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<td>Promotion and Tenure Standards</td>
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| Provost office approval         |                                      |
| Vice Provost for Academic Person| Date                                 |
PREFACE:

This statement of guidelines for professional evaluations of tenured and tenure track members in Political Science has been prepared as a general document, without reference to particular individuals or configurations of accomplishment. It is not intended to prescribe a uniform roster of accomplishments that must be achieved by all candidates for tenure or promotion. Rather, it is intended to suggest ways of evaluating accomplishments in the three major domains of research, teaching, and service, and yet permit flexibility in assigning relative weights to these domains. This statement does not attempt to suggest an overall weighting scheme across domains. Rather, it assumes that, in light of evaluative guidelines suggested below, candidates for promotion will demonstrate a level of performance satisfying Political Science’s expectations of accomplishment in each area and clearly surpassing these expectations in teaching or research. It is a matter of program policy to strive to accommodate individual differences in emphasis, reflecting different talents and interests, within the general guidelines set by the college and the university.

TEACHING:

Teaching is evaluated using a number of criteria. Standardized student evaluations are required, in accord with Regential policy. It is expected that evaluations of the instructor and the course will average 2.0 or higher (on a scale of Excellent=1 to Unsatisfactory=5) for undergraduate electives. Standards may be more variable for service courses, methods courses required of Political Science majors, and in unusual, non-routine circumstances. It is expected that quantitative student evaluations will be recorded for all the courses taught in the five prior academic years. In marginal cases the record will show visible improvement during the most recent semesters.

A record of being available to students for consultation and advice is also required. This usually means establishing appropriate office hours, being available to students during posted hours, and demonstrating willingness to accommodate reasonable student needs.

Course syllabi, lecture outlines, requirements for readings, papers, and examinations, and specification of other criteria relevant to evaluation of student performance should be available for review. Evaluation of teaching also will take into account special efforts such as those involved in programs such as the mentoring of honors students, or the creation of special opportunities for exceptional students. Candidates for promotion are expected to have contributed to the graduate program by serving on supervisory and examining committees.

Peer review evaluations are required of faculty pursuing promotion and tenure. Two peers at a higher rank than the candidate are chosen, one by the candidate and one by the faculty head, to attend class and produce a short report evaluating the candidate’s classroom performance.

Recognition will also be given for the preparation of teaching materials, including textbooks and published monographs (such as the Sage series), or the design and implementation of innovative courses using new technologies (IT, video, simulations). More generally, the evaluation of teaching will acknowledge special innovative efforts to enhance the school's instructional capacity. Such special efforts must, of course, complement a fair share of the regular school teaching obligation.

Teaching load standards are set by the principles in the Political Science’s workload distribution policy and implemented by the faculty head in consultation with the school director. Specific
course offerings will usually be worked out by members of the disciplinary sub-groups, including the American, Comparative, Theory, Methods, and International Relations faculties, and will be subject to review by the faculty head and school director. Candidates for promotion and tenure are expected to have a record of cooperative participation in the process of determining course offerings.

Teaching is an important component of all recommendations for tenure and promotion. No faculty member will be recommended for tenure with less than a completely satisfactory record as a teacher.

RESEARCH:

The function that is unique to a major university is the production of new knowledge as a public good. Promotion and tenure require a demonstrated commitment to original scholarly work as evidenced by the publication of refereed books and monographs or the publication of articles in the leading, refereed journals in political science, allied social sciences, history or philosophy.

The commitment to research is demonstrated by a record of publications that constitutes progress toward fulfillment of a planned program of research. Candidates should provide evidence of seeking external funding when appropriate and available to support programs of research. That program should be described in previous (second- and third-year review) statements of research agenda prepared by the candidate for tenure or promotion. The publications may reflect collaborative efforts with co-authors, but also must include enough single-authored publications to demonstrate evidence of intellectual independence and the ability to sustain a program of research as an individual scholar.

While minimal quantitative standards vary by sub-field, candidates for tenure must show substantial work beyond that completed as a graduate student. There is, however, no set number of publications that can guarantee a positive recommendation for tenure. Since Political Science explicitly considers both the quality of the past research and the potential quality of future research, decisions concerning tenure are not only retrospective, but are also prospective in nature.

Even though it is difficult to offer precise quantitative standards for the number of publications necessary for tenure, past experience can shed some light on this matter. The examples described below are designed to provide a clearer idea to the untenured faculty and to the personnel committees of the college and university about Political Science’s standards for tenure and promotion.

For example, those candidates for tenure who publish their dissertations as scholarly books would normally need to publish an additional five or six substantial, fully refereed articles or show significant progress toward completing a second scholarly book. A faculty member who makes major revisions in a dissertation might be expected to do three or four articles. On the other hand, candidates for tenure who do not publish any book would normally need to publish seven or eight substantial, fully refereed articles. Of those articles, a sizeable number, perhaps six, would normally represent work completed after graduate school. Other examples, taking into account the quality and importance of works as well as their quantity, might of course be offered. But these three examples suffice to suggest that the actual path to tenure can vary greatly in our discipline. The common thread to all cases is a sustained, scholarly effort leading to publication in quality, refereed outlets.

