

**DEPARTMENT OF POLITICAL SCIENCE**  
**PROMOTION AND TENURE GUIDELINES**

**COLLEGE OF ARTS AND SCIENCES**  
**GEORGIA STATE UNIVERSITY**

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Faculty members must consult the College of Arts and Sciences Promotion and Tenure Manual. In the event of a conflict between the two documents, the college manual takes precedence.

All materials, discussions, conclusions, and letters that are part of the review process will be held in strictest confidence, and no party to the process, other than the candidate, may divulge any information about it to anyone not directly involved.



24 about preparing and submitting a dossier in application for  
25 tenure and/or promotion and for details of the University and  
26 College expectations.

27

## 28 **CRITERIA FOR PROMOTION AND TENURE**

29 The College of Arts and Sciences Manual for Promotion and  
30 Tenure defines the criteria for promotion and tenure.  
31 Candidates will be evaluated in professional development,  
32 teaching, and service. The evaluations should take into account  
33 expectations appropriate to the rank under consideration, the  
34 standards of the candidate's discipline, and the mission and  
35 resources of the Department. Specific guidelines for evaluating  
36 candidates are detailed in each Department's promotion and  
37 tenure guidelines.

38

## 39 **CRITERIA BY RANK IN COLLEGE MANUAL**

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### 41 **Promotion to and/or Tenure at the Rank of Associate Professor**

42 In order to be recommended for promotion to and/or tenure  
43 at the rank of Associate Professor, a candidate must be  
44 evaluated as **excellent** in professional development and teaching,  
45 and as **good** in service.

46

47 **Promotion to and/or Tenure at the Rank of Professor**

48       Promotion to the rank of Professor is a recognition awarded  
49 only to candidates who have distinguished records of achievement  
50 and standing in their professions and at Georgia State  
51 University. Both the quality and number of achievements required  
52 for a recommendation to the rank of Professor substantially must  
53 surpass those required for promotion and tenure at the rank of  
54 Associate Professor. In order to be recommended for promotion to  
55 and/or tenure at the rank of Professor, a candidate must be  
56 judged **excellent** in both professional development and teaching,  
57 and **very good** in service.

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59 **DEPARTMENTAL CRITERIA**

60       This document defines the terms representing the college  
61 standards in each of the three areas (professional development,  
62 teaching, and service) in which candidates for promotion and/or  
63 tenure will be evaluated. Although the Department has sought to  
64 distinguish the three areas, it recognizes that the categories  
65 are not entirely exclusive and that some activities may reflect  
66 achievement in more than one area.

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70 **PROFESSIONAL DEVELOPMENT**

71 The candidate should strive to receive national recognition  
72 from peers in her or his field of study. Evidence of such  
73 recognition is provided by the faculty member's record of  
74 publication in peer-reviewed outlets, by publication in sources  
75 recognized for quality in the field or discipline, by citations  
76 of the work of the faculty member in the products of other  
77 scholars, by receipt of peer-reviewed grants for research  
78 purposes, by the faculty member's service on editorial boards  
79 and as a reviewer of grants and of manuscripts for scholarly  
80 publications, by invitations to contribute to various scholarly  
81 endeavors including edited books, conferences, etc., and by the  
82 reports of external reviewers utilized in the review process.  
83 This list is not intended to be exclusive of other possible  
84 evidence. The importance of each piece of evidence depends on  
85 the quality of the accomplishment as perceived by the scholarly  
86 community.

87 The Department of Political Science recognizes that  
88 scholarship comes in many forms and employs a variety of  
89 methods. We view debates over the relative merits of basic vs.  
90 applied research, theoretical vs. empirical work, scholarship of  
91 discovery vs. scholarship of integration, qualitative vs.  
92 quantitative methods, and primary vs. secondary analysis as less

93 important than whether the scholarship advances the knowledge of  
94 the discipline beyond previous work. We believe that success in  
95 professional development can be achieved in many ways and no one  
96 approach is inherently superior to another.

97       Candidates will be judged on their total scholarship. For  
98 example, a person who chooses mainly to write articles for  
99 national journals using an anonymous review process conducted by  
100 peers could be seen as equally successful with another who  
101 publishes books whose publication process has comparable peer  
102 review scrutiny. Candidates who pursue a mixture of publication  
103 outlets (e.g., articles, books (authored or edited), and  
104 chapters in books) will be evaluated on the whole body of work,  
105 just as those who specialize in one form of scholarly  
106 expression.

