

DEPARTMENT OF POLITICAL SCIENCE

CRITERIA FOR PROMOTION AND/OR TENURE

Guidelines Approved by Department 4/24/15

Final Revision Approved 5/1/15

Approved by Dean's Office 5/11/15

Criteria for promotion and tenure in the Department are designed to be consistent with the University's mission to teach, to inquire into the nature of things, and to serve society. Political Science faculty must meet the following primary responsibilities: teaching, research, and service to society, the University and the profession. Promotion and tenure are based upon a candidate's performance in these areas. Budgeted time accomplishments in teaching and research are typically the most fundamental components of the candidate's record. All faculty, however, are expected to participate in each of these three critical activities.

In all matters related to promotion and tenure, the Department of Political Science will carefully adhere to the University of Georgia Guidelines for Appointment, Promotion and Tenure. The standards, criteria, and processes presented in this document are intended to supplement and/or extend the University's Guidelines. All faculty members are expected to be familiar with both this PTU document and the University Guidelines. If any inconsistency or discrepancy is found in this document or if this PTU document does not address a certain issue, the University's Guidelines will supersede this document.

This document and discipline-specific criteria must be accepted by the faculty within the Department of Political Science, and must be reviewed and approved by the Dean of the School of Public and International Affairs and the Senior Vice President for Academic Affairs and Provost. New faculty members must be provided with this PTU document and University Guidelines. In addition, any changes or updates to this PTU document must be approved by the faculty, Dean, and the Provost. All revisions and approval dates must be listed in the PTU document.

Requirements for Third Year Review

The Department follows the procedures for Third Year Review outlined in the University Guidelines. Candidates must provide clear and convincing evidence that they are making progress toward promotion and tenure using the standards described under the sections Teaching, Research, and Service below. This includes demonstrating that they have an active research agenda (including evidence of publications that are either in print or forthcoming) and are meeting departmental expectations with regard to teaching and service.

Requirements for Associate Professor:

Candidates must have the Ph.D., except in special circumstances approved in advance by the Department and the Dean. Under usual circumstances, candidates must serve at least four years as assistant professor, including the year in which the promotion will be considered at the University level, before they are eligible for promotion to associate professor. Candidates must have established a program of original research, and demonstrate clear and convincing evidence of emerging stature as regional and national authorities and the likelihood of continuing productivity (as outlined below in section “II. Research”). Candidates must also demonstrate that they are meeting departmental expectations concerning Teaching (as outlined below in section “I. Teaching”) and Service (as outlined below in section “III. Service”).

Requirements for Professor

Candidates must have the Ph.D., except in special circumstances approved in advance by the Department and the Dean. Under usual circumstances, candidates must serve at least five years as associate professor, including the year when the promotion will be considered at the University level, before they are eligible for promotion to professor. Candidates must provide clear and convincing evidence of a high level of achievement in research (as outlined below in section “II. Research”). They are also expected to provide clear and convincing evidence that they have established a national and/or international reputation for excellence in their fields and must demonstrate the likelihood of maintaining that stature. Candidates must also demonstrate that they are meeting departmental expectations concerning Teaching (as outlined in section “I. Teaching” below) and Service (as outlined below in section “III. Service”).

I. Teaching

Candidates must demonstrate their teaching effectiveness and creativity (rather than just popularity) by providing substantive evidence (based on such things as student evaluations, peer reviews, awards, participation in departmental and/or school or university activities related to teaching), Teaching communicates knowledge to students and develops in them the desire and skills necessary to continue learning. In evaluating teaching, the Department considers not only formal classroom instruction and other forms of instruction involving students, but also advising and mentoring undergraduate and graduate students.

Candidates must:

- A. Provide summary data showing the “Overall Rating” that they received on student course evaluations and a comparison of that score with the departmental mean for each course they taught during the period in their current rank.
- B. Provide representative student comments from course evaluations

In the event that student course evaluations reflect problems in their in teaching, candidates must also be able to document steps they have taken to correct those

problems. The record must also show, through student evaluations, peer evaluations, or other means, that improvement has occurred and that the candidate is meeting expectations with regard to teaching.

