This policy delineates the standards of the Department of Public Administration when considering probationary faculty for promotion and / or tenure and Associate Professors for promotion to Full Professor. The standards outlined here are those considered typical within the discipline of public administration.

It is crucial to understand that Public Administration is an interdisciplinary and applied discipline. Therefore, the outlets for publication, other professional development, teaching effectiveness, and service might very well be different from that of other social science disciplines with a less applied approach. This does not mean that the efforts of Public Administration faculty are any less valuable to the academy and to the discipline. Applied and basic research and professional work are both appropriate within Public Administration and should be considered as such. As an applied field, significant service must be achieved by candidates for promotion and tenure as well as significant professional development. As established by the Academic Senate, all candidates must also have established records of significant teaching excellence.

In general, probationary faculty shall be considered for tenure at the same time as promotion, although exceptions may be made for exceptional candidates. Promotion to Full Professor should involve the application of higher standards than those for probationary faculty being considered for tenure or for promotion to Associate Professor.

Professional Development

All candidates for promotion or tenure shall publish academically sound research during their probationary period or time in rank in the Public Administration Program.

Contributions in the area of professional development and growth, that together illustrate the development and maintenance of a full research agenda in the broader, interdisciplinary area of public affairs and public policy, shall include activities such as those listed below.

- The publication of a peer-reviewed book or articles in peer-reviewed journals (traditional or electronic in nature) that illustrate the professional
growth of the faculty candidate in making a contribution to the discipline and the development of a full research agenda.

- The publication of book chapters, which are appropriate professional publications and, if peer-reviewed, also count as a peer reviewed article. If book chapters are not peer-reviewed, a faculty candidate may make the case for its inclusion as equivalent to a peer-reviewed article. Subsequently, the RTP Committee will evaluate the evidence and make a decision as to its equivalence. The criteria to be considered are whether or not the process through which the author was asked to write the chapter had adequate rigor and whether or not the other contributing scholars are top scholars in the subfield.

- Editing books or journal symposia, where the candidate has taken a leadership and scholarly role in shaping the outcome of the publication. In each case, the candidate should state the exact nature of their role in the process. Tenure and promotion cannot be granted solely based upon having edited books or symposia. Editing activities can also be considered professional service.

- Serving as editor of a reputable journal in the discipline. Tenure and promotion cannot be granted solely based upon having served as editor of a journal.

- Research reports can be considered as appropriate. The faculty can make the case for its inclusion as equivalent to a peer-reviewed article. Subsequently the RTP committee will evaluate the evidence and make a decision as to its equivalence. Alternatively, such reports can be counted as service to community.

- Grant applications submitted for possible funding. Tenure and promotion cannot be granted solely based upon submitted grant applications.

- Grant applications which are funded. Tenure and promotion cannot be granted solely based upon funded grant applications.

- Co-authoring work is encouraged and would count as articles commensurate with the level of work contributed by each author.

Given the applied nature of the public administration discipline, publications in professional newspapers and other applied outlets are encouraged. However, these cannot be considered as peer-reviewed publications and given the same weight as peer-reviewed journal articles and should instead be considered as service.

Attendance at professional conferences in the field of Public Administration is expected. While not directly linked to promotion and tenure, papers given at conferences lead directly to publications and are therefore
crucial to a candidate’s professional development and so, should be fully supported by the Department. Service as discussant or session chair is important professional development, as well.

The normal expectation for establishing significance in professional development for purposes of tenure and promotion to Associate Professor is three to four articles in peer-reviewed journals or their equivalent.

The normal expectation for establishing significance in professional development for purposes of promotion to Full Professor is continued professional growth in the discipline, whether in a more specialized fashion or in several different research areas, and the ability to clearly illustrate their impact upon the discipline in a specific area. Adequate development can be documented through recognition of scholarly achievements by others, which should be noted and taken into account by the Public Administration Program.

Further, the research agenda should illustrate a continuing extension of research or applied skills and applications and a continued contribution to the discipline. These contributions can be either in the form of additional peer-reviewed articles, book chapters or books. The impact of the work could be evidenced by such measures as the extent to which a candidate’s work is cited, whether the candidate’s work has been cited outside of academia, through the evaluation of respected scholars in the field, or even through the volume of work published in respected academic outlets.

Teaching Effectiveness and Criteria

Like all faculty, probationary and tenured faculty are expected to be effective teachers in the Public Administration Program classroom. This means that they engage their students and provide an appropriate mixture of both theory and practice. Innovations in the classroom are encouraged and fully recognized as important, and sometimes risky, efforts. Non-traditional teaching methods are also encouraged and fully recognized as important, and sometimes risky, efforts. Faculty should be supported for taking risks in trying new techniques, schedules, and other innovative and different methods in teaching their courses. The Public Administration Program considers online instruction to be an appropriate vehicle for learning; no candidate should be adversely affected by forays into this method of teaching.
Given the fast pace of the changes within the discipline of public administration, it is important to ensure that course structure and materials in the public administration classroom are constantly updated.

In order to measure teaching effectiveness in the Public Administration classroom, the following methods are appropriate:

- Student teaching evaluations. Scores between 1.0 and 1.5 are considered excellent. Scores between 1.5 and 2.0 are very good. Scores greater than 2.0 suggest room for improvement. Scores should also be judged in the context of the subject matter, recognizing that some subjects – especially quantitative ones – are known to generally result in scores greater (worse) than others.
- Peer reviews of teaching in various courses
- Review of syllabi for appropriate assignments, reading, organization, and timeliness
- Review of course materials
- Review of new course development materials and content
- Review of curricular innovations
- Student letters

The criteria for tenure / promotion to Associate Professor or for full Professor are the same—candidates need to illustrate excellence in teaching through excellence in student teaching evaluations and peer reviews, and through excellence and currency in syllabi, assignments and course materials.

University, Professional and Community Service

Given the applied nature of the public administration discipline, the faculty emphasizes community service as well as professional service and service to the University. Community service can include the following:

- Service on the board of directors of local public administration organizations such as the American Society for Public Administration
- Service on the boards of directors of local non-profit organizations or other service to non-profit organizations
- Service to federal, state, or local governments

Professional service includes include the following:

- Service to professional committees, boards, or other units of professional associations
• Service as reviewer for professional journals or of professional books, for publishers
• Book reviews and publications in professional magazines and newsletters are considered to be part of professional service
• Editing books or journal symposia, where the candidate has taken a leadership and scholarly role in shaping the outcome of the publication. In each case, the candidate should state the exact nature of their role in the process. Tenure and promotion cannot be granted solely based upon having editing books or symposia. Editing can also be considered professional development.

University service includes include the following:

• Service on program / department level, College level, or University level committees, task forces, or other units of San Francisco State University

Letters from other participants, particularly organizational leaders, in these activities shall be used to evaluate university, community and professional service.

For tenure track faculty being considered for tenure and promotion to Associate Professor, the record should include active service in these activities. Candidates for promotion to full Professor should have served in leadership roles in these areas.