107       A candidate's body of scholarship should be assessed in  
108 terms of how it advances the knowledge of political science  
109 beyond previous work and, if appropriate, its impact on the  
110 practice of politics at the international, national, state or  
111 local level. Evidence of such advancement should be shown by  
112 1)the presence of peer review, 2) the use of an anonymous review  
113 technique, 3) reviews or citations, 4) the prestige of the  
114 publisher or journal, 5)the candidate's explanation of the  
115 work's importance, and 6) assessments by external reviewers.

116 Since peer review using an anonymous technique is one of the  
117 fundamental principles of scholarship, we will rely heavily on  
118 that process, and will give less credit to published work that  
119 was not refereed in this manner. In general, textbooks will be  
120 considered as a contribution to teaching unless the text can be  
121 shown to advance the knowledge of the discipline beyond its  
122 status prior to publication.

123         The Department recognizes the lack of a consensus  
124 concerning a precise hierarchy of prestigious scholarly journals  
125 and presses. With regards to journals, distinctions can be  
126 reasonably made and each candidate's record will be reviewed for  
127 his or her contributions in three types of scholarly outlets:  
128 1)highly respected journals in the discipline and fields of  
129 political science, 2)less prestigious but respected disciplinary  
130 and field journals, and 3)journals targeted to the candidate's  
131 sub-field specialty or specialties. The Department particularly  
132 encourages and values publication in the first category of  
133 journals, but publication in the other two categories will be  
134 valued as well.

135         The Department of Political Science recognizes the value of  
136 both individual and cooperative scholarship. The Department  
137 typically expects some individual scholarship but also  
138 recognizes that modern social scientific research is often a

139 team enterprise and can involve interdisciplinary research.  
140 Thus, we also value such collaborative efforts. Given that order  
141 of authorship does not necessarily convey information about  
142 relative contribution to the work, candidates should establish  
143 their relative contribution to coauthored work. Again, the  
144 quality of the work will be assessed independently.

145       As a result of interdisciplinary collaborations, some of a  
146 candidate's publications may appear in the scholarly outlets of  
147 other disciplines. While this Department's primary focus remains  
148 on the development of the discipline of political science, we  
149 recognize that political scientists regularly make contributions  
150 to the knowledge base of other disciplines, and we shall not  
151 disadvantage such work appearing in non-political science  
152 professional publications. The candidate and the outside  
153 evaluators should provide guidance in assessing the importance  
154 of non-mainstream publications and research. Even so, candidates  
155 should remember that achievement of a national reputation in  
156 political science is the goal of professional development in  
157 this Department.

158       Perhaps the issue of most concern to candidates is the  
159 number of publications required for promotion and tenure. The  
160 Department of Political Science strongly resists the idea that  
161 qualitative evaluations (e.g., achievement of national



162 reputation) can be defined solely by numbers of publications or  
163 other scholarly activities. In other words, there is no  
164 necessary number. We expect that candidates will demonstrate  
165 their scholarly productivity through both the quality and  
166 quantity of their publications and other research activities.  
167 For example, it is possible that a smaller number of works of  
168 outstanding quality will be evaluated as equal or superior to a  
169 much greater number of publications of lesser quality.

170         Obtaining extramural grants in support of one's research is  
171 a valued professional development activity, especially for  
172 tenured faculty, and success in seeking grant support,  
173 particularly from national sources using peer review and an  
174 anonymous review system, will weigh heavily as evidence of  
175 professional development. Grant support, however, is only a  
176 means to an end and is no substitute for the products of  
177 research.

178         Other scholarly activities, such as organizing sessions for  
179 professional meetings and reviewing, refereeing, and editing the  
180 work of others also are valued and expected activities for any  
181 scholar. Although no specific type of such activities is  
182 required for promotion and tenure, successful candidates for  
183 tenure and promotion will be active in such roles. In these  
184 roles as well as the others outlined above, the candidate should

185 demonstrate a pattern of consistent professional development  
186 that reflects intellectual growth, increasing sophistication,  
187 and an active, ongoing research agenda.

188

### 189 **Evaluation of Professional Development**

190 The candidate for promotion and/or tenure should submit written  
191 evidence of professional development organized in the categories  
192 set forth in the *College of Arts and Sciences Promotion and*  
193 *Tenure Manual*. Based on the evidence submitted, the departmental  
194 committee will evaluate the candidate's professional development  
195 according to the College Manual's evaluative categories.

