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## Department of Political Science, Philosophy and Religion

### Criteria for Academic Rank and Tenure

Revised April 10, 2017; Edited March 13, 2018

Candidates for academic rank or candidates for tenure shall be evaluated in three substantive categories: Teaching Effectiveness, Professional Growth, and Service to the University. In each category there are four performance levels: Outstanding, Superior, Good and Unsatisfactory. Candidates shall make a case for the performance level attained in each category, the burden of proof resting on the candidate. Judgments about promotion and tenure are cumulative and range over a period of years, and the performance of the candidate must be sustained over that period. The department defines the period over which the candidate's performance must be *sustained* as the five years immediately preceding the application for promotion.

### Minimum Performance Levels Necessary for Promotion

|                     |   |
|---------------------|---|
| Professor           | One rating of Outstanding (which must be in either Teaching Effectiveness or Professional Growth) and two ratings of Superior |
| Associate Professor | Two ratings of Superior (one of which must be in Teaching Effectiveness) and one rating of Good                               |
| Assistant Professor | Two ratings of Good and one rating of Superior  |

## Teaching Effectiveness

### Evidence of Teaching Effectiveness

Teaching effectiveness encompasses classroom performance, contributions to curriculum development, innovation, and contributions to the education of students outside the classroom. Effective teaching includes:

- A. Classroom performance, as demonstrated by student evaluations, peer evaluations, or other method of evaluation permitted by the Faculty Handbook
- B. Course design, as demonstrated by the completed development of one or more *new* courses. If multiple authors are involved a statement of shared responsibility must be included
- C. Course revision, as demonstrated by *substantial* changes, revisions, additions or modifications in the content or structure of an existing course. Changes in the mode of delivery of an existing course should be reported in Category D below
- D. Pedagogical innovation, including but not limited to the development or use of high technology teaching strategies such as interactive, web-supported or ITV teaching. It may also include the creation, design and maintenance of websites directly related to instruction, or the transformation of face-to-face courses into online courses that do not qualify as either course design or course revision under Categories B and C above
- E. Proposal writing for curriculum or program development
- F. Supervision of independent studies at the undergraduate or graduate levels, including supervision of Masters Thesis research within the department
- G. Successful efforts to improve one's teaching effectiveness or that of others, including participation in teaching workshops, application of new teaching methods or strategies, participation in the review and analysis of course material, attainment of QM certification for courses taught
- H. Self-assessment showing a critical analysis of one's teaching effectiveness using multiple sources of information such as student evaluations, course preparation, course materials, outcomes measurements, classroom observations, external review of teaching styles and

materials, analysis of grading patterns, teaching portfolios, and others

- I. Additional teaching load considerations, including team-taught courses, theme-based courses that require coordination with other faculty, multiple simultaneous preparations, or overloads

## Performance Levels for Teaching Effectiveness

|                |  |
|----------------|--|
| Outstanding    | An evaluation of OUTSTANDING requires a sustained <sup>1</sup> record of high quality <sup>2</sup> teaching as evidenced by documentation from Category A, and at least three activities from Categories B, C, D, or E, <sup>3</sup> and one activity from Categories F, G, H, or I. |
| Superior       | An evaluation of SUPERIOR requires a sustained record of high quality teaching as evidenced by documentation from Category A, and at least two activities from Categories B, C, D, or E, and one activity from Categories F, G, H, or I.   |
| Good           | An evaluation of GOOD requires a sustained record of quality teaching as evidenced by documentation from Category A, and at least one activity from Categories B, C, D, or E, and one activity from Categories F, G, H, or I.  |
| Unsatisfactory | An evaluation of UNSATISFACTORY applies when there is insufficient evidence of quality teaching (Category A above), or of involvement in curriculum affairs (Categories B - E above)   |

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<sup>1</sup>The term "sustained" means throughout the time in rank or period of evaluation with an emphasis on the last four years, or on the last five years in the case of applicants for post-professorial merit.