In addition, candidates must provide at least some supplemental evidence of teaching effectiveness beyond student course evaluations. This may include, but is not limited to, one or more of the following:

- A. Honors or special recognitions for teaching accomplishments.
- B. Peer review (such as letters from senior colleagues or evidence from Annual Performance Appraisals by the Department Head).
- C. Development or significant revision of programs and courses.
- D. Preparation of online courses or innovative teaching materials, instructional techniques, curricula, or programs of study.
- E. Collaborative work on interdisciplinary courses and curricula within the University or across institutions.
- F. Letters from former students attesting to the candidate's instructional performance either within the traditional classroom setting or beyond it.
- G. Performance of students on uniform examinations such as the LSAT and the GRE or the accomplishments of the teacher's present and former students, including information to show the students' success both in learning the subject matter of the discipline and in pursuing it to a point of intellectual significance. Additional evidence includes graduate and post-doctoral students' scholarly achievements (e.g., faculty appointments, publications, awards, grants) connected to successful mentoring.
- H. Effective direction of graduate study including theses, dissertations, and collaborative research, or successful direction of individual student work such as independent studies, special student projects, and student seminars.
- I. Participation on Comprehensive Examinaton, Master's Thesis, and PhD Dissertation Committees.
- J. Supervision of undergraduate research, including independent studies, directed readings, internships, Senior Theses, and CURO research projects.
- K. Evidence of effective monitoring of student performance.

- L. Effectiveness shown by peer evaluation of expertise in instruction, particularly by colleagues who are familiar with the candidate's teaching, have team-taught with the candidate, used instructional materials designed by the candidate, have taught the candidate's students in subsequent courses, or have observed the teacher in the classroom.
- M. Selection for teaching special courses and programs. Participation in special teaching activities outside the University, including international assignments, special lectureships, panel presentations, seminar participation and international study and development projects.
- N. Membership on special bodies concerned with teaching, such as accreditation teams and special commissions. Invitations to testify before academic or governmental groups concerned with educational programs. 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.
- O. Publication activities related to teaching such as textbooks, adoption of a candidate's textbooks, published lecture notes, abstracts, and articles or reviews that reflect a candidate's teaching contributions and scholarship. Presentation of papers on teaching before learned societies.
- P. Grants related to instruction such as grants/contracts to fund innovative teaching activities or to fund stipends for students, or membership on panels to judge proposals for teaching grants/contracts programs.
- Q. Evidence of successful integration of teaching and research, or of teaching and service, in ways that benefit students.
- R. Involvement in study abroad or other experiential learning opportunities.
- S. Evidence of effective advisement of students.

II. Research

Relevant research and scholarly accomplishment improve the development, refinement and application of knowledge. These may take the form of new, revised, or applied interpretations, theories, or models. Faculty must conduct research appropriate to political science and they must disseminate the results of their work through refereed scholarly journals, books and other means appropriate to the discipline. Candidates are also expected to explore internal and external funding opportunities and to apply for such funding as is appropriate. Collaborative work is a valid form of scholarly activity.

The Department distinguishes between the routine and the outstanding as judged by the candidate's peers in the Department and the discipline, and by external reviewers who assess the candidate's research. The principal standard is quality and impact on the scholarly community rather than quantity.

Candidates must provide evidence of publications. Such publications must appear in the form of (i) peer-reviewed refereed articles in political science or other fields of study related to the candidate's area(s) of specialization (including peer-reviewed refereed articles in subfield journals, interdisciplinary journals, and journals from other disciplines) and/or (ii) scholarly books. The scholarly quality and impact of the placement will be considered in all cases. To this end, candidates must clearly document the quality and impact of their publications. For promotion to associate professor, this evidence must demonstrate the candidate's emerging stature as a regional and national authority. For promotion to full professor, this evidence must demonstrate national or international recognition in the candidate's field. Such documentation may include, but is not limited to, honors, citations, awards, letters of commendation, citation counts, the inclusion of publications on syllabi and/or recommended reading lists, published reviews, and positive references to their research in scholarly publications by other political scientists. Evidence of regional and national reputation includes such things as citations in regional and national publications, inclusion of research on regional and national syllabi, regional and national awards, participation in regional and national conferences, etc. Evidence of international recognition includes citations in international publications, translations of research into foreign languages, international awards, participation in international conferences, etc.