196

### 197 **Promotion and Tenure at the Rank of Associate Professor**

198 To be recommended for promotion to and/or tenure at the  
199 rank of associate professor, a candidate must be evaluated as  
200 **excellent** in professional development. In keeping with  
201 University standards, the recommended candidate must be deemed  
202 to have developed a substantial body of work that has already  
203 contributed to the advancement of the discipline of political  
204 science. The candidate should also have demonstrated a  
205 continued upward trajectory of high quality scholarship and  
206 should be in the process of establishing a national reputation  
207 in a field. As part of the departmental review, the candidate

208 will be evaluated on evidence that his/her current trajectory in  
209 professional development will support successful progress  
210 towards the rank of professor after promotion to associate  
211 professor with tenure.

212         The candidate will be judged **excellent** in professional  
213 development if he/she is achieving a national reputation in a  
214 field of the discipline and shows a continued upward trajectory  
215 of high quality research and scholarship. Such a candidate, for  
216 example, might have published a significant number (6) of  
217 articles in respected journals with a national reputation that  
218 use an anonymous peer review process, or he/she might have  
219 published one research book in a respected academic press that  
220 uses an anonymous review process and a small number (1-2) of  
221 additional articles in respected peer-reviewed journals with a  
222 national reputation. Editing a published book will be considered  
223 in the candidate's favor but will not substitute for authorship  
224 or co-authorship of a complete research book. Peer reviewed book  
225 chapters may be considered the equivalent of journal articles if  
226 the candidate can demonstrate that they are of comparable  
227 quality. These examples are only guidelines; they should not be  
228 taken as excluding other forms of publications or other  
229 combinations. Furthermore, the merit of each work may be  
230 determined only after its production.

231           In evaluating a candidate's dossier, the committee will  
232 take due consideration of the guidelines outlined in the above  
233 section on professional development. In particular, the  
234 committee will consider the prestige and quality of the journals  
235 or presses in which a candidate's work appears, the candidate's  
236 specific contributions to co-authored works, and the impact of  
237 the candidate's work on his/her field or subfield. Both  
238 scholarly citations and the comments of the external reviewers  
239 will factor heavily into the committee's evaluation of impact.  
240 The committee will also remain cognizant that different  
241 scholarly practices and citation norms may exist in different  
242 subfields of political science.

243           In addition, to qualify as excellent, a candidate should be  
244 very active in other research roles that provide evidence of  
245 progress towards a national reputation. These could include  
246 conference participant, book reviewer, intramural research grant  
247 recipient, extramural research grant recipient, extramural  
248 research grant seeker, invited presenter, leader in APSA  
249 sections and other professional organizations, and book  
250 manuscript and/or journal referee. A candidate should also be  
251 able to point to an active, ongoing research agenda as evidence  
252 of his/her positive trajectory.

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254 **Promotion to and/or Tenure at the Rank of Professor**

255 To be recommended for promotion to and/or tenure at the  
256 rank of professor, a candidate must be evaluated as **excellent** in  
257 professional development. In keeping with University standards,  
258 both the quality and the level of achievements in the area of  
259 professional development must substantially surpass those  
260 required for promotion and tenure at the rank of associate  
261 professor. For example, since promotion to associate professor,  
262 the candidate may have published one research book with a  
263 respected academic press and a small number (1-2) of refereed  
264 articles in nationally or internationally respected journals, or  
265 the candidate might have published a significant number (6)  
266 refereed articles in nationally or internationally respected  
267 journals. Editing a published book will be considered in the  
268 candidate's favor but will not substitute for authorship or co-  
269 authorship of a complete research book. Peer reviewed book  
270 chapters may be considered the equivalent of journal articles if  
271 the candidate can demonstrate that they are of comparable  
272 quality.

273 A professor is expected to have established a  
274 national/international reputation in his/her field and have a  
275 high probability of continued high quality and productive  
276 research and scholarship. Thus, promotion to the rank of

277 professor is a recognition by the Department and the University  
278 that is awarded to candidates who have distinguished records of  
279 achievement and standing in their professions and at Georgia  
280 State University.

281         The candidate for promotion to the rank of professor will  
282 be judged **excellent** in professional development if the  
283 candidate's accomplishments are of such significance and quality  
284 that he/she has achieved and is highly likely to maintain a  
285 national/international reputation as a respected scholar and  
286 researcher in a field of the discipline. The candidate should  
287 be able to document evidence of recognition from respected  
288 scholars. This evidence should include most of the following:  
289 considerable citations of her/his work by scholars in the field,  
290 editorial board membership(s), a steady record of reviewer  
291 experience, frequent participation in conferences, receipt of  
292 extramural grants, receipt of professional awards, leadership  
293 positions in professional organizations, and recognition as an  
294 expert for the purpose of providing knowledge. The committee  
295 will also remain cognizant that different scholarly practices  
296 and citation norms may exist in different subfields of political  
297 science.

