



Roles, Scope, Criteria, Standards and Procedures  
of the  
Department of Political Science, College of Letters and Science  
(Name of Department/School/College)

Effective Date: July 1, 2024

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## **Role and Scope**

### **Department of Political Science**

#### **Article I. Role and Scope of the Department of Political Science.**

The faculty, staff, and administrators in the Department of Political Science support fulfillment of the University's teaching, scholarship, and service mission in the areas of American politics, political institutions, public policy and administration, international relations, comparative politics, research methodology, and political theory. In support of the University's land grant mission, the faculty integrates learning, discovery, and engagement for students and for local, state, regional, national, and global communities. The Department of Political Science acknowledges the importance of addressing structural inequalities and believes that DEIA initiatives are essential to support historically marginalized and underserved communities.

The Department of Political Science gives students the opportunity to access the resources of a research university while experiencing a liberal arts education. Students have the opportunity for close engagement with their professors and peers while pursuing a course of study grounded in traditions focused on civic engagement and the human condition. Students learn to analyze, interpret, and explain political phenomena using the methods of political scientists. Department of Political Science faculty members bring their diverse scholarship in the subfields of American politics, political institutions, public policy and administration, international relations, comparative politics, research methodology, and political theory into the classroom. They engage students in questions of ethics, power, identity, representation, policy, law, and governance at the local, state, regional, national, and global levels.

The Department of Political Science offers undergraduate and graduate degrees. The Department offers undergraduate students majoring in political science a comprehensive foundation of knowledge in the discipline's major subfields. Undergraduate students tailor their upper-division course of study to a variety of post-graduate objectives, including employment in political fieldwork, policy making, and public administration; graduate study; and law school. The Department also serves students seeking graduate education by offering a Master of Public Administration degree, thereby preparing students for professional practice in public service.

#### **Article II. Research Faculty**

The Department of Political Science does not employ research faculty at this time.

#### **Article III. Annual Review Process**

An annual review process assesses a faculty member's performance over the preceding calendar year. The annual review process, appeals to the dean, and changes in assigned percentages of effort are described in the University Faculty Handbook. The Department of Political Science follows the processes described in the University Faculty Handbook and the College of Letters and Sciences' Role and Scope document. The Department of Political Science conducts annual reviews of all tenure-track (TT) and non-tenure-track (NTT) faculty not subject to the Collective Bargaining Agreement annually using the Annual Review Form.

**Section 3.01 Department Annual Review Committee.** All TT and NTT faculty not subject to the Collective Bargaining Agreement are reviewed annually by the Department Annual Review Committee. The Annual Review Committee consists of the Primary Review Administrator (see Section 4.02 below) and one TT member of the department selected annually by the Primary Review Administrator.

### **Section 3.02 Annual Review Process.**

- (a) Each faculty member being reviewed inputs information on their scholarship, teaching, service, and administrative activities into Faculty Success (or any future, equivalent MSU online database) by the deadline mandated by the Primary Review Administrator. In addition, faculty members can provide a text summary of their scholarship, teaching, service, and administrative activities to the members of the Department Annual Review Committee, particularly those items not captured well by Faculty Success. Faculty are encouraged to discuss how they integrate issues of diversity, equity, inclusion, and access (DEIA) into their teaching, scholarship, or service in their annual review narratives.
- (b) The members of the Department Annual Review Committee will separately evaluate and score each faculty member for their scholarship, teaching, and service on the annual review form in Faculty Success, guided by the Department of Political Science annual review rubric, with “acceptable performance” grounded in the standards of “sustained effectiveness” as defined in this document below. The Primary Review Administrator shall be responsible for reviews of administrative components of percentage of effort.
- (c) Members of the Annual Review Committee will meet and reconcile their scores.
- (d) The Primary Review Administrator will draft annual review narratives for each faculty member to support the scores assigned, will review these drafts with the Department Annual Review Committee, and will adjust as necessary.
- (e) The Primary Review Administrator shall then meet with faculty members to discuss their scores and narratives. If necessary, adjustments will be made after that meeting.
- (f) The Primary Review Administrator shall then report the final annual review rating in Faculty Success to the faculty member, who must then acknowledge the rating in Faculty Success by signing it. The signature of the faculty member does not indicate concurrence with the rating; rather it signifies that they have seen the rating. If the faculty member disagrees with the review, they have prerogative to appeal to the dean as outlined in the Faculty Handbook.
- (g) Copies of all annual reviews and performance ratings of each faculty member shall be maintained in the faculty member’s file in the department. These files shall be kept confidential and maintained in conformity with University requirements.

