarship (as described below in Section III. C)
• Narrative and supporting documents related to service (as described below in Section III. D.)
• All annual reports, including comment and signature pages, for the period under review

B. Teaching

1. Standards for evaluation of teaching

Educating our students and preparing them professionally is the Department’s most important activity. Competency in teaching must be met by all members of the department. Faculty must demonstrate continued successful teaching, which includes consideration of student learning outcomes. All candidates for re-appointment, promotion and tenure will be assessed for competency in teaching, primarily through a teaching portfolio submitted by the candidate.

2. Departmental criteria for determining competency in teaching include the following:

- demonstrated knowledge of the discipline/profession
- genuine interest in student needs and concerns
- skill in conceptual and theoretical analysis
- class presentations, exercises, and materials of respectable substance, organization and coherence
- clear explanation of course goals, requirements, evaluation devices and teaching methods to students, particularly in the course syllabus
- encouraging students to think critically about professional ethical issues
- willingness to entertain divergent views
- course development, updating, and revision as appropriate
- ability to maintain student interest
- encouragement of writing skills
- appropriate integration of technology
- develop capabilities with Internet-based technologies
- effective feedback to students regarding progress in courses
- participation in and development of distance learning alternatives
- effective contribution to project paper direction
- fair share of student advisement
- appropriate student workload
- very good attendance and office hours

3. Candidates for re-appointment, promotion and tenure should prepare a portfolio of teaching materials comprising the following sections:
a. **Statement of Teaching Philosophy and Focus**, which explains the candidate’s educational values, ideals, and goals. The statement should also include a reflective statement comprising a self-evaluation of successes in teaching, efforts to improve teaching generally or in a particular course, assessment and achievement of student learning outcomes, and general and specific course effectiveness.

This section should also include for the period under review:
- a list of courses taught and the number of students enrolled in each course
- copies of syllabi for all courses taught
- copies of all exams for these courses

This section may also include other pertinent information directly related to teaching and advisement, e.g., samples of student work, such as papers or projects.

b. **A section on Student Evaluation**, which includes a summary table of IAS ratings (or any instrument which replaces the IAS) on the four core items for all courses taught during the period under review, and a copy of the complete computer printout of IAS scores (or any replacement instrument) for all courses taught during the period under review.

This section may also include:
- written comments and/or personal assessment of ratings on other items
- instructor developed feedback
- APT Committee-solicited letters of support or comment about teaching

c. **A section on Student Outcomes and Accomplishments.** The portfolio should include a table of grade distributions for each course/section taught during the period under review, including personal interpretation of distributions in light of the candidate’s teaching philosophy.

This section may also include other documentation, such as student employment rates in the field and success in the workplace, and student accomplishments and student involvement in scholarship, publication, and/or presentations resulting from student-faculty collaboration and other professionally-related activities (e.g., conference presentations, published papers, awards, performances, exhibitions, student-faculty research projects).

d. **A section on Improvement of and Innovations in Teaching.** Documentation should include:
- steps taken regarding professional development as a teacher (workshops, conferences, etc. attended)
- efforts to remain current in the field
• new applications of technology to teaching
• revision of course instructional approach
• improvements and innovations in teaching, alternative scheduling of instruction (e.g., weekends), and innovative uses of technology, including online instruction
• collaborative teaching

e. A section on Teaching-Related Activity Beyond the Classroom. Public Administration students are generally employed, and their time outside of work is limited. Faculty members are expected to provide assistance to our graduate students, such as professional advice, mentoring, and encouraging their involvement in various forms of scholarship. Faculty members can provide this assistance in a variety of ways, including through regular (published) office hours, as well as through other means, such as through email.

Candidates for re-appointment, promotion, and tenure are expected to have a fair share of advisees, and to be available as appropriate for students who for the most part are working full time. Documentation presented should include the number of advisees during the period under review and number of Courses of Study completed. Advising is measured by number of Courses of Studies completed and number of advisees.