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## TEACHING

### 301 Evaluation of Teaching

302         The teaching quality of faculty members is of paramount  
303 importance to the Department and the University. The candidate  
304 for promotion and/or tenure should submit written evidence of  
305 successful teaching organized in the categories set forth in the  
306 *College of Arts and Sciences Promotion and Tenure Manual*.

307 Candidates should present evidence of effectiveness in and  
308 commitment to teaching and its improvement. The departmental  
309 committee will evaluate the quality of teaching in keeping with  
310 the College Manual's evaluative categories based on the evidence  
311 submitted. In making its rankings the departmental Committee on  
312 Promotion and Tenure should consider the evidence to determine  
313 the success of the candidate in teaching and his or her  
314 commitment to teaching and its improvement. Teaching should be  
315 considered both within the classroom and outside the classroom,  
316 and the committee may need to give more or less weight to each  
317 component depending on the circumstances of individual  
318 candidates.

319         Within the classroom, a faculty member should be prepared  
320 for class, should teach courses reflecting the current state of  
321 the discipline, should have syllabi prepared according to the  
322 standards of the College, should be available to students

323 outside the classroom, should give assignments that are well  
324 prepared and used effectively to encourage learning and  
325 analytical thinking, should have his/her students do work that  
326 teaches analytical thinking and improves writing skills, and  
327 should provide a positive learning environment. The committee  
328 should also consider the candidate's efforts and commitment to  
329 teaching success and innovation by evaluating evidence of  
330 teaching preparation and pedagogical creativity, such as the  
331 creative use of technology, assignments, learning exercises, or  
332 other in-class techniques to enhance student learning. In  
333 considering student perceptions of the candidate's teaching  
334 through student course evaluations, the committee will take into  
335 account such factors as the type of course.

336       Outside the classroom, a faculty member should strive to  
337 support student learning through such activities as writing and  
338 evaluating graduate comprehensive examinations, chairing or  
339 serving on honors thesis, masters thesis, and doctoral  
340 dissertation committees, sponsoring student organizations or  
341 teams, preparing graduate students for the job market, advising  
342 graduate and undergraduate students, developing and revising  
343 curricula and courses, aiding in instructional leadership and  
344 coordination, leading departmental seminars on pedagogy and  
345 advising, developing and supervising internships, developing and



346 supervising directed readings and independent studies,  
347 publishing textbooks or pedagogical research, receiving grants  
348 for instructional purposes, participating in pedagogical  
349 continuing education, and helping graduate students in  
350 presenting papers, publishing, and/or job placement. Faculty  
351 members can also show evidence of outside the classroom teaching  
352 success by highlighting successful student endeavors connected  
353 with their supervision.

354         In rating the candidates, the committee needs to consider  
355 their academic rank and the availability of graduate students  
356 with compatible research interests. Other things equal,  
357 candidates for professor should have considerably more  
358 involvement with graduate students than candidates for associate  
359 professor.

360

361 **Promotion to and/or Tenure at the Rank of Associate Professor**

362         To be recommended for promotion to and/or tenure at the  
363 rank of associate professor, a candidate must be evaluated as  
364 **excellent** in teaching. To achieve an evaluation of excellent, a  
365 candidate for promotion and tenure at the rank of associate  
366 professor must demonstrate success in teaching, effort at  
367 improvement in teaching, and a strong commitment to student  
368 learning.

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370 **Promotion to the Rank of Professor**

371 To be recommended for promotion to and/or tenure at the  
372 rank of professor, a candidate must be evaluated as **excellent** in  
373 teaching. To achieve an evaluation of excellent, a candidate for  
374 promotion to the rank of professor must demonstrate considerable  
375 success in teaching, effort at improvement in teaching, and a  
376 strong commitment to student learning.

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**SERVICE**

380 Service to colleagues, to our Department, to the College,  
381 to the University, and to the discipline of Political Science is  
382 a very important element in judging a faculty member's  
383 contributions and performance. As members of a discipline  
384 concerned with policy issues and conflict resolution and as a  
385 faculty at a public university, we value opportunities to serve  
386 the community outside the University at the local, national or  
387 global level.

