Department of Political Science
Promotion and Tenure Guidelines

OVERVIEW

These Promotion and Tenure Guidelines for the Department of Political Science (“departmental guidelines” hereafter) are intended to foster excellence in teaching, scholarship, and service among the faculty. These guidelines do not supersede, but supplement and further elaborate on the Pamplin College Promotion and Tenure Guidelines (“college guidelines” hereafter) and Augusta University’s University Guidelines for Faculty Promotion and Tenure (“university guidelines” hereafter).

While it is incumbent on the candidate to demonstrate excellence in all areas of his/her professional responsibilities, it is the responsibility of the college and the candidate’s department to maintain a robust course of faculty development and assessment which, starting from the date of hire, assists the candidate in understanding what is expected for promotion/tenure, assessing his/her progress in fulfilling those expectations, and if necessary, developing an appropriate plan of improvement prior to requesting promotion/tenure.

In fulfillment of that responsibility, the Department provides all tenure-track faculty with timely and frequent opportunities to assess their progress. These include the assignment of a faculty mentor, regular annual reviews, regular peer evaluations of teaching, a comprehensive third-year review of the candidate’s progress toward tenure, and the establishment of clear expectations for the award of promotion/tenure as outlined in these and the college guidelines. Support continues after tenure through regular annual reviews and peer evaluations of teaching, as well as a comprehensive post-tenure review every five years. Full-time, non-tenure track faculty receive similar forms of support.

Purpose of this Document

The purpose of this document is to explain how the college guidelines for promotion/tenure are applied within the Department, including any departmental or discipline-specific procedures or criteria for assessment. This document only addresses the most pertinent, departmental-level criteria for promotion/tenure of full-time, tenure-track faculty. Candidates should also consult the college guidelines for a more complete understanding of the process and college-wide expectations for promotion/tenure. Guidelines for the review and promotion of Lecturers are in Appendix 3 of the college guidelines.

Additional topics and information may be found in the college guidelines, the university guidelines, the BOR Policy Manual, and the USG Academic & Student Affairs Handbook, all of which may be accessed from the Resources page of the Pamplin website at www.augusta.edu/pamplin/resources.php.
GENERAL CRITERIA AND EXPECTATIONS

To be recommended for promotion/tenure, the candidate must demonstrate all of the following:

- Appropriate credentials and experience as specified in the college guidelines. Credit toward promotion/tenure shall be awarded only if it was specified in the candidate’s contract at the time of his/her hire or last promotion.
- Outstanding achievement in the area of teaching, as demonstrated in his/her promotion/tenure portfolio.
- Outstanding achievement in the area of scholarship, as demonstrated in his/her promotion/tenure portfolio.
- Satisfactory (”meets the standards”) achievement in the area of service, as demonstrated in his/her promotion/tenure portfolio.

Additionally, requests for tenure and/or promotion to the rank of Associate Professor or higher must be supported by three letters from external reviewers.

College-wide expectations for each of these topics may be found in the college guidelines. Departmental and discipline-specific criteria are described in the sections that follow.

Teaching Expectations

Teaching refers to the best practices and responsibilities required to be an effective educator, advisor, and mentor. These include: (a) knowledge of the subject matter, (b) effective planning and communication of curriculum, (c) supervision of students, (d) creation of engaging learning environments, (e) fostering of student development and engagement, (f) availability and receptivity to students, (g) fair and timely evaluation of student performance, (h) student advisement, and (i) innovation in educational delivery.

See the college guidelines for college-wide expectations for outstanding teaching. Departmental and discipline-specific expectations for outstanding contributions in teaching are described below.

Teaching expectations include two categories. Category 1 centers on performance in the classroom, while Category 2 measures teaching efforts outside the classroom as well as efforts to improve one’s teaching abilities.

Teaching Category 1: Proficiency in the Classroom

Regardless of reported effort for teaching, all candidates for promotion/tenure must demonstrate proficiency in classroom teaching as follows:

1. Mastery of course subject matter demonstrated by submission of syllabi for each course.
2. Teaching effectiveness demonstrated by peer evaluations of teaching.
3. Teaching effectiveness demonstrated by student evaluations.
4. Teaching effectiveness demonstrated by student learning outcomes in course syllabi.
Teaching Category 2: Engagement in Pedagogical/Curriculum Development and Teaching Outside of the Classroom

All candidates for promotion/tenure are expected to have engaged in work outside the classroom related to curriculum development, mentoring, student-centered research, and pedagogical development and innovation. These activities may entail any combination of the following, but the department encourages categorical diversity:

1. Innovation in teaching practices demonstrated by refinement of courses already in the catalogue
2. Significant and innovative change to existing curriculum
3. Creation of new courses
4. Publication of textbook
5. Organization of, or participation in, teaching workshops
6. Invited lectures within and outside Augusta University
7. Significant involvement and/or participation in events sponsored by the Office of Faculty Development and Teaching Excellence or a similar entity or professional organization
8. Recognition of teaching excellence (nominations and/or awards for pedagogical excellence and/or student mentoring)
9. Act as mentor on honor’s theses, capstone projects, or other research projects broadly defined; students must either be primary authors or contribute significantly and substantially
10. Internship coordination including advisement on and placement in internship sites; also administration of, and community outreach to this effect
11. Act as supervisor for directed or independent studies
12. Use of technology in the classroom demonstrated by an online course component and/or incorporation of other technologies into course curriculum
13. Exceeds department expectations in advising students including but not limited to the following areas: course scheduling, graduation applications, letters of reference, career counseling
14. Substantial involvement on a committee that contributes directly to curriculum delivery or pedagogical improvements
15. Other activities of comparable involvement and merit to those above
Expectations for outstanding achievement in teaching vary in proportion to the candidate’s reported effort for teaching as described in the following table:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Reported Effort for Teaching</th>
<th>Teaching Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure/promotion to Associate Professor</td>
<td>80% (4/4)</td>
<td>Fulfill all expectations in Category 1 and four expectations from Category 2 above, in any combination.</td>
</tr>
<tr>
<td></td>
<td>60% (3/3)</td>
<td>Fulfill all expectations in Category 1 and three expectations from Category 2 above, in any combination.</td>
</tr>
<tr>
<td></td>
<td>40% (2/2)</td>
<td>Fulfill all expectations in Category 1 and two expectations from Category 2 above, in any combination.</td>
</tr>
<tr>
<td>Promotion to Professor</td>
<td>80% (4/4)</td>
<td>Fulfill all expectations in Category 1 and five expectations from Category 2 above, in any combination.</td>
</tr>
<tr>
<td></td>
<td>60% (3/3)</td>
<td>Fulfill all expectations in Category 1 and four expectations from Category 2 above, in any combination.</td>
</tr>
<tr>
<td></td>
<td>40% (2/2)</td>
<td>Fulfill all expectations in Category 1 and three expectations from Category 2 above, in any combination.</td>
</tr>
</tbody>
</table>

**Scholarship Expectations**

_Scholarship_ refers to scholarship, research, and creative endeavors appropriate to the candidate’s discipline. In evaluating scholarship for promotion/tenure, primary consideration is given to dissemination of the individual’s scholarly work; however, consideration will be given to other forms of scholarship, especially in fields where publication of scholarly work is not a mainstream method of dissemination.

See the college guidelines for college-wide expectations for outstanding scholarship. Department and discipline-specific expectations for outstanding contributions in scholarship are described below.

Scholarship is evaluated according to two categories. Category 1 establishes criteria for productivity in the form of publication and/or grants within the candidate’s discipline. Category 2 establishes criteria for maintaining a persistent scholarly presence.

**Scholarship Category 1: Scholarly Publications and/or Grants**

Candidates for promotion/tenure are expected to demonstrate productivity in publication/grants through any combination of the following:

1. Publication of peer reviewed journal articles including those of a pedagogical nature and open access journals
   
   **NOTE:** The primary criteria for inclusion here is peer-review. Publications in journals with enhanced prestige within subfields or with very high impact factors can be weighted higher by the departmental committee when appropriate.

2. Publication of a book by a reputable academic press, excluding textbooks

3. Editor of an academic book in the appropriate discipline
4. Publication of a peer-reviewed chapter in an academic book
5. Principal investigator of an externally funded grant for the discipline
6. Authoring an applied research report that is published by a public and/or nonprofit organization that is deemed equivalent to a publication by a departmental committee of peers comprised of both political science and public administration faculty.

NOTE: A candidate for promotion/tenure cannot rely solely on publications in number six.

All publications should be published in the appropriate discipline, broadly interpreted. The Department Chair shall resolve any questions regarding the appropriateness of a project (e.g., a textbook, a translation, or interdisciplinary work) to the candidate’s discipline or a cognate discipline.