This section may also include documentation regarding:
• evidence of advising quality (surveys, letters, etc.)
• service on student organization and/or advisory committees. Because most of our students work full time, the most appropriate organizations for our students are the Public Administration Advisory Board, the Brockport College Foundation, and our honorary society, Pi Alpha Alpha.

f. A section on Peer Evaluation. The section is prepared by the APT Committee, and should include results from classroom observation, and peer review of course syllabi, assignments, examinations, and appropriate integration of technology. The review of these materials will look for skills of pedagogy, including clear and precise communication and methods of instruction, interest in the educational achievement of students, the demonstration of the use of contemporary sources, and good correlation of content, method, and student interest and need.

Peer evaluation may also include:
• contributions to curriculum and course development or revision
• interviews of current students and/or alumni
• awards or recognition related to teaching
• evidence of mentoring new faculty
• videotape review

Each of these six areas is evaluated based on the following qualitative scale:
C. Scholarship

1. The Department’s Mission: "...is to prepare leaders and managers in public, health care, and nonprofit organizations." This part of the mission is best implemented through effective scholarship and service that informs teaching to address one or more of the NASPAA core competencies:

   1. Lead and manage in diverse organizational contexts.
   2. Participate and contribute to public policy in the student’s chosen emphasis: Public, Health Care, or Non-Profit Management.
   3. Analyze to make informed decisions.
   4. Articulate the public service concerns associated with the distribution of scarce resources.
   5. Communicate productively in settings characterized by diversity.

Faculty are responsible for producing academic peer-reviewed and disseminated products. Consistent with our mission and our accreditation requirements, the scholarship focus for department faculty is primarily in the area of "application" as described below.

2. Standards for Evaluation of Scholarship

Faculty must demonstrate continued successful scholarship. Consistent with the Faculty Roles and Rewards Final Report, and the Department’s mission, scholarship/creativity consists of identifiable projects subject to systematic internal and external evaluation by professional peers and resulting from “discovery,” “integration,” and “application.”

a. Discovery: The creation of new knowledge within the discipline Examples of identifiable products include but are not limited to: original research as reported in articles, books, and presentation of papers; performances; grant proposals; inventions and patents; software development
b. **Integration.** The synthesizing of existing knowledge or creative work within one or more disciplines into new patterns and/or for new audiences. Examples of identifiable products include but are not limited to: publication of interpretative studies or criticism; critical reviews or editing of scholarly work; development of public policies or of interdisciplinary programs.

c. **Application.** The utilization of discipline-based knowledge to solve problems. Examples of identifiable products include but are not limited to: development and implementation of innovative governmental or nonprofit programs; environmental impact analyses; consultant work in the public, nonprofit, or private sector based on the faculty member’s discipline-based knowledge and expertise.

Scholarship in these three areas will be evaluated according to these six criteria:

1. clarity of goals
2. adequacy of preparation
3. appropriateness of methods
4. significance of results
5. effectiveness of presentation
6. reflective critique where appropriate

Scholarship will be considered in terms of products reflecting these three areas of “discovery,” “integration,” and “application.”

**What is scholarship for promotion and tenure?**
The successful candidate must have four peer reviewed and disseminated articles and/or chapters or book(s) accepted for publication three of which must be done while at Brockport.

**What is scholarship in terms of continuous Progress after tenure is achieved?**
Continuous Progress is a scholarly product every three years on average, e.g., articles, books, chapters, reviews, presentations, grants, applied research. Such progress must be evidenced in the annual report as demonstrable progress (e.g. a draft) of a scholarly product that will lead to a peer reviewed product.

3. Candidates for re-appointment, promotion and tenure should prepare a scholarship portfolio as follows:

   a. **Scholarship Focus and Summary.** This section should include the following components: a) an overview of the area of scholarship; b) a list of each scholarly product with a brief description of the peer review process and reputation of each product/piece; and c) a brief reflective critique.
Candidates for re-appointment, promotion and tenure must achieve at least the following scholarly products to be considered for tenure and/or promotion:

Professor 6 articles or equivalent since last promotion
Associate Professor/Tenure 4 articles or equivalent
Re-appointment (Assistant Professor) 1 article or equivalent

Note: One significant externally funded grant may be used in place of 1 article.

The assessment of scholarship is subject to both internal and external review. The APT Committee will identify an external reviewer of the scholarship products submitted by the candidate, and will solicit a written assessment of the candidate’s scholarship products. The APT will take this external review into account in its evaluation of the candidate’s scholarship, and the written evaluation of the external reviewer will be included in the materials forwarded to the Chair.