388 Neither the College nor the Department of Political Science  
389 asks the same quantity and quality of service contributions from  
390 faculty in junior ranks as is asked from those in senior ranks.  
391 The information given below indicates what we in the Department

392 of Political Science consider to be important forms of service  
393 for junior and senior faculty and provides some guidelines for  
394 judging different levels of quality when evaluating a  
395 candidate's work in the area of service.

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397 **Evaluation of Service**

398 The candidate for promotion and/or tenure should submit written  
399 evidence of successful service organized in the categories set  
400 forth in the *College of Arts and Sciences Promotion and Tenure*  
401 *Manual*. Based on the evidence submitted, the departmental  
402 committee will evaluate the candidate's service according to the  
403 College Manual's evaluative categories.

404

405 **Promotion to and/or Tenure at the Rank of Associate Professor**

406 For promotion and tenure at the rank of associate professor, the  
407 candidate must be evaluated as **good** in service. A candidate for  
408 promotion to and/or tenure at the rank of associate professor  
409 will be judged **good** if she or he is active in assistance to  
410 colleagues, responsibly carries out the departmental service  
411 tasks that are assigned to him or her, and demonstrates a  
412 commitment to the betterment of the Department.

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415 **Promotion to and/or Tenure at the Rank of Professor**

416 For promotion to the rank of professor, the candidate must  
417 be evaluated as **very good** in service. A candidate for promotion  
418 to and/or tenure at the rank of professor will be judged **very**  
419 **good** if she or he is active in assistance to colleagues and has  
420 taken an effective leading role in departmental service. This  
421 should include one or more of the following: service as  
422 undergraduate director, graduate director, or department chair;  
423 chairing a recruitment committee or an important departmental  
424 standing or ad hoc committee; and/or serving on the departmental  
425 executive committee. In addition, to be judged **very good**, a  
426 candidate should perform significant service roles at the  
427 College, University, or System levels. Finally, he or she should  
428 show significant service to community, governmental, or  
429 professional organizations, or have significant contact with  
430 media representatives. Under certain circumstances, significant  
431 leadership roles in one area (College, University, System,  
432 professional, community, or governmental) can substitute for a  
433 lesser service role in another area.

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## EVALUATION PROCESS

439           The process and schedule for applying for promotion and  
440 tenure in the Department of Political Science is governed by the  
441 College of Arts and Sciences Promotion and Tenure Manual.

442 Applications for tenure and promotion to associate professor and  
443 for tenure at the rank of associate professor will be judged by  
444 a committee composed of all tenured faculty in the Department  
445 holding the rank of associate professor or professor.

446 Applications for promotion to the rank of professor and for  
447 tenure at that rank will be judged by a committee composed of  
448 all tenured professors. Each committee will elect its own chair  
449 and, after deliberation, report its evaluation in each area and  
450 its recommendation by letter to the department chair.

451           An important part of the departmental evaluation is the  
452 assessment of the candidate's credentials by political  
453 scientists outside Georgia State University. The candidate must  
454 submit a list of the names of at least eight scholars in the  
455 candidate's specialty area outside of Georgia State University  
456 who are qualified to evaluate the candidate's performance in the  
457 area of professional development and her/his reputation within  
458 the discipline. The department chair, together with the relevant  
459 departmental Committee on Promotion and Tenure, will, without  
460 input from the candidate, prepare a list of at least eight names

461 of colleagues outside of Georgia State University who could  
462 perform the assessment role. Detailed requirements for these  
463 lists are included in the College Manual. Both lists will be  
464 submitted to the Office of the Dean, which will select the  
465 reviewers according to the procedures laid out in the College  
466 Manual. The letters supplied by these outside reviewers will be  
467 considered at all levels of review in the University. The  
468 calendar for this review process is in the College Manual.

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470 **PROCESS FOR REVISING THESE GUIDELINES**

471 Any revisions to the Department's Promotion and Tenure  
472 Guidelines will be governed by the following process:

- 473 1. Upon the request of the department chair, the faculty will  
474 elect a Promotion and Tenure Manual Revision Committee from  
475 among its members. This committee should include faculty at  
476 the ranks of assistant professor, associate professor, and  
477 professor. The committee will then select a chair holding  
478 the rank of professor or associate professor with tenure.
- 479 2. The Promotion and Tenure Manual Revision Committee will  
480 discuss changes to the Promotion and Tenure Manual,  
481 consulting the department chair and representatives of the  
482 College and University when appropriate. When the committee  
483 has reached agreement, it will present the faculty with its

484 proposed revisions. All meetings of the committee will be  
485 announced and open to all members of the faculty.