Candidates and external reviewers will also be asked to provide evidence of the quality and appropriateness of the specific journals and/or academic presses in which the candidate has published. In the case of journals, such evidence may include, but is not limited to, information regarding the impact factor, acceptance rates, affiliation with academic professional associations, and/or the frequency with which the journals in question publish work by the top scholars in the candidate's field or subfield. In the case of books, such evidence may include rankings of the press, inclusion of the book in a noted series, and the reputation of the press with regard to the particular field or subfield of the candidate.

Candidates must also provide additional evidence of research accomplishments. Such evidence includes, but is not limited to:

- A. Grants and contracts received from external and internal sources to support disciplinary and interdisciplinary research activities. Both funded grants and grant applications may be considered as evidence, with emphasis on the former.

- B. Book chapters, book reviews, edited books, monographs, bulletins, research reports to sponsors, law review articles, and other publications. Candidates with these additional publications must provide evidence of scholarly quality and impact as detailed above.
- C. Membership on editorial boards and professional activities directly related to the candidate's expertise (e.g. consultant, journal editor, reviewer for refereed journal or publisher of scholarly books, peer reviewer of grants, speaker at educational institutions).
- D. Presentation of research papers at professional meetings and participation in seminars and workshops
- E. Further evidence of impact such as letters and citations, or honors, awards, or other recognition of scholarship such as those given by organized sections of the American Political Science Association.
- F. Development of software related to political science research, or providing scholarly assistance.

Finally, candidates must provide evidence that they are likely to maintain high standards of research. Specifically, they must demonstrate an active research agenda and other activities (such as ongoing involvement in professional conferences) that collectively illustrate continued engagement in research.

III. Contributions in Service to Society, the University and the Profession

Service to society refers to the function of applying academic expertise to the direct benefit of external audiences in support of the Department's missions. It can include applied research, internal and external competitive funding for engaged scholarship, service-based instruction, program and project management, and technical assistance. A faculty endeavor may be regarded as service to society for purposes of promotion and tenure if the following conditions are met:

- (i) There is utilization of the faculty member's academic and professional expertise.
- (ii) There is a direct application of knowledge to, and a substantive link with, societal problems, issues or concerns.
- (iii) The ultimate purpose is for the public or common good.
- (iv) New knowledge is generated for the discipline and/or the audience or clientele.
- (v) There is a clear and strong relationship between the program/activities and

the Department's teaching and research mission.

Service to the University includes, but is not limited to, participating in departmental, school, or University governance and developing, implementing or managing academic programs or projects. The candidate must satisfy the basic requirements of departmental citizenship which includes appropriate committee participation and, when appropriate, participation in elective governance bodies such as the Faculty Executive Committee or SPIA Council.

Service to the profession includes, but is not limited to, offices held and committee assignments performed for professional associations and learned societies; the organization of professional conferences, editorships and the review of manuscripts in professional association and learned societies publications, and review of grants applications.

The principal criterion is that the candidate demonstrate the effectiveness of his or her service to society, the University and the profession. Evidence that this criterion has been met includes, but is not limited to, the sources listed below.

- A. Honors, awards and special recognition for service activities.
- B. Program and project development, which includes use of the candidate's professional expertise in the design and implementation of the program, evidence that the activities demonstrate the applicability of the candidate's political science expertise to societal/human problems, require integration with other disciplines or generate new knowledge for the discipline or audience.
- C. Service-based instructional activities. Indicate relevant courses or presentations, the type (e.g. curriculum, course, workshop), the duration, the candidate's role in creating each, the target audience and the method of reaching the audience (e.g. conference presentation, site visit). One relevant course concerning citizenship training is POLS 1101.
- D. Consultation and technical assistance, indicating the type of assistance, the clientele, the contribution and the number of times provided.
- E. Applied research. Evidence includes white papers, reports, and service-related publications.
- F. Electronic products such as computer programs, web sites, CDs.
- G. Contracts, grants and gifts related to service activities.
- H. Selection for special service activities outside the state or nation.
- I. Securing competitive grants and contracts to finance development and delivery

of service innovations.

J. Participation on governance bodies and related activities at the departmental, school, or University levels.

K. Development, implementation or management of academic programs, projects or study-abroad programs.

L. Participation in professional and learned societies, including election to offices, committee activities, the organization of professional conferences, the review of grant applications, editorships, editorial boards, and the review of scholarly manuscripts for publication.

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