Qualitative standards are reflected in many ways. The most common criteria are book publication by prestigious scholarly presses, such as the Oxford, Cambridge, Chicago, Princeton, Harvard or Yale presses, or by article publication in major refereed journals. For recognition of publication in minor or specialized journals not known to the non-specialist, the author must provide information
establishing the legitimacy and credibility of the outlet. For publication in a foreign language journal to be recognized, an English language version of the manuscript must be made available. Invited or contributed book chapters are ambiguous evidence of quality unless full information is available concerning the author’s relationship to the editor, the circumstances of the invitation and the nature of the review process.

A second basis for assessing the qualitative importance of a publication is provided by the record of citations, impact factor of journal publication outlet, and book reviews.

The third and more common mode of evaluating the quality of published material is provided by the invited assessments of outside referees. The referees must be recognized and well regarded scholars of national reputation. Meeting this university requirement for positive evaluations by external referees normally means the candidate will have carried out a focused body of research which, in turn, depends on having developed a specific, recognized area of expertise. University and college guidelines describe the procedures for selecting the referees.

Minimal records of book and refereed article publication should be supplemented by book chapters, reviews, essays, refereed contributions to formal conference proceedings, successful grant proposals, or the compilation and editing of a book—including original contributions to the book. Papers prepared for annual professional meetings or ad hoc conferences do not count as evidence of scholarly accomplishment, but may be included as professional service or listed a work in progress if eventual publication is intended. Vitae filled with a record of the presentation of papers with no evidence of likely publication are counterproductive. Rather, the record should reflect continuing progress toward publication in a focused and sustained program of research which provides a basis for predicting continued research productivity in the later stages of a professional career.

Invitations to engage in or contribute to professional activities provide indirect evidence of the scholarly standing of one's work. However, there may be ambiguity surrounding the question of whether such a contribution should count as evidence of quality of research or simply be treated as professional service.

SERVICE:

Service relevant to promotion and the granting of tenure occurs in three arenas—the institutional setting of the program, college or university; the context of the local community or the public; and the activities of the profession. Beyond participating in faculty recruitment, probationary faculty are not expected to be heavily engaged in service activities during their first two or three years while establishing their research programs. Thereafter they are expected to carry their share of program activities including serving on Political Science committees and student examination committees.

Community activities outside the university that involve one in a professional role as a political scientist contribute to service as a member of the university community service activity for which one’s scholarly expertise is not relevant does not count as a part of the service record.

Service to professional organizations is an important component of one's professional service record. This includes serving as an officer in local, regional or national organizations, serving as an active member of an editorial board or a program committee or otherwise devoting time and energy to organizational activities.
Promotion from Associate Professor to Professor

Recommendation for promotion to professor will normally rest on the continuation and maturation of activities that merit the granting of tenure and the promotion to associate professor. This normally means maintaining a record as a regularly publishing scholar, a record that normally includes at least one scholarly book based on research carried out subsequent to acquiring tenure. Excepting unusual cases of outstanding book publication, the research record should reflect continuing production of increasingly more substantial scope and greater maturity. Demonstration of capacity as an independent scholar, reflected in single-authored publication, is as important for the demonstration of scholarly maturity as it is for the demonstration of scholarly promise in junior scholars. Because Political Science considers both the quality and the quantity of the candidates' published research, there is no set number of publications that can guarantee a promotion to professor. However, an approximate rule of thumb is that additions to the publication record of an associate professor should at least equal the quantitative standards in this document for the earlier promotion before a candidate is considered for promotion to professor.

Although it is not necessary that the field of research expertise be the same as that for promotion from assistant to associate, it is even more important for promotion to professor that the candidate establish national or, if appropriate, international recognition for contribution to a specific field of knowledge. Such recognition achieves a visibility, attracts talented graduate students and adds favorably to the growth and development of the program's national and international reputation.

More than in the case of junior scholars, citations are vital evidence of the significance of scholarship. By the same token, the existence of an acknowledged record as a scholar will be manifest in invitations for research-based lectures or other scholarly services. Although service on professional journal editorial boards may, for example, be counted a professional service, it also may betoken respect for one's professional scholarly judgment.

Service activities, as with scholarly publication, should reflect the advanced status of candidates for promotion to Professor. Active participation in program, school, college and university and professional affairs is assumed. The criteria for promotion are oriented more to leadership roles in regional or national associations. This should complement responsible ad hoc roles in conferences or less formal group activities, such as active participation in an APSA Section or affiliated group.

Teaching remains an important function for mature members of Political Science. Maintenance of the high quality required for the earlier promotion is of continuing great importance. Innovative contributions to program teaching are expected of the more senior members of the faculty. Candidates may also distinguish themselves through sustained contributions to the scholarly enterprise of teaching. Contributions beyond the scope of the program to the discipline at large and to other disciplines are particularly noteworthy. Contributions to the graduate program should be an established part of the candidate's professional agenda. The record should include providing a role model as a research scholar as well as mentoring of individual graduate students through the role of directed study, thesis, or dissertation advisor.