486 3. The full faculty will be given adequate time to consider  
487 these changes, and the committee will give any feedback  
488 careful consideration.

489 4. Once this process is complete, the committee will present a  
490 final proposal to the Department. This proposal will be  
491 adopted upon two-thirds vote of all current members of the  
492 Department holding the ranks of assistant professor,  
493 associate professor, or professor.

494 5. Should the proposal fail to be adopted, the committee will  
495 solicit another round of comments from the faculty and  
496 produce a further revision.

497 6. Once the revisions have been approved by the faculty, they  
498 will be forwarded to the College for its approval. Any  
499 substantive changes made in response to College input will  
500 need to be approved by the faculty by a two-thirds vote as  
501 outlined above.

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**APPENDIX I:**

**Ratings Guidelines for Pre-Tenure Review**

**A. Professional Development**

**Poor:** The faculty member maintains no program of professional development.

**Fair:** The faculty member is largely inactive in professional development.

**Good:** The faculty member is minimally active in maintaining a program of professional development and/or the scope and impact of the faculty member's professional development contributions are limited.

**Very Good:** The faculty member, while maintaining an active program of professional development, has yet to establish a national reputation as an emerging leader in the field; but there are clear indications that s/he has projects underway that are likely to result in a more prominent scholarly profile in the near future. The faculty member has published some high quality refereed articles and/or book chapters of comparable quality published by respected university or commercial academic presses. The faculty member may also have applied for internal or external research fellowships or grants. S/he would have performed several additional research roles, including active



524 participation in national professional organizations, such as  
525 presenting papers or serving as a journal or grants referee.

526 **Excellent:** An evaluation of *excellent* indicates that the faculty  
527 member's current and imminently forthcoming projects are likely  
528 to result in an assessment at this level when s/he comes up for  
529 tenure, should the faculty member's upward trajectory continue.

530 The faculty member has published a number of journal articles in  
531 respected, peer-reviewed journals, a mixture of such journal  
532 articles and peer-reviewed book chapters of comparable quality,  
533 or has a published book or a book in press at a university or  
534 commercial academic press. In addition, the faculty member  
535 presents evidence that testifies to her/his scholarly reputation  
536 and the significance of her/his research. Such evidence might  
537 include the securing of fellowships, grants, contracts, and/or  
538 awards from internal and external local, regional, national, or  
539 international agencies; citations of the work of the faculty  
540 member in the products of other scholars; service on editorial  
541 boards and as a reviewer of grants and manuscripts for scholarly  
542 publication; and by invitations to contribute to collaborative  
543 scholarly endeavors. This list is not intended to be exclusive  
544 of other possible evidence.

545 **Outstanding:** The faculty member has achieved eminence in his or  
546 her field, as evidenced by national or international awards,

547 laudatory reviews in major publication outlets, invited lectures  
548 in prestigious venues and so on.

549 **B. Teaching**

550 **Poor:** The faculty member displays an unacceptable record of  
551 teaching as evidenced through student evaluations and reports by  
552 faculty observers, little or no involvement in departmental  
553 curricular or programmatic reform efforts, ineffective  
554 pedagogical techniques and inadequate effort as an instructor  
555 that results in the deficient transmission of the course content  
556 to students.

557 **Fair:** The faculty member displays a minimally acceptable record  
558 of teaching as evidenced through student evaluations and reports  
559 by faculty observers, little involvement in departmental  
560 curricular or programmatic reform efforts, ineffective  
561 pedagogical techniques and inadequate effort as an instructor  
562 that results in the deficient transmission of the course content  
563 to students.

564 **Good:** The faculty member's instructional performance barely  
565 exceeds adequate. This faculty member's supporting materials  
566 provide evidence of conscientious preparation and pertinent,  
567 valid content, but fail to demonstrate either exceptional  
568 pedagogical skill or decisive commitment to the wide-ranging

569 institutional and intellectual responsibilities of a full-time  
570 college instructor. The learning environment in this faculty  
571 member's classroom, as reflected in student evaluations,  
572 achievement, and advancement, is adequate but not distinctly  
573 positive.

574 **Very Good:** The faculty member is a competent teacher whose  
575 supporting material includes evidence not only of diligent  
576 preparation and instruction but also of some mentoring of  
577 students, effective pedagogy, and a commitment to the mission of  
578 the department. Class assignments are creative and  
579 methodologically innovative, resulting in proficient student  
580 learning. While the faculty member is an effective teacher, s/he  
581 may have little involvement with the type of individual student  
582 work that contributes to a rating of *excellent*, and/or the  
583 faculty member's student evaluations show inconsistencies or  
584 scores that tend to fall somewhat lower than the mid 4-out-of-5  
585 range, or that are considerably lower than departmental norms  
586 for large introductory core courses.