<sup>2</sup> The term "high quality" means a cumulative overall ranking at or above the mean on the evaluation instrument of the candidate's choice so long as the instrument is approved by the university as stated in the Faculty Handbook, or a consensus of written peer evaluations based on classroom observations.

<sup>3</sup> Documented activities may be from any one or any combination of categories B, C, D, or E, and may include multiple entries. An activity under category B is the *completed* development of a new course. An activity under category C is the *substantial* revision of an existing course. An activity under category D is the *completed* creation, design, transformation or development of a course, either new or existing, using knowledge, methods, techniques or technologies that employ new methods of teaching and instruction.

## Professional Growth

### Evidence of Professional Growth

Professional growth encompasses scholarly achievement and other activities indicating the candidate's development as a political scientist and teacher, or philosopher and teacher.

Professional growth includes:

#### A. Scholarly achievement <sup>4</sup>

1. Publication of a scholarly book either written or edited by the candidate
2. Publication of scholarly articles or essays in edited, refereed or peer reviewed professional journals (including refereed electronic journals), or scholarly articles, essays or chapters in edited books
3. Papers presented at national or other major professional meetings, including but not limited to APA <sup>5</sup> national and divisional meetings, APSA <sup>6</sup> meetings, SPP <sup>7</sup> meetings, ASA <sup>8</sup> meetings, ISA <sup>9</sup> meetings, MPS <sup>10</sup> meetings
4. Publication of monographs, essay-reviews, critical reviews or analytical commentaries in edited, refereed or peer reviewed professional journals (including refereed electronic journals) or books

#### B. Scholarly activities contributing to the candidate's professional growth

1. Publication of book reviews, replies to articles, and notes in professional journals
2. Papers presented at regional professional meetings, and replies to papers read at such meetings

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<sup>4</sup> Activities involving joint, shared or multiple authorship are fully acceptable so long as a statement describing the candidate's measure of participation is included.

<sup>5</sup> American Philosophical Association

<sup>6</sup> American Political Science Association

<sup>7</sup> Society for Philosophy and Psychology

<sup>8</sup> American Society for Aesthetics

<sup>9</sup> International Studies Association

<sup>10</sup> Midwest Political Science Association

3. Successful grant application, completion or involvement in grant funded research, or acceptance and participation in recognized research seminars, e.g. NEH Summer Seminars
4. Serving as the editor of a book or journal either print or electronic
5. Serving as a reviewer, reader or referee in the evaluation, advising or selection of materials for publication in refereed journals or books, either print or electronic. Publication of articles or essays in non-refereed professional journals, either print or electronic
6. Invited replies to papers presented at national or international meetings
7. Unpublished but completed papers or manuscripts whose value is recognized by peers from outside the University. Letters, responses, commentaries or citations by peers attesting to the value of one's published or unpublished work may be included in this category
8. Manuscripts of papers submitted for publication or for presentation at refereed professional meetings. Letters from editors or referees acknowledging receipt of such materials should be included
9. Participation as a session chair, discussant, panelist or round table participant in national or international meetings, seminars, colloquia, workshops, etc.
10. Leadership in professional organizations. Activities shall include but not be limited to program committee chair or conference coordinator for professional meetings, holding office in professional organizations, and moderating, editing or managing newsletters or discussion groups either print or electronic

C. Other activities contributing to the candidate's professional growth

1. Works in progress. Manuscripts or drafts of articles, essays, chapters or books completed but not yet submitted for publication
2. Writing and submitting grant applications and proposals for original research projects
3. Documented participation in professional electronic or print discussion groups

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4. Advanced study
5. Participation as a session chair, discussant, panelist or round table participant in regional or local meetings, seminars, colloquia, workshops, etc.

