

**GUIDELINES FOR PROMOTION
DEPARTMENT OF POLITICAL SCIENCE**

Guidelines for Promotion to Associate Professor with Tenure

Introduction

Faculty evaluation for promotion and tenure will be based upon a continuing record of high-quality, effective teaching and advising at multiple levels of instruction; substantive, original and innovative scholarship, and effective service.

Research

The successful candidate for promotion and tenure must demonstrate substantive, original, innovative intellectual contributions to scholarship through publication or dissemination of research in appropriate peer-reviewed venues. Faculty must demonstrate that they have established an independent research agenda and a long-term trajectory for their research. The candidate must show evidence of a sustained, long-term commitment to scholarly research and publication.

As a department that has consistently had a high level of research productivity and a nationally recognized faculty, we have high expectations. Consequently, the department guidelines require rigorous research accomplishments. This section provides the framework within which individual faculty exercise their independent judgment.

General Dimensions of Research Productivity

1. Candidates are encouraged to publish one or more articles or a book based on their dissertation research, or an expansion of this research. Candidates should also publish articles or a book based upon research that clearly goes beyond the dissertation (although some of it might be in the same general substantive area as the dissertation).
2. Candidates should publish two or three articles in first tier journals in the absence of a book. Such journals will vary by subfield. Assistant professors should consult with more senior members of their subfield about journal quality. If a book is published, it is desirable to have it with a first tier university press. An article published in *PS* in June 1999 is suggestive of how political scientists rank book publishers.
3. Books or articles of candidates submitted or published when they were graduate students will be counted in the promotion and tenure consideration, but no candidate will be promoted whose work was done primarily while a graduate student.
4. The department expects candidates to be active professionally. This is indicated by delivery of papers or other types of participation at professional meetings, reviewing manuscripts for journals, and service on editorial boards or program committees.
5. Sizeable research grants from NSF, other governmental agencies, or major foundations bring prestige to the department and often funds to employ RAs. The department is very supportive of such grant applications. However, assistant professors need to weight the probability of successful grant applications versus having tangible publications in time for tenure review.

Assessing Research Productivity

1. The number of publications necessary to support a positive recommendation will vary depending upon the quality of the work, which will be assessed through the reports of outside referees and other measures of intellectual merit. We normally expect a successful candidate for promotion to associate professor with tenure to have six to eight articles published or accepted in refereed journals with at least two or three in first tier journals. A book with a first tier press is normally considered to be equivalent to half of the productivity needed in a tenure case. A successful application for a prestigious external grant (e.g. NSF) will enhance the candidate's case for promotion.
2. Collaboration with others is valuable to doing quality research in many subfields in Political Science. However, there must be evidence that candidates are capable of conducting a quality independent research program. This generally should consist of two or three sole authored journal articles in first or second tier journals or a sole authored book.
3. Coauthored work, whether articles or books, will be evaluated based on the quality of the venue in which it is published and the contribution of the candidate. Interdisciplinary collaboration is encouraged by the University and Department and assistant professors will be rewarded for their collaborative efforts.
4. Contributions to edited books will be evaluated based upon the assessment of their quality, but generally will not be counted as highly as articles in first or second tier journals. If candidates serve as editors or coeditors of such a book, this will add to the weight given his or her contribution.

Teaching

The successful candidate for promotion will demonstrate a continuing record of high-quality and effective teaching and advising of undergraduate and graduate students. A record of accomplished teaching at both the undergraduate and graduate level is expected.

In addition, authorship of a textbook will be considered a contribution to the teaching mission and to the profession.

Service

Although the service responsibilities assigned to assistant professors are generally modest, it is expected that all faculty members contribute conscientiously to the collective growth and development of the department, college and University.

Guidelines for Promotion to Full Professor

Research

The successful candidate for promotion and tenure must demonstrate substantive, original, innovative intellectual contributions to scholarship through publication or dissemination of research in appropriate peer-reviewed venues.

Successful candidates for promotion to full professor should present an excellent post-tenure research record, indicating a national or international scholarly reputation in his/her chosen specialty. This research normally should consist of high-quality book publications and/or refereed journal articles in top tier or other appropriate outlets. It may also include (a) contributions to major research projects culminating in edited books when the scholar has been selected because of his or her expertise and reputation and (b) attracting grants or fellowships. It is expected that the faculty member will be lead author or equal collaborator in the bulk of the publications presented. Candidates for full professor are also expected to have applied for external grants or fellowships.

