

DEPARTMENT OF POLITICAL SCIENCE  
EXPECTATIONS FOR CANDIDATES FOR TENURE

I. Introduction

A. Expectations are rooted in:

1. University Procedure 12.01.99.R0.01, Academic Freedom, Tenure and Responsibility.
2. The statement of Expectations for Tenure and Promotion of the College of Arts and Sciences.
3. The statement on Expectations in Scholarship developed by the Social Sciences and Humanities Confederation of the College of Arts and Sciences.
4. The department's mission statement, which reads: "The Department of Political Science prepares students for intellectual and professional success and productive citizenship by providing superior teaching supported by active research and effective service."
5. The department's Faculty Evaluation Plan, which seeks "a balance between specificity and flexibility" in setting expectations. "On one hand, we establish clear criteria for use in assessing performance. On the other hand, we eschew excessive quantification in the evaluation process, recognizing that the assignment of numbers need not be less arbitrary than more qualitative judgments."

- B. Guidance for potential applicants: The department welcomes tenure applications from candidates who meet the expectations established in this document, along with the expectations established at the University and College levels. In making tenure recommendations, the department will review the applicant's credentials in their totality. An applicant who has successfully fulfilled the expectations in teaching, scholarship, and service will have the presumption, but not the guarantee, of receiving a favorable recommendation from the department.

II. Expectations in Teaching

- A. We take our commitment to superior teaching seriously. Therefore, we expect candidates for tenure to be conscientious and effective in fulfilling their teaching responsibilities. Specifically, we expect that each class taught will have:

1. A clear, carefully designed syllabus.
2. Timely, relevant readings.

3. Appropriately challenging assignments.
- B. More broadly, we expect to see evidence of:
1. On-going self-assessment leading to refinement and modification of instructional materials and pedagogical strategies.
  2. A willingness to develop and teach new courses to meet departmental needs.
  3. A willingness to work with students outside of class. This will include advising top students on honors projects and other special endeavors, assisting students having difficulty with class materials, and being responsive to inquiries from all students regardless of their academic standing.
- C. Regarding student evaluations, we expect to see:
1. Quantitative scores within an acceptable range of departmental norms.
  2. Generally positive responses to open-ended questions on the student evaluation instrument.
- D. Procedure for Evaluating the Progress of Tenure-Track Faculty in Teaching
1. Probationary faculty will make their annual Service Reports available to tenured faculty.
  2. Tenured faculty will use the expectations set forth in this document in making their recommendations for reappointment or non-reappointment of probationary faculty.
  3. Following review of the recommendations of tenured faculty and his or her own review of a probationary faculty member's materials, the department head will identify any areas of concern that bring into question the probationary faculty member's progress toward earning tenure. The department head will inform the probationary faculty member of the concerns and offer advice for addressing them. A memorandum will be written listing the concerns and the advice offered to address them. The memorandum will indicate that the concerns were discussed with the probationary faculty member. A copy of the memorandum will be sent to the probationary faculty member; another copy will be retained in the department's files.

### III. Expectations in Scholarship

Candidates for tenure will be expected to fulfill the following four expectations prior to being granted tenure:

- A. **Either** one book published in the appropriate discipline or cognate discipline, **or** three items from the following categories: (1) articles in the appropriate discipline or cognate discipline published in peer-reviewed journals; (2) book chapters published in edited anthologies in the appropriate discipline or cognate discipline; (3) funded, substantial external research grants; and (4) a year serving as the lead or primary editor of an academic journal in the appropriate discipline or cognate discipline, **or** one item from categories 1-4 and an academic book in the appropriate discipline or cognate discipline edited by the candidate. Note: The mix of accomplishments must include publication of at least one book or two articles or chapters that meet the standards delineated in this section.
- a. The book may not be self-published. Candidates should discuss with their department prior to signing a contract the appropriateness of specific publishers requesting financial investments from potential authors.
  - b. In at least one item from categories 1-3, if used, the candidate must be the primary author/ editor/grant writer.
  - c. Publications "in press," that is, accepted for publication without further revision, will be counted even if they are not yet in print.
  - d. The department will decide what constitutes a "substantial" grant for the discipline.
  - e. A candidate who edits an academic book in the appropriate discipline or cognate discipline **and** authors a chapter in that book (not an introduction or forward), will be considered to have completed the expectations of category A.
  - f. The candidate's department must resolve any questions regarding the appropriateness of a project (for example, a textbook, a translation, or interdisciplinary work) to a discipline or cognate discipline.
- B. Three items from the following categories: (1) shorter publications appropriate to the discipline or a cognate discipline; (2) applications for substantive external research grants; (3) funded, substantial internal research grants.
- a. Shorter publications may include, but are not limited to: book reviews, research notes, articles in reference works, essays in professional newsletters, works in non-referred publications, computer software, and poems.
  - b. Certain longer publications in the above category, such as multiple-page book review essays, may count as two items, if the department so decides.
  - c. The department will resolve any questions regarding the appropriateness of a project to a discipline or cognate discipline.
  - d. Publications "in press," that is, accepted for publication without further revision, will be counted even if they are not yet in print.
  - e. The department will decide what constitutes a "substantial" grant for the discipline.
  - f. Any one item from categories A 1-4 may substitute for two items in category B. In other words, a candidate who has published five articles in academic journals will be considered as having fulfilled both category A and category B.