## **Article IV. Primary Review Committee and Administrator**

**Section 4.01 Primary Review Committee.** The Primary Review Committee for purposes of retention, tenure, and promotion consists of three faculty members: two Department of Political Science faculty members and one external member from outside the Department but from within the College of Letters and Science. When fewer than two Department faculty members are able to serve in this role due to rank, previous collaboration, sabbatical, etc., the Primary Review Administrator will work with the Office of the Provost to determine the distribution of members serving on the Primary Review Committee. Faculty rank of Primary Review Committee members will be consistent with the requirements of the University Faculty Handbook.

**Section 4.02 Primary Review Administrator.** The Head of the Department of Political Science is the Primary Review Administrator.

### **Section 4.03 Identification of Responsible Entities**

- (a) With the advice and consent of the faculty, the Primary Review Administrator appoints the Primary Review Committee Chair and the remaining members of the Primary Review Committee.
- (b) The Primary Review Administrator is responsible for collecting external review letters; short biographical sketches of the reviewers; the applicable role and scope documents; the letter of hire; documentation of any workload changes; all annual reviews; standardized teaching evaluations; and all evaluation letters from prior retention, tenure, and promotion reviews at MSU.

- (c) The Primary Review Administrator is responsible for maintaining copies of all review letters, both internal and external.

**Section 4.04 Next Review Level.** The next review level after the reviews by the Primary Review Committee and the Primary Review Administrator is the College of Letters and Science Retention, Tenure, and Promotion Committee (CLSRTPC).

#### **Article V. Intermediate Review Committee and Administrator**

The College of Letters and Science is the intermediate level of review for the Department of Political Science. The College of Letters and Science establishes a review committee for this purpose, and the Dean of the College of Letters and Science is the Intermediate Review Administrator.

#### **Article VI. Review Materials**

Review materials submitted by the candidate shall comply with the University Faculty Handbook document "Annual Review, Retention, Tenure & Promotion," subsection "RTP - Rights and Responsibilities," Sections 1 and 7. Additionally, candidates in the Department of Political Science must follow the requirements below.

**Section 6.01 Materials Submitted by Candidate.** Materials for the external review must include:

- (a) A comprehensive curriculum vitae (CV) with teaching, scholarship, and service activities of the candidate;
- (b) A brief statement that describes the candidate's area of scholarship; and
- (c) Selected articles, publications, creative endeavors, or other evidence from the review period that, in the candidate's judgment, best represent their scholarship.

Materials for the dossier must include:

- (a) The "cover sheet" obtained from the Office of the Provost;
- (b) A comprehensive CV with teaching, scholarship, and service activities of the candidate;
- (c) A personal statement that includes a description of the candidate's area of scholarship; and
- (d) Separate self-evaluations for teaching, scholarship, service, and integration that summarize the evidence demonstrating that the candidate meets the standards for the attainment of retention, tenure, or promotion, as applicable. Each self-evaluation shall include a summary of activities, selected products or accomplishments, and evidence of recognition itemized by year over the relevant review period.

The candidate's CV should separately indicate:

- (a) Refereed journal articles; and
- (b) Refereed books and/or book chapters.

The candidate's CV should also include evidence of other scholarly activities, such as:

- (a) Invited, non-refereed book chapters or articles;
- (b) Invited conference presentations;
- (c) Contributed conference presentations and/or printed proceedings;
- (d) Seminars and/or colloquia;
- (e) Grant proposals submitted and grants funded; and
- (f) Other non-refereed publications.