## Performance Levels for Professional Growth

|                |  |
|----------------|--|
| Outstanding    | An evaluation of OUTSTANDING requires a sustained <sup>11</sup> record of very high quality scholarship as evidenced by at least six activities from Category A or Category B, of which at least three must be from Category A and of those three at least two must be from either A.1 or A.2. Each of the entries under Category A should indicate peer recognition of the candidate's level of scholarly achievement |
| Superior       | An evaluation of SUPERIOR requires a sustained record of high quality scholarship as evidenced by at least five activities from Category A or Category B, of which at least two must be from Category A and of those two at least one must be from either A.1 or A.2. Each of the entries under Category A should indicate peer recognition of the candidate's level of scholarly achievement                          |
| Good           | An evaluation of GOOD requires a sustained record of quality scholarship as evidenced by at least four activities from Category A or Category B, of which at least one must be from Category A, and at least two activities from Category C. Each of the entries under Category A should indicate peer recognition of the candidate's level of scholarly achievement   |
| Unsatisfactory | An evaluation of UNSATISFACTORY applies when there is insufficient evidence of scholarly achievement or activity, or the prospect of such within a reasonable period of time   |

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<sup>11</sup> See fn. 1.

## Service to the University

### Evidence of Service to the University

Service to the University encompasses contributions to the department, college, and University which are conducive to the effective operations of the University, and professionally related service to the community. Service to the University includes:

#### A. Committee Service

1. Committee chair. Serving as elected or appointed chair of departmental, college or University committees
2. Committee service. Serving on departmental, college, or University committees, including Faculty Senate committees, and fulfilling committee responsibilities such as the timely and accurate completion of reports and other assignments

#### B. Service to the University

1. Contributing to the academic activities of students. Includes but is not limited to advising majors, graduate students and pre-law students; advising, sponsoring and participating in University events such as Model United Nations
2. Contributing to the academic activities of faculty. Includes but is not limited to substantially contributing to interdisciplinary, team-taught, or other courses taught outside the department; organizing or participating in departmental, college or university lectures, colloquia, symposia, panels, workshops or forums; serving on University Institutes, Agencies, or Centers; writing and submitting grant proposals for bringing in speakers, hosting conferences
3. Contributions to the academic activities of the university. Includes but is not limited to service on specially appointed committees or task forces, released-time activities, departmental chair's activities
4. Contributing to the activities of the academic community. Includes but is not limited to advising and sponsoring student organizations; participating in Show-Me Days and First-Step recruitment events; serving on Faculty Senate

5. Contributing to the effective functioning of the department and academic community. Includes but is not limited to the creation and maintenance of departmental websites; the development and use of assessment instruments; the design and development of documents instrumental to the purposes of the department

### C. Service to the Community

1. Contributions to the academic community outside the University. Includes but is not limited to activities which rely on one's professional expertise, such as organizing or participating in public forums, lectures or discussions, and serving as a consultant or advisor to areas schools, organizations or programs
2. Contributions to the professional community outside the University. Includes but is not limited to serving on professionally related boards or committees, e.g. hospital ethics committees, bar association committees, arts council activities; serving as a consultant or advisor to federal, state or local governments
3. Contributions to the nonacademic community outside the University. Includes but is not limited to media interviews, presentations or contributions; presentations to service or other community organizations

### Performance Levels for Service to the University

|             |   |
|-------------|---|
| Outstanding | An evaluation of OUTSTANDING requires a sustained <sup>12</sup> record of significant involvement in university service, demonstrated by four or more activities, one of which must be in Category A, two of which must be in Category B, and one of which must be in Category C. |
| Superior    | An evaluation of SUPERIOR requires a sustained record of significant involvement in university service, demonstrated by three or more activities, one of which must be in Category A, one of which must be in Category B, and one of which must be in Category C.                 |

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<sup>12</sup> See fn. 1.

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Good

An evaluation of GOOD requires a sustained record of significant involvement in university service, demonstrated by two or more activities, one of which must be in Category A, and one of which must be in Category B.

Unsatisfactory

An evaluation of UNSATISFACTORY applies when there is insufficient evidence of service to the university.