Given our mission, our accreditation, and the students we educate, the Department will be recruiting and hiring “practitioners” who come to the Department and the program without the traditional academic record of scholarship generally expected of academic faculty. The Department will take into account the professional experience and expertise of such faculty “practitioners” in the evaluation of their performance for re-appointment, promotion, and tenure.

D. Service

1. The Department’s Mission: “... is to prepare leaders and managers in public, health care, and nonprofit organizations. The program maintains close student faculty interaction that enables graduates to LEAD, PARTICIPATE, ANALYZE, ARTICULATE, and COMMUNICATE in public service:
   1. Lead and manage in diverse organizational contexts.
   2. Participate and contribute to public policy in the student’s chosen emphasis: Public, Health Care, or Non-Profit Management.
   3. Analyze to make informed decisions.
   4. Articulate the public service concerns associated with the distribution of scarce resources.
   5. Communicate productively in settings characterized by diversity.

Service encompasses governance and other program-related activities supporting the mission of the department, the school, the college, the university, or the profession, as well as discipline-based or department/college mission-oriented contributions to the community. Faculty must demonstrate continued successful service and leadership in service, as defined by the Department in this document.

2. The assumption of an appropriate level of service must be met by all candidates for re-appointment, promotion and tenure. Service may be in one or more of the following areas—the Department, Community, Profession, School, College, and University.
3. Candidates for re-appointment, promotion and tenure will prepare a statement of all relevant
service activities with a brief description of the candidate’s responsibilities, participation, and
any product developed.

The candidate’s performance with regard to service will be assessed in light of his/her years in
academic life as well as whether the candidate has assumed a fair share of the program’s
responsibilities. Candidates should list their service activities and accomplishments for each of
the following: All appropriate information documenting service includes but is not limited to:

- a listing of all activities, including leadership roles and any products developed
- peer evaluations
- letters and other materials commenting on performance, from parties who are
  knowledgeable about the candidate’s performance in this area.
- any other relevant information

Examples of service are:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>• Marketing/recruiting</td>
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<tr>
<td></td>
<td>• Admissions</td>
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<td></td>
<td>• Advisement</td>
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<td></td>
<td>• Program management (NASPAA)</td>
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<td></td>
<td>• Governance</td>
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<td></td>
<td>• Prepare and submit reports</td>
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<td></td>
<td>• APT responsibilities</td>
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<tr>
<td></td>
<td>• Utilization of cutting edge office technology</td>
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<td></td>
<td>• Completion of policy and procedures</td>
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<td></td>
<td>• Fulfilling mandates</td>
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<td>• Evaluation</td>
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<td></td>
<td>• Library liaison</td>
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<td></td>
<td>• Mentoring</td>
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<td></td>
<td>• Adjunct faculty</td>
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<tr>
<td>Community</td>
<td>work related to the mission of the department/college and to</td>
</tr>
<tr>
<td></td>
<td>faculty member’s area of professional expertise.</td>
</tr>
<tr>
<td>Profession</td>
<td>leadership and other service in discipline-based organizations</td>
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<td></td>
<td>at local, state, national, or international levels</td>
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<tr>
<td>School</td>
<td>grade appeals, School committees</td>
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<tr>
<td>College</td>
<td>Faculty Senate, college-wide committees, college-wide</td>
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<tr>
<td></td>
<td>student organizations, graduate committees</td>
</tr>
<tr>
<td>University</td>
<td>University Faculty Senate, SUNY Ad Hoc Committees</td>
</tr>
</tbody>
</table>
4. Candidates for re-appointment, promotion and tenure must contribute the following levels of service to be considered for tenure and/or promotion:

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<tr>
<th></th>
<th>Full share of departmental service and service in at least one other domain with some evidence of leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>Associate Professor/Tenure</td>
<td></td>
</tr>
<tr>
<td>Re-appointment (Assistant Professor)</td>
<td>Adequate departmental service and service in at least one other domain</td>
</tr>
</tbody>
</table>

Faculty members who are tenured are expected to maintain a continuous record of service as evidenced in the annual report which is defined as meeting the criteria set for Associate or Full Professor.