The candidate may choose to include other categories as appropriate to the discipline and to the candidate's record. For multi-authored documents or activities (see Section 6.02 below), the full author/contributor lists must match those on the products.

**Section 6.02 Documentation of Collaborative Scholarly Contributions.** In complying with the University Faculty Handbook document entitled "Retention, Tenure, and Promotion Rights &

Responsibilities," Section 1, Paragraph (e), on the requirement to detail scholarly collaborations, candidates in the Department of Political Science will include this information in a single document. For each collaborative scholarly activity, Department of Political Science candidates must define their role and contribution on manuscripts, presentations, publications, grants funded, grant applications, and similar multi-authored documents or activities. Examples of roles and contributions might include: corresponding author, conceived the idea, directed the work, wrote the paper, contributed to writing of the manuscript and interpretation of the data, directed the analysis, contributed to statistical analysis, and/or interpreted data.

**Section 6.03 External Review Solicitation Procedure.** The process and requirements for soliciting external review materials are described in the University Faculty Handbook, "Annual Review, Retention, Tenure & Promotion," subsection "RTP - Rights and Responsibilities," Section 7.

The Department of Political Science requires five external review letters, in compliance with the University Faculty Handbook's requirement of at least four such letters. The Primary Review Administrator consults with the candidate under review, soliciting four names for external review. The candidate may also indicate individuals who, in their opinion, should be excluded from consideration. The Primary Review Administrator, in consultation with the Primary Review Committee Chair, then selects two individuals from the candidate's list and the remaining three external reviewers. The Primary Review Administrator, in consultation with the Primary Review Committee Chair, solicits review letters. The candidate cannot solicit these letters. All solicitations and selections must be in compliance with the Role and Scope document of the College of Letters and Science. The external reviewers should be asked to comment specifically on the candidate's written scholarship, productivity, and recognition in the field during the review period.

The review letter of the Primary Review Administrator should clearly state how external reviewers were chosen, including the number selected from the candidate's list. External reviewers should state whether they have knowledge of or a relationship with the candidate.

It is the responsibility of review committees and review administrators to factor the external reviews into their evaluations of candidates. Should a committee or administrative reviewer detect evidence of bias in the external reviews, this should be noted in the evaluation letter along with an explanation of how the committee addressed the potential bias.

Section 6.01 of the present document specifies the materials that must be provided to external reviewers by the candidate through the Primary Review Administrator.

**Section 6.04. Peer Evaluation Teaching Solicitation Procedure.** Outside evaluations of teaching required by the Department of Political Science for retention, promotion, and tenure as denoted in this document shall be solicited by the Primary Review Administrator per the standards outlined in the appropriate sections pertaining to the review period and applicable review standards. The faculty member whose teaching is being evaluated shall provide a selection of dates to the Primary Review Administrator for when they would wish to be observed for evaluation purposes by a peer evaluator. The peer evaluator will observe one classroom period, communicated to the faculty member being observed at least 72 hours in advance of the observation.

## Article VII. Applicable Role and Scope Documents

**Section 7.01 Retention Review.** Candidates for retention are reviewed under the standards and indicators in the role and scope documents in effect on the first day of employment in a tenurable position.

**Section 7.02 Tenure and Promotion to Associate Professor Review.** Candidates for tenure are reviewed under the standards and indicators in the role and scope documents in effect on the first day of employment in a tenurable position. Candidates may select a more recent, approved role and scope document by notifying the Primary Review Committee.

**Section 7.03 Promotion to Professor Review.** The faculty member will be reviewed using standards and indicators in the role and scope documents in effect two (2) years prior to the deadline for notification of intent to apply for promotion.

## Article VIII. Retention Reviews

**Section 8.01 Timing of Retention Review.** Faculty are reviewed for retention in the academic year specified in their letter of hire, unless extended under the Extending Tenure Review Period policy.

**Section 8.02 University Standards.** The standards for the retention of probationary faculty members are:

- (a) effectiveness in teaching, scholarship, and service during the review period;
- (b) integration of no less than two of the following during the review period: teaching, scholarship, and service; and
- (c) satisfactory progress towards meeting the standards for tenure by the candidate's tenure review year.

**Section 8.03 Performance Indicators and Weighting.** The performance indicators and weighting for the retention review are parallel to those for the tenure review. See the discussion of performance indicators and weighting in Section 9.03, though also see considerations and modifications in Sections 8.04 and 8.06.

**Section 8.04 Quantitative and Qualitative Expectations.** The candidate must provide evidence of having met all the standards in Section 8.02 above.

In terms of teaching and service, the standard progresses from *effectiveness* for retention to *sustained effectiveness* for tenure. The University Faculty Handbook defines *effectiveness* as successful performance, appropriate to years of service. The retention candidate must show progress that is commensurate with the pace necessary for success at tenure. Generally, this means global average scores at or above 70% of the range for summary items on the student evaluations of teaching, or improvement toward that level (see discussion in Section 9.04). Typically, this also includes engaging in service at the professional, university, or community level.

The standard for scholarship progresses from *effectiveness* to *accomplishment* between the retention and tenure reviews (see Section 9.02 for definitions). At the time of the retention review, the candidate must show reasonable progress toward meeting expectations at the time of tenure. Generally, this means a combination of peer-reviewed publications and a pipeline (see Section 8.06) of work in development that suggests the candidate can meet expectations at the time of the tenure review.

**Section 8.05 Evidence of Performance Indicators.** Evidence of performance indicators for the retention review takes the same forms as evidence for the tenure review. See the discussion of evidence in Section 9.05, though also see considerations and modifications in Sections 8.04 and 8.06.

**Section 8.06 Status of Scholarly Products.** The Department of Political Science recognizes that publication processes can take considerable time. Consequently, the candidate may submit materials for consideration at the time of the retention review that could not be considered at the time of the tenure review in order to demonstrate the existence of a scholarly pipeline. The candidate may provide evidence related to the submission of manuscripts for publication with peer-reviewed outlets, including information about the status of these manuscripts (e.g., revise-and-resubmit status).

## **Article IX. Tenure Review**

**Section 9.01 Timing of Tenure Review.** Faculty are reviewed for tenure in the academic year specified in their letter of hire, unless extended under the Extending Tenure Review Period policy in the Faculty Handbook or initiated earlier in compliance with the University Faculty Handbook.

**Section 9.02 University Standards.** The University standards for the award of tenure are:

- (a) sustained effectiveness in teaching and service;
- (b) sustained integration of no less than two of teaching, scholarship, and service; and
- (c) accomplishment in scholarship.

as demonstrated by the candidate's performance during the review period.

### **Definitions.**

- (a) The University Faculty Handbook defines *sustained effectiveness in integration* as consistent successful performance over time and across a range of duties appropriate to the faculty member's appointment.
- (b) The University Faculty Handbook defines *sustained effectiveness in service* as consistent successful performance over time and across a range of duties appropriate to the faculty member's appointment.
- (c) The University Faculty Handbook defines *sustained effectiveness in teaching* as consistent successful performance over time and across course offerings and different student populations as appropriate to the faculty member's appointment.
- (d) The University Faculty Handbook defines *accomplishment* as sustained and commendable performance reflected in the quantity, quality, and impact of scholarly activities and products. The activities and products must have impact and significance to the public, peers, or the discipline beyond the University.
- (e) The University Faculty Handbook defines *integration* as the creation of synergistic relationships between at least two of the areas of teaching, scholarship, and service.

**Section 9.03 Performance Indicators and Weighting.** As stated in the University Faculty Handbook, performance indicators are "the categories of scholarly products and activities used to evaluate performance of the faculty undergoing review." Below are lists of indicators for teaching, scholarship, service, and integration for the Department of Political Science. *These lists are neither exhaustive nor entirely mandatory, and candidates may provide additional indicators of their performance.* Faculty will be assessed according to the percent of effort in their letters of hire or as modified by annual reviews. The percent of effort may cover scholarship, teaching, service, and administrative responsibilities.

### Teaching Performance Indicators

The table below lists seven different indicators of teaching performance.

<b>Teaching Performance Indicators</b>
Teaching evaluations
Course implementation toward meeting clear learning outcomes
Advising/mentoring experiences
Advising evaluations
Teaching workload
Teaching recognition
Teaching innovations

*Weighting of Teaching Performance Indicators*

Teaching evaluations, advising and mentoring experiences, and advising evaluations are important indicators for teaching performance. Historically, standardized teaching evaluations have been weighted and valued most highly. However, student evaluations are vulnerable to various forms of bias (i.e., evaluations may be based on criteria other than the quality of instruction). Therefore, student evaluations should be applied with caution as an indicator of teaching performance and should be supplemented by other evidence.

*Scholarship Performance Indicators*

The table below lists five different indicators of scholarship performance.

<b>Scholarship Performance Indicators</b>
Peer-reviewed publications, including journal articles, books, book chapters, edited volumes, and conference proceedings
Awards of extramural funding, as well as completed (but unsuccessful) applications in pursuit of such funding
Competitive University-awarded funding
Research awards, both nominated and received, including internal and external awards
Research presentations, including invited speaking engagements and contributed presentations at professional conferences

*Weighting of Scholarship Performance Indicators*

Peer-reviewed publications are the most highly valued. The weights of other indicators will be determined and described by the Primary Review Committee, based on varying disciplinary norms for research publications and presentations.

*Service Performance Indicators*

The table below lists four different indicators of service performance.

<b>Service Performance Indicators</b>
Participation in professional service
Participation in University service
Participation in community service
Service recognition

*Weighting of Service Performance Indicators*

All service indicators are valued equally.



Integration Performance Indicators

The table below lists four different indicators of integration performance.

<b>Integration Performance Indicators</b>
Integration of teaching and scholarship
Integration of scholarship and service
Integration of teaching and service
Integration of teaching, scholarship, and service

Weighting of Integration Performance Indicators

All integration indicators are valued equally.

**Section 9.04 Quantitative and Qualitative Expectations.** The Primary Review Committee will consider the circumstances (e.g., workload) particular to each candidate.

Teaching Expectations

*Quantitative expectations* for meeting the performance standard of *sustained effectiveness* in teaching include global average scores at or above 70% of the range for summary items on the student evaluations of teaching. This global figure is averaged across all students for each instance of a course and subsequently across all courses. On a scale ranging from 1-5, this threshold would be 3.8. For faculty primarily teaching graduate courses with substantially fewer students, the global average should be treated cautiously in courses enrolling fewer than ten students, and the committee should consider outliers that may skew averages downward.

*Quantitative expectations* for teaching also include two (2) outside peer evaluations with a rating of "proficient" or above conducted after the retention review period. Such outside evaluations should be conducted by University faculty members outside the Department of Political Science, using the standardized form created by the Department of Political Science. Finally, *quantitative expectations* for teaching include a number of advising and/or mentoring relationships commensurate with the candidate's teaching percent of effort and role in the Department. For example, a candidate working primarily with undergraduate students would be expected to have a number of assigned advisees similar to that of faculty members with a similar workload and connection to the undergraduate program. Quantitative expectations in advising also include global average scores at or above 70% of the range on the Department's advising survey. On a scale ranging from 1-7, this threshold would be 5.2. Should global averages on student evaluations for teaching or advising be below the 70% expectation, the department encourages a closer examination of other (mostly qualitative) indicators, in particular peer evaluations, course syllabi, course assignments, written comments in student evaluations of teaching, course learning outcomes, teaching innovations and adoption of best practices, advising positions, and participation in pedagogical conferences or workshops to assess whether any biases are suppressing the overall student evaluation averages.

The Department of Political Science sees high-quality teaching as essential. The *qualitative expectations* for meeting the performance standard of *sustained effectiveness* in teaching reflect Department views about teaching quality. High-quality teaching includes (a) structuring courses around clear learning outcomes, with assignments constructed toward achieving those outcomes; (b) engaging in ongoing pedagogical development and course improvement to better achieve learning goals; (c) contributing to course development and delivery to advance the Department's curricular needs and one's area of academic expertise, including new course preparations, work with core courses, and/or work with honors courses; and (d) demonstrating a commitment to pedagogical innovation or learning beyond the classroom. The performance indicators and forms

of evidence in Sections 9.03 and 9.05 consequently align with these ideas. *Qualitative expectations* for advising and/or mentoring are that the candidate engages actively, productively, and helpfully with advisees and/or mentees, keeping in mind the workload and position of the candidate within the Department.

#### Scholarship Expectations

The Department of Political Science values intellectual discovery and the generation of new knowledge above all other measures of scholarship. *Quantitative expectations* for meeting the performance standard of *accomplishment* in scholarship include a *minimum* of five (5) peer-reviewed publications *accepted* during the review period (see information about accepted publications in Section 1 of "Retention, Tenure, and Promotion Rights & Responsibilities" in the University Faculty Handbook). A book is equivalent to three (3) peer-reviewed articles. Editing a volume is equivalent to one (1) peer-reviewed article, while contributing a chapter to an edited volume also counts as one (1) peer-reviewed article. The Department of Political Science values interdisciplinary and collaborative work. Consequently, there is no expectation that single-authored publications are required in order to demonstrate accomplishment in scholarship. Further, given the nature of scholarly inquiry, the Department acknowledges that sustained scholarship can be punctuated at the same time it is sustained.

An *accomplished* scholar will also engage in a variety of other activities, which might include pursuit or receipt of extramural funding, pursuit or receipt of competitive University-awarded funding, presenting papers at professional conferences, or making research presentations by invitation. Consequently, some number and combination of such activities is also expected for a candidate applying for tenure. The relation of these quantities to disciplinary standards will be determined and described by the Primary Review Committee with guidance from the external reviewers.

A record of seeking extramural funds to support research activities is not required but is encouraged. As recognition of the intellectual work invested in the early phases of a grant, a candidate who is active as a PI or co-PI on an awarded external grant during the review period may not be expected to produce as many peer-reviewed papers. The scope of the grant work and the reputation of the granting agency are qualitative factors that will influence the quantitative expectation for the number of peer-reviewed publications, as determined and described by the Primary Review Committee with guidance from the external reviewers.

In terms of *qualitative expectations* for meeting the performance standard of *accomplishment* in scholarship, activities subject to a rigorous review process, typically peer review, are essential. The Department of Political Science will evaluate the quality of scholarship based on a continuous record of scholarly activity, growth, and progression from presentation to publication. External reviewers are of primary importance in determining the overall quality (e.g., influence, impact, quality of venue) of a candidate's scholarly body of work. It is expected that scholarship be of high quality, be ongoing throughout the review period, be commensurate with the discipline, and result in a substantive record of peer-reviewed products at the time of tenure. It should be noted that publication impact factors or h-indices and the like can be problematic measures of prestige or scholarly accomplishment, especially in some sub-fields of political science. As such, the Department—if it chooses to apply such indicators of scholarship quality—will apply them with caution and supplement them with other evidence.

#### Service Expectations

The *quantitative expectation* for meeting the performance standard of *sustained effectiveness* in service is active participation in one or more of the indicator areas: participation in professional service; participation in University service; and participation in community service (see indicators and forms of evidence in Sections 9.03 and 9.05).

In keeping with the University's land grant mission, the *qualitative expectation* for meeting the performance standard of *sustained effectiveness* in service is that outreach and public service activities serve the needs and interests of the profession; the University; and/or the "community" broadly defined (e.g., local, state regional, national, global).

#### Integration Expectations

The *quantitative expectation* for meeting the performance standard of *integration* is engagement in at least two of the four indicator areas: integration of teaching and scholarship; integration of scholarship and service; integration of teaching and service; and integration of teaching, scholarship, and service.

The *qualitative expectation* for meeting the performance standard of *integration* is that such integration serves the interest of our students, the University, the profession, and/or other communities.

**Section 9.05 Evidence of Performance Indicators.** Candidates for tenure will submit a dossier that provides evidence of performance indicators relevant for meeting the tenure standards described in Section 9.02. The present section details more specific forms of evidence from the