- C. Three presentations at academic conferences of regional, national, or international scope.
- D. Professional engagement with the discipline, such as belonging to academic organizations; organizing, chairing, or serving as a commentator for conference panels; attending academic conferences; and participating in academic workshops.
- E. Procedure for Evaluating the Progress of Tenure-Track Faculty in Scholarship

(This procedure is intended to be an addition to existing university procedures for evaluating tenure-track candidates.)

1. During the first spring semester of employment, tenure-track faculty will establish specific scholarly and creative goals in conformity with departmental expectations to be achieved (1) by the end of their third academic year, and (2) by the end of their sixth academic year. These goals must be approved by their department. The goals for the sixth year may be revised or changed as a result of a third year review.
2. During the second spring semester of employment, tenure-track faculty will meet with the department head to discuss progress. One of the primary purposes of this meeting is to ascertain what additional resources, if any, are required to meet established expectations. **The department anticipates that in many, possibly all, cases, one aspect of the additional resources required will be reassigned time for research.** Once the department and the candidate have agreed on what additional resources are needed, the department head will communicate those needs to the dean.

If the university cannot make available the resources necessary to successfully meet established research expectations for a given tenure-track faculty member, then the research expectations for that candidate may be lowered by his or her department to align with available resources. In these situations a written copy of the revised expectations will be placed in the candidate's file and will accompany the candidate's application for tenure, with the understanding that the revised standards will become the guidelines used for evaluating the scholarly productivity of that candidate by the Dean of Arts and Sciences, the Provost and Vice-President of Academic and Student Affairs, the President, and the College of Arts and Sciences Promotion and Tenure Committee. In other words, the Dean of Arts and Sciences, the Provost and Vice-President of Academic and Student Affairs, the President, and the College of Arts and Sciences Promotion and Tenure Committee should not evaluate the scholarly and creative activities of any candidate for tenure from this confederation as unsatisfactory in these circumstances if the candidate has met the revised standards.

Some tenure-track faculty members may have reassigned time for service activities, such as serving as a program coordinator. Time reassigned for service or programmatic reasons should not be understood as substituting for time reassigned for research. In other words, a course load less than four/four, if assigned for service or programmatic reasons, should not disadvantage any tenure-track faculty member who requires reassigned time for research.

3. During the third spring semester of employment, the progress of a tenure-track faculty member towards established scholarly and creative goals will be evaluated. At this point, the initial goals established for completion during the sixth year may be refined or changed.

Except in those cases in which expectations have been revised, any candidate who has not partially met all of the four minimum expectations will not be renewed. Candidates should have made sufficient progress so that the minimum confederation standards and departmental standards (if they differ) may reasonably be expected to be achieved by the conclusion of the sixth year. Candidates who have been awarded sufficient resources to have made such progress and have failed to do so should be considered for non-renewal.

During this spring, and the spring semesters of the fourth and fifth years, the same process of evaluating the candidate's need for additional resources will be followed. Except for extraordinary cases, expectations for scholarly and creative productivity will not be revised during the fourth, fifth, or sixth years below the minimum standards established by the department.

#### IV. Expectations in Service

- A. All faculty in the department are expected to make contributions in service. Among the service activities that we recognize are:
  1. Advising and program direction within the department, college, or university.
  2. Committee service in the department, college, or university.
  3. Committee leadership in the department, college, or university.
  4. Faculty Senate membership and leadership.
  5. Presentations to campus organizations.
  6. Guest presentations in classes.
  7. Community service drawing upon the special abilities of faculty as educators or political scientists.
  8. Service and leadership in professional organizations.
  9. Other appropriate service activities.
- B. In general, we expect to see evidence of:
  1. A willingness to volunteer for a fair share of service responsibilities.
  2. A willingness to accept and diligently perform assignments made by the department head or other university officials.

C. Procedure for Evaluating the Progress of Tenure-Track Faculty in Service

1. Probationary faculty will make their annual Service Reports available to tenured faculty. In the section on service, the reports will include a listing of activities, a self-assessment of notable accomplishments in service, and statements from the leaders of committees, organizations, etc., detailing the faculty member's contributions to particular endeavors.
2. Tenured faculty will use the expectations set forth in this document in making their recommendations for reappointment or non-reappointment of probationary faculty.
3. Following review of the recommendations of tenured faculty and his or her own review of a probationary faculty member's materials, the department head will identify any areas of concern that bring into question the probationary faculty member's progress toward earning tenure. The department head will inform the probationary faculty member of the concerns and offer advice for addressing them. A memorandum will be written listing the concerns and the advice offered to address them. The memorandum will indicate that the concerns were discussed with the probationary faculty member. A copy of the memorandum will be sent to the probationary faculty member; another copy will be retained in the department's files.

V. Other matters

- A. Amendments to this document may be made following thorough deliberation by the department's faculty.
- B. The department head will be responsible for maintaining this document in up-to-date format and forwarding changes in it through administrative channels.