587 **Excellent:** Beyond being a highly competent teacher in the  
588 classroom, the faculty member's teaching record shows active  
589 preparation and involvement with individual student work,  
590 including directing undergraduate and graduate student research  
591 papers, serving on graduate qualifying examination committees,

592 or directing or serving on honors theses, non-thesis projects,  
593 master's theses, and dissertation committees. The faculty  
594 member's student evaluation scores will often be in the mid 4-  
595 out-of-5 range or higher.

596 **Outstanding:** In excess of the criteria for a rating of *excellent*  
597 at either level, the faculty member's student evaluations will  
598 often be in the high 4-out-of-5 range. The faculty member also  
599 demonstrates an engagement with teaching beyond simply his or  
600 her assigned courses. Such a faculty member may receive  
601 invitations to lecture that are based upon his or her reputation  
602 as a teacher, and may also be involved in leading workshops,  
603 consultation, or producing pedagogical publications based upon  
604 his or her teaching prowess and that show innovation and  
605 creativity in teaching.

606 The faculty member may have won a significant teaching award  
607 from a prestigious outlet or been otherwise recognized for  
608 superior instruction.

### 609 **C. Service**

610 **Poor:** The faculty member may show up at general faculty meetings  
611 but manifests no other significant service accomplishments.

612 **Fair:** The faculty member may show up at general faculty meetings  
613 but manifests few other significant service accomplishments. The  
614 faculty member may serve on other departmental committees, but  
615 with few effective contributions to the business of those  
616 committees.

617 **Good:** The faculty member responsibly and thoroughly executes  
618 assigned departmental duties and committee responsibilities and  
619 actively assists colleagues.

620 **Very Good:** The faculty member demonstrates extensive, collegial,  
621 diligent, and effective service and leadership at the department  
622 as well as participating in professional associations.

623 **Excellent:** The faculty member demonstrates a sustained track  
624 record of effective leadership that has involved significant  
625 departmental or other college or university administrative  
626 functions. Such leadership is in addition to the level of  
627 service described as above as *very good*.

628 **Outstanding:** In addition to the level of service described above  
629 as *excellent*, the faculty member demonstrates a record of  
630 sustained, significant service accomplishments beyond the  
631 department and throughout the college and university, or in  
632 national and international professional organizations.

633

**APPENDIX II:**

634

**Ratings Guidelines for Post-Tenure Review**

635 **A. Professional Development**

636 **Poor:** The faculty member maintains no program of professional  
637 development.

638 **Fair:** The faculty member is largely inactive in professional  
639 development.

640 **Good:** The faculty member is minimally active in maintaining a  
641 program of professional development and/or the scope and impact  
642 of the faculty member's professional development contributions  
643 are limited. The faculty member may attend conferences and  
644 annual meetings and may write reviews and be active in media  
645 contacts, but may have very few scholarly publications in the  
646 period under review.

647 **Very Good:** The faculty member's professional development record  
648 indicates steady scholarly development that falls short of  
649 maintaining a scholarly profile of national prominence.

650 **Excellent:** The faculty member has continued to maintain and  
651 advance a distinguished national or international reputation as  
652 an authority in his or her area(s) of specialization. The  
653 faculty member continues to be an active scholar, and has a  
654 marked impact on the work of others in the field. The books,

655 book chapters, and/or articles of the faculty member judged as  
656 *excellent* are published by presses and in journals that are held  
657 in esteem by the profession, and reviews of and citations to the  
658 faculty member's work attest to this reputation. Other important  
659 evidence might include the securing of fellowships, grants,  
660 contracts, and/or awards from external agencies, invitations to  
661 participate in collaborative endeavors with other scholars, a  
662 steady record of reviewer experience, frequent participation in  
663 conferences, recognition as an expert for the purpose of  
664 providing knowledge, and leadership positions in professional  
665 organizations.

666 **Outstanding:** The faculty member has achieved eminence in his or  
667 her field, as evidenced by national or international awards, a  
668 very strong record of publication, receipt of prestigious  
669 extramural support, strong reviews in major publication outlets,  
670 invited lectures at prestigious venues and so on.

## 671 **B. Teaching**

672 **Poor:** The faculty member displays an unacceptable record of  
673 teaching as evidenced through student evaluations and reports by  
674 faculty observers, little or no involvement in departmental  
675 curricular or programmatic reform efforts, ineffective  
676 pedagogical techniques and inadequate effort as an instructor

677 that results in the deficient transmission of the course content  
678 to students.