Scholarship Category 2: Persistent Scholarly Presence

Candidates for promotion/tenure are expected to demonstrate persistent scholarly presence through any combination of the following activities:

1. Refereed state/regional, national, or international scholarly presentation. Multiple presentations at the same conference are counted individually
2. Peer-edited publications
3. Publication of book reviews for a peer-reviewed journal in appropriate discipline
4. Publication in reputable non-peer reviewed journals/outlets
5. Invited research lectures outside of the department
6. Substantially funded non-travel-related internal grant
7. Submission of external grant applications as an investigator
8. Publication of data sets
9. Applied research (class related or not) or assistance in writing grants, offered pro bono or as paid consulting work through the approved university process to public and/or nonprofit organizations in our area

Expectations for outstanding achievement in scholarship vary in proportion to the candidate’s reported effort for scholarship, as described in the following table:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Reported Effort for Scholarship</th>
<th>Scholarship Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure/promotion to Associate Professor</td>
<td>10% (4/4)</td>
<td>Fulfill two expectations from Category 1 and five expectations from Category 2 above, in any combination.</td>
</tr>
<tr>
<td></td>
<td>30% (3/3)</td>
<td>Fulfill three expectations from Category 1 and five expectations from Category 2 above, in any combination.</td>
</tr>
<tr>
<td></td>
<td>50% (2/2)</td>
<td>Fulfill four expectations from Category 1 and five expectations from Category 2 above, in any combination.</td>
</tr>
</tbody>
</table>
### Promotion to Professor

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% (4/4)</td>
<td>Fulfill three expectations from Category 1 and five expectations from Category 2 above, in any combination.</td>
</tr>
<tr>
<td>30% (3/3)</td>
<td>Fulfill four expectations from Category 1 and five expectations from Category 2 above, in any combination.</td>
</tr>
<tr>
<td>50% (2/2)</td>
<td>Fulfill five expectations from Category 1 and five expectations from Category 2 above, in any combination.</td>
</tr>
</tbody>
</table>

### Service Expectations

*Service* refers to activities that contribute directly or indirectly to the well-being of the university, college, department, profession, or broader community. These activities may be solicited or unsolicited, paid or unpaid. In evaluations of service for promotion/tenure, primary consideration is given to professional service in the area of the candidate’s expertise and that furthers the mission of AU. Service activities outside AU which relate to fulfilling one’s civic duty should not be considered in evaluating service.

See the college guidelines for college-wide expectations for satisfactory service. Department and discipline-specific expectations for satisfactory service are described below.

Commitment to service within the discipline, the university, and the community are expected of all department members. Given the nature of our discipline and the emphasis on public service and administration, service to the community is viewed as an extremely valuable contribution and is therefore emphasized more than in other departments and/or colleges.

#### Service Category 1: Service to the Discipline

Significant service to the discipline includes:

1. Leadership in professional organizations
2. Professional engagement in organizing, chairing, or serving as a commentator for conference panels
3. Serving on editorial board for peer-reviewed journal in appropriate discipline.
4. Serving as external reviewer for grants or peer reviewed journal

#### Service Category 2: Service to the University

Significant service to the university includes:

1. Departmental committees and leadership
2. College committees and leadership
3. University committees and leadership
4. USG committees and leadership
5. Student related activities (club advisor etc.)
6. Direction or coordination of departmental or campus programs
Service Category 3: Service to the Community

Significant service to the community includes:

1. Substantial, documented involvement in non-professional organizations including, but not limited to:
   a. Church groups
   b. Community and non-profit organizations
   c. Involvement in area education system
   d. Neighborhood organizations
2. Making expertise available to community groups
   a. Organizing, chairing, or serving as a commentator for panels
   b. Organizing, chairing, or serving as participant in student panels on-campus
   c. Invited lectures for community organizations
3. Making expertise available to media including:
   a. Print interviews
   b. On-Camera interviews
   c. Op-eds
4. Giving public testimony
5. Consulting services offered pro bono for community organizations, non-profit institutions

Expectations for satisfactory (“meets the standards”) achievement in service vary in proportion to the candidate’s reported effort for service, as described in the following table:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Reported Effort for Service</th>
<th>Service Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure/promotion to Associate Professor</td>
<td>10%</td>
<td>Fulfill 1 expectation per year in any category of service. Must fulfill a total of at least 5 expectations (with at least 1 from each category above), in any combination, by the time of application.</td>
</tr>
<tr>
<td>Promotion to Professor</td>
<td>10%</td>
<td>Fulfill 1 expectation per year in any category of service. Must fulfill a total of at least 7 expectations (with at least 1 from each category above), in any combination, by the time of application.</td>
</tr>
</tbody>
</table>

**REQUIRED APPLICATION MATERIALS**

An application for promotion/tenure consists of two principal components:

1. **Letters from external reviewers**

   Three letters from external reviewers are required to support requests for tenure or promotion to the rank of Associate Professor or higher.