Teaching

Successful candidates will present evidence of a continuing record of high-quality and effective teaching and advising of undergraduate and graduate students. A balanced record of accomplished teaching at both the undergraduate and graduate level is expected, indicated by both strong teaching ratings and continuing development in the classroom as a teacher (e.g., teaching new courses, utilizing new technologies, and keeping current with pedagogical developments). Successful candidates will also have made significant contributions to the graduate student mission of the Department, serving as PhD advisor and on student advisory committees, and working with students on research and publications

Service

The candidates for promotion to full professor are expected to contribute more to the service mission than probationary faculty, and it is expected that these contributions will extend beyond the department. These may include such activities as holding an important departmental leadership position, serving on important university committees, and helping to conduct the business of the profession, by serving in editorial capacities, and/or officer positions in professional associations.

Continuing Standards for Tenured Professors

1. Tenured professors should continue to present an excellent research record. This research normally should consist of a mixture of high-quality book publications and/or refereed journal articles in top tier or other appropriate outlets. It may also include contributions to major research projects culminating in edited books when the scholar has been selected because of his or her expertise and reputation. They are expected to apply for external grants or fellowships.
2. Tenured professors should present evidence of a continuing record of high-quality and effective teaching and advising of undergraduate and graduate students. A balanced record of accomplished teaching at both the undergraduate and graduate level is expected, indicated by both a record receiving strong teaching ratings and continuing development in the classroom as a teacher (e.g., teaching new courses, utilizing new technologies, and keeping current with pedagogical developments). Successful candidates will also have made significant contributions to the graduate student mission of the Department, serving as PhD advisor and on student advisory committees, and working with students on research and publications.
3. Tenured professors should show leadership in professional and service activities, in the Political Science profession, in the University of Kentucky campus, and at the departmental level. These may include such activities as holding an important departmental leadership position, serving on important university committees, and helping to conduct the business of the profession, by serving in editorial capacities, manuscript reviews, and/or officer positions in professional associations.
4. Tenured professors are expected to contribute more to the service mission than probationary faculty, and it is expected that these contributions will extend beyond the department. These may include such activities as holding an important departmental leadership position, serving on important university committees, and helping to conduct the business of the profession, by serving in editorial capacities, and/or officer positions in professional associations.

December 13, 2004 (approved by Dean)

SPECIAL TITLE SERIES FACULTY

[Approved by unanimous vote by the Political Science faculty on 04/25/18]

The purpose of the Special Title Series is to meet specific departmental needs related to the instructional demands of the department's large number of undergraduate majors, the diverse areas of study within Political Science, and the need to address the demands of undergraduate advising.

Because of the potentially unique nature of a given STS position, it is important that the initial position description carefully and explicitly state the responsibilities of the position. In addition, if circumstances dictate a change in the position over time, any significant changes should take the form of a written document passed by the department faculty and signed by the Department Chair. The description of the duties associated with an STS position will serve as the reference point in evaluating a STS faculty member for tenure and promotion. The faculty member should ask for clarification at any point if s/he is not clear about what is expected of the position. In promotion decisions, the role of the candidate's DOE will be a critical guide.

Tenure and Promotion to Associate Professor

The department expects faculty members in the Special Title Series in Political Science to contribute in substantial ways to one or more of the major missions of the department (e.g., undergraduate and/or graduate teaching; undergraduate service, including advising). It is required that a successful candidate for an STS position will have a doctoral degree in a field of study appropriate to the sub-discipline of the teaching assignment and be able to demonstrate either good teaching experience or promise of excellence in teaching. The criteria for evaluation of these different missions are detailed below.

Teaching and Advising: STS lines will have a strong undergraduate teaching focus. As such, evaluation for promotion will include an examination of the faculty member's contributions to undergraduate education and the overall quality of those contributions. A faculty member may contribute to undergraduate education in many different ways, including: excellence in classroom teaching; the development of new courses; the development of new pedagogies; mentoring of undergraduates; development of extracurricular programs that support undergraduate education (e.g., Moot Court; Model United Nations). In short, all activities conducted by a faculty member with the goal of improving undergraduate education are relevant to evaluating the undergraduate teaching contributions of the faculty member.

With respect to evaluation of teaching, there are several potential sources to determine excellence in teaching and serving undergraduates. The profile of indicators will not be identical across candidates; however, the list of potentially relevant indicators includes:

- Quantitative ratings by students of course quality and teaching effectiveness
- Demonstrated teaching competence in a variety of course preparations
- Letters from students
- Letters from teaching assistants

- Letters from faculty who have observed the candidate's teaching and/or the impact of the candidate's teaching on student performance
- Awards for teaching accomplishments
- Development of novel methods of instructional delivery (e.g., on-line learning)
- Sponsorship of students in independent research projects (e.g., PS 395) and experiential education (e.g., PS 399)
- Accomplishments of mentored students, such as research products (e.g., student authorships, student participation in conferences)
- Awards to mentored students
- Participation in opportunities to improve teaching (e.g., workshops, conferences on teaching) as listed in the teaching section of the FMER reporting form
- Scholarship that supports teaching (e.g., articles, chapters or books related to teaching)
- Competence in service positions, such Pi Sigma Advisor or TA mentoring activities

For a faculty member who contributes to graduate teaching, the types of contributions that the faculty member may make and the evaluation of those contributions are analogous to those discussed above. The one exception is that it is not anticipated that STS faculty members will be involved in research mentoring of graduate students so the activities associated with research mentoring are omitted.

Regarding advising, the department recognizes that effective advising requires a faculty member to learn the university, college and departmental curricular requirements for Political Science majors. In addition, the faculty member is expected to be familiar with relevant educational opportunities for our majors (e.g., Honors in Political Science; college and university programs such as the Chellgren Fellows; the availability of PS 395, and 399). Good advising includes many things: facilitating a student's timely progression to degree; directing students to relevant educational opportunities; directing students to resources to help them make career decisions; etc. In short, good advising involves both helping students navigate the educational system and helping students to grow intellectually and professionally.

With respect to evaluation of advising, there are several potential sources of excellence in advising undergraduates. The profile of indicators will not be identical across candidates; however, the list of potentially relevant indicators includes:

- Quantitative and qualitative evaluations by students of the candidate's effectiveness and availability as an advisor (e.g., an annual survey of political science majors taking internships or pre-law students advised by STS faculty member)
- Letters from advisees as qualitative indicators
- A letter from the Director of Undergraduate Studies providing a summative evaluation of the candidate's effectiveness as an advisor and contributions to advising
- Contributions to improve the advising system in the department (e.g., development of forms and online aids to support advising)
- Contributions to identifying and utilizing extramural resources to improve advising

Research: Special Title positions are geared towards supporting undergraduate instruction. However, the department recognizes the symbiotic relationship between research and teaching.

Thus, a faculty member might also conduct and publish research on undergraduate teaching or in a substantive area of specialty. However, the STS faculty should not expect Division of Effort (D.O.E.) adjustments to accommodate research activities that are geared toward the STS faculty's area of expertise. Research produced by the STS faculty that directly relates to the undergraduate teaching, mentorship or advising, however, will be looked upon favorably. If he or she seeks publication in what is called the scholarship of teaching, the discipline of political science has a number of possible outlets where such work might be published (e.g., *P.S.: Political Science & Politics* and *Perspectives on Politics*). Other interdisciplinary journals offering opportunities for teaching related publications are other possible venues. Other possible journals might include law journals, where an STS faculty member is involved in teaching judicial courses or serving as a departmental pre-law major supervisor.

With respect to evaluation of research, there are several potential sources of excellence to assess research as it relates to supporting teaching. The profile of indicators will not be identical across candidates; however, the list of potentially relevant indicators includes:

- The quality of the contributions published in recognized refereed journals publishing teaching-related articles on a regular basis
- The attendance at professional conferences in political science or interdisciplinary areas and at conferences where teaching-related papers are given
- Any awards conferred at professional conferences for outstanding, teaching-related work
- Books published by university presses on teaching political science
- Teaching manuals or textbooks focused on teaching methods and innovative pedagogy
- A significant record of invited and/or contributed talks at major academic institutions, industrial and governmental laboratories, conferences and workshops

Service: Faculty should contribute as citizens of the Department, College, University, profession, and community. There are many ways to make service contributions, including:

- Regular attendance at faculty meetings
- Conscientious service on assigned departmental committees
- Regular participation in regional and national professional organizations
- Participation in community organizations related to professional expertise
- Participation college and university committees
- Activities to forward departmental teaching and research objectives (e.g., organization of teaching workshops)

Administration: A faculty member in the STS series might also serve in an administrative capacity (e.g., Director of Undergraduate Studies). In that event, performance of administrative duties will be an important component of evaluation of a candidate for promotion. Evaluative indicators for such administrative work would be drawn from:

- Annual qualitative assessment of the DUS by members of the Undergraduate Program Committee composed of RTS faculty as part of annual review of the STS faculty member

- An annual evaluation by the College associate dean of undergraduate education of the STS member's administrative role as DUS in terms of performance and timeliness of paperwork and reports
- A self-reported numerical compilation of the routine duties of the STS member in this administrative post (e.g., number of course equivalencies from educational abroad courses by political science and other majors and number of major and minor course and program proposals submitted annually)
- Results of a third- and fourth-year reviews of STS member's record and performance

Promotion to Professor

The successful candidate for promotion to professor in the Special Title Series must make notable contributions to the missions of the department, as consistent with the job responsibilities of the faculty member. This involves more than demonstrated excellence in job responsibilities; it involves establishing oneself in a leadership role with respect to some important aspect of the candidate's job. A list of possible leadership roles include (but are not limited to): exemplary performance in an administrative position (e.g., Director of Undergraduate Studies), outstanding contributions to undergraduate or graduate education (e.g., innovations in the curriculum, development of new pedagogies); exemplary teaching and/or advising. Taken together, promotion to Full Professor requires a continuing record of high-quality activity appropriate to the position should be evident along with a strong indication that it will be maintained. In addition, the faculty member must have developed an external reputation reflecting significant and sustained accomplishment beyond that attained at the time of the award of tenure, and promotion to Associate Professor. In any area where the Special Title position requires significant activity, the associate professor will be held to a high degree of excellence, commensurate with her or his distribution of effort.

Teaching and Advising: The successful candidate for promotion will have demonstrated a continuing record of high-quality effective teaching and advising. Metrics used to assess teaching and advising for promotion to full are consistent with those used for promotion to associate professor (as listed earlier). Moreover, candidates for promotion to full professor will be expected to present a teaching portfolio that contains input from students in the form of student ratings, student comments on course evaluation questionnaires, student interviews and letters from former students. Peer evaluations conducted by faculty in the unit, evaluation of course syllabi and course summaries, and any other means that will attest to the candidate's teaching effectiveness should be a part of the portfolio.

Research: Given that the STS position is geared towards supporting undergraduate instruction, the department does not require a significant publication record for promotion to full professor. Metrics used to assess research for promotion to full professor are consistent with those used for promotion to associate professor (as listed earlier). However, the department must also see evidence that the candidate explores ways to improve instruction and relay expertise and findings to support instruction in the department. For example, the candidate may publish pedagogical articles in peer-reviewed outlets, present findings to the department or at professional conferences, or produce textbooks to support teaching and innovative pedagogy.

Service: Successful candidates for promotion to full professor must demonstrate leadership in quality service to the department, college, and university. To the extent that service, as reflected in the DOE, is a major component of responsibility it will become a major component in the overall evaluation. Indicators of exceptional service include participation on college- and university-level committees and development of programming to support teaching. Other indicators of service for promotion to full professor are consistent with those used for promotion to associate professor (as listed earlier).

Administration: If the Special Title position requires significant administrative responsibilities (e.g., Director of Undergraduate Studies), the successful candidate for promotion will have demonstrated a continuing record of high-quality administration. This may be assessed using a number of metrics, including qualitative assessments of Undergraduate Program Committee, evaluations of the College associate dean of undergraduate education, and record and performance as recorded in the candidates Faculty Merit Review (FMER) evaluations. Other indicators of administration for promotion to full professor are consistent with those used for promotion to associate professor (as listed earlier).