679 **Fair:** The faculty member displays a minimally acceptable record  
680 of teaching as evidenced through student evaluations and reports  
681 by faculty observers, little involvement in departmental  
682 curricular or programmatic reform efforts, ineffective  
683 pedagogical techniques and inadequate effort as an instructor  
684 that results in the deficient transmission of the course content  
685 to students.

686 **Good:** The faculty member's instructional performance barely  
687 exceeds adequate. This faculty member's supporting materials  
688 provide evidence of conscientious preparation and pertinent,  
689 valid content, but fail to demonstrate either exceptional  
690 pedagogical skill or decisive commitment to the wide-ranging  
691 institutional and intellectual responsibilities of a full-time  
692 college instructor. The learning environment in this faculty  
693 member's classroom, as reflected in student evaluations,  
694 achievement, and advancement, is adequate but not distinctly  
695 positive.

696 **Very Good:** The faculty member is a competent teacher whose  
697 supporting material includes evidence not only of diligent  
698 preparation and instruction but also of some mentoring of  
699 students, effective pedagogy, and a commitment to the mission of



700 the department. Class assignments are creative and  
701 methodologically innovative, resulting in proficient student  
702 learning. While the faculty member is an effective teacher,  
703 her/his teaching record may lack the level and extent of  
704 involvement in the supervision of individual student work that  
705 is typically expected for a rating of *excellent*, as described  
706 below, and/or the faculty member's student evaluations show  
707 inconsistencies or scores fall somewhat below the mid 4-out-of-5  
708 range.

709 **Excellent:** The faculty member's teaching record shows extensive  
710 preparation and extensive involvement with individual student  
711 work as demonstrated by, for example, the successful direction  
712 of honors theses, non-thesis projects, master's theses and/or  
713 dissertations to completion; or high level of involvement on  
714 such committees. The faculty member's student evaluation scores  
715 will often be in the mid 4-out-of-5 range or higher. Faculty  
716 members can also show evidence of outside the classroom teaching  
717 success by highlighting successful student endeavors connected  
718 with their supervision.

719 **Outstanding:** In excess of the criteria for a rating of  
720 *excellent*, the faculty member's student evaluations will often  
721 be in the high 4-out-of-5 range. The faculty member also  
722 demonstrates an engagement with teaching beyond simply his or

723 her assigned courses. Such a faculty member may receive  
724 invitations to lecture that are based upon his or her reputation  
725 as a teacher, and may also be involved in leading workshops,  
726 consultation, or producing pedagogical publications based upon  
727 his or her teaching prowess and that show innovation and  
728 creativity in teaching. The faculty member may also have won a  
729 significant teaching award from a prestigious outlet, published  
730 highly regarded pedagogical studies, or been otherwise  
731 recognized for superior instruction.

732 **C. Service**

733 **Poor:** The faculty member may show up at general faculty meetings  
734 but manifests no other significant service accomplishments. The  
735 faculty member may serve on other departmental committees, but  
736 without a documentable, significant impact.

737 **Fair:** The faculty member may show up at general faculty meetings  
738 but manifests few other significant service accomplishments. The  
739 faculty member may serve on other departmental committees, but  
740 with few effective contributions to the business of those  
741 committees.

742 **Good:** The faculty member responsibly and thoroughly executes  
743 assigned departmental duties and committee responsibilities and  
744 is of significant assistance to colleagues.

745 **Very Good:** The faculty member demonstrates extensive, collegial,  
746 diligent, and effective service and leadership at the department  
747 and either the college or the university levels as well as  
748 participating in professional associations and beginning to take  
749 service roles in professional organizations.

750 **Excellent:** The faculty member demonstrates a track record of  
751 effective leadership that has involved significant departmental  
752 or other college or university administrative functions. In  
753 addition, s/he should show significant service to community,  
754 governmental, or professional organizations, or have significant  
755 contact with media representatives. Such leadership is in  
756 addition to the level of service described above as *very good*.  
757 Under certain circumstances, significant leadership roles in one  
758 area (College, University, System, professional, community, or  
759 governmental) can substitute for a lesser service role in  
760 another area.

761 **Outstanding:** In addition to the level of service described above  
762 as *excellent*, the faculty member demonstrates a record of  
763 sustained, significant service accomplishments beyond the  
764 department and throughout the college and university, as well as  
765 in national and international professional organizations.