   The process of selecting reviewers should begin at least four months prior to the start of the fall term in which the candidate intends to apply.

   See *Letters from External Reviewers* below for more information.
2. The Promotion and Tenure Portfolio

The Promotion and Tenure Portfolio (“portfolio” hereafter) is compiled by the candidate to summarize and provide evidence of his/her achievements in teaching, scholarship, and service since the time of hire or last promotion.

The portfolio is due no later than one week after the first day of classes in the fall term in which the candidate is applying.

See Promotion and Tenure Portfolio below for more information.

Letters from External Reviewers

Requests for tenure or promotion to the rank of Associate Professor or higher must be supported by three letters from external (non-AU) peers or academic leaders of the same or higher rank and tenure as that to which the candidate is applying or, when appropriate, qualified professional peers with comparable standing as approved by the departmental committee and Department Chair.

To ensure adequate time to obtain the letters, the process of selecting external reviewers should occur in the spring term, at least four months prior to the start of the fall term in which the candidate intends to apply, and requests for letters should be made at least three months prior to the start of the fall term.

Refer to the college guidelines for detailed information about selecting and contacting external reviewers for letters, ensuring the confidentiality of the reviews, and other topics.

Promotion and Tenure Portfolio

The candidate for promotion/tenure must submit a portfolio that documents his/her achievements in teaching, scholarship, and service. Those achievements shall be assessed in the light of the candidate’s reported effort, rank, and years of service, and in accordance with the promotion/tenure criteria specified in these and the departmental guidelines.

The candidate should present the information that best supports his/her candidacy based on the expectations of his/her discipline. The portfolio must be submitted to the departmental promotion/tenure committee no later than one week after the first day of classes in the fall term in which the candidate intends to apply.

Refer to the college guidelines for detailed information about the format and organization of the portfolio. The lists of required and optional forms of evidence which appear in the college guidelines have been refined below to include departmental and discipline-specific materials.
Evidence of Teaching

The portfolio should demonstrate the candidate’s achievements in teaching, especially as they pertain to the nine categories of teaching effectiveness listed under “Teaching Expectations” above.

Required

The following materials must be included:

- A list of all courses taught, organized by semester and including enrollments, for the past 5 years.
- Summary sheets of annual faculty evaluations for the past 5 years.
- Copies of all summative Peer Evaluations of Teaching for the past 5 years.
- Summary sheets of student course evaluations (for all courses taught) for the past 5 years.

Optional

Additional evidence may include, but is not limited to:

- Up to three formative Peer Evaluations of Teaching or letters from a peer who has watched the candidate teach.
- Letters from up to 5 graduate students/advisees that address the quality of the supervision received (if advising graduate students).
- A list of examples of student achievements such as projects, awards, honors theses, publications, presentations, time to degree for graduate students.
- A list of course and program development activities.
- Evidence that the candidate assesses whether or not s/he has been successful in improving student learning outcomes.
- An annotated list of pedagogical literature and instructional development sessions that have influenced the candidate’s teaching and how the candidate has addressed this information in planning his/her classes and instructional strategies.
- Data on student performance on standardized examinations pertinent to the discipline.
- Data on student performance in subsequent courses.
- Evidence of Scholarly Teaching. (See Section 4.7.2 in the USG Academic & Student Affairs Handbook for definitions and criteria.)
- Other evidence that reflects excellence in teaching.
Evidence of Scholarship

The portfolio should demonstrate the candidate’s achievements in scholarship, research, or creative endeavors, including the dissemination of his/her work through publication and other peer-reviewed outlets. Since not every publication or creative endeavor is of equal intellectual merit, the candidate should define and make the case for what is significant.

Required

The following materials must be included:

- A list of all publications that explicitly designates peer review from others.
- A list of refereed conference presentations.
- A list of relevant creative endeavors and activities, including art exhibitions; professional poetry recitals; theatrical, dance, or music performances; etc.

Optional

Additional evidence may include, but is not limited to:

- Copies of significant publications by the candidate.
- A list of invited seminars and presentations.
- A list of funded research activities, with funding amounts.
- A list of grants, fellowships, and scholarships as appropriate to the discipline, with funding amounts and time periods during which funding was active.
- A list of involvement in the scholarly, research, and creative products of students and other trainees, including but not limited to, conference presentations, publications, and like creative activities.
- Evidence consistent with the Scholarship of Teaching and Learning, the Scholarship of Engagement, and The Scholarship of Discovery. (See Section 4.7.2 in the USG Academic & Student Affairs Handbook for definitions and criteria.)
- Other evidence that highlights peer recognition of the quality and sustainable contributions of the candidate’s scholarship in the field.
Evidence of Service

The portfolio should demonstrate the candidate’s service as a member of communities within and beyond AU, and in activities that draw upon the candidate’s professional expertise.

**Required**

The following materials **must** be included:

- A list of international, national, or regional professional committees, including any offices held.
- A list of USG, AU, college, and departmental committees, organized by level, indicating leadership roles.

**Optional**

Additional evidence may include, but is not limited to:

- Evidence that the faculty member links his or her work in some way to public contemporary issues and/or to improving quality of life.
- Evidence that the faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal problems and human needs.
- Evidence that the faculty member contributes to the continuous improvement of higher education.
- Evidence that the faculty member contributes in some way to the public good.
- Evidence that the faculty member has served his or her profession through professional organizations and/or other professionally oriented entities.

**PROCESS OVERVIEW**

An overview of the promotion and tenure processes is outlined in Figures 1 and 2, respectively, of the university guidelines, pages 7-8.

Additional information about the process, including the procedures for negative decisions and candidate appeals, may be found in the college guidelines.

**PROMOTION AND TENURE COMMITTEE GUIDELINES**

The following guidelines apply to all members of any promotion/tenure committee:

- All candidates for promotion/tenure shall be notified *in writing* within five business days of the recommended decision, and receive a copy of the written summary, at each step of the process outlined in Figures 1 and 2 of the university guidelines.
- No individual shall serve on more than one promotion/tenure committee at different levels (department, college, university).
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- No faculty member in a position at or above the level of Department Chair shall serve on any promotion/tenure committee.
- All promotion/tenure committee members shall adhere to AU’s Individual Conflict of Interest policy.
- The chair of the promotion/tenure committee at each level (department and college) will provide a one-page written summary of that committee’s recommendation for promotion/tenure. The summary will address teaching, scholarship, and service. This summary will be added to the candidate’s promotion/tenure portfolio as it moves to the next level of review. See Process Overview above for additional details on the review process.

Additional guidelines for the departmental committee are described below.

**Departmental Committee Guidelines**

Unless the candidate is an administrator or has a cross-departmental/cross-college appointment (see Exceptions to Departmental Review in the college guidelines), the promotion/tenure process begins with a departmental committee recommendation. Each department will establish a standing Departmental Promotion and Tenure Committee (“departmental committee” hereafter) which adheres to the following guidelines:

1. The policies and procedures (i.e., term limits, quorum rules, membership, voting procedures, etc.) of the departmental committee shall be established by the department. These policies and procedures must be approved by the College Dean and the University Provost, published in the institutional policy library, made readily available to faculty, and reviewed at least every three years.
2. The committee must be comprised of a minimum of three members of the department who hold full-time appointments at the rank of Associate Professor or higher.
3. Tenure recommendations shall be made by a minimum of three tenured members of the departmental committee. Decisions about candidates for Professor will be made by at least three faculty holding the rank of Professor.
4. In the event that a department does not have three eligible members as described in 2 or 3 above, qualifying faculty from other departments in the college must be appointed to the department committee by the Department Chair or his/her designee.
5. When outside members are elected/appointed to a departmental committee, every effort should be made to solicit members who have some understanding of the disciplines contained within the department and some familiarity with those disciplines’ norms for excellence.
6. Quorum rules and majority vote percentage standards will be established by the department.
7. Appeals of departmental committee decisions are to be made in accordance with the appeal procedures outlined in the university guidelines.
PRE-TENURE REVIEW

Annually, by August 1, Human Resources will provide the Department with a list of faculty who are not yet tenured and have completed their third year on the tenure track. The Department shall provide a comprehensive pre-tenure review of each faculty member’s progress toward tenure, which is to be completed and submitted to the Dean no later than March 1 of the candidate’s fourth year.

If the faculty member was hired with prior credit toward tenure, a mid-course review shall be conducted. Assuming that a tenure review normally occurs in the sixth year of service, this mid-course review shall occur in the year that divides the difference between the years of credited service and year six in half (e.g., a person hired with two years of credit would undergo this review during the second year of institutional service).

Additional details about pre-tenure review are described in the college guidelines.

POST-TENURE REVIEW

Annually, by August 1, Human Resources will provide the Department with a list of faculty who are due for post-tenure review. The review shall be conducted five years after the faculty member’s most recent promotion or personnel action, and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. It shall be completed no later than the end of that academic year. If an individual is on leave at the time of review, he/she will be reviewed during the first academic year after his/her return.

Additional details about post-tenure review are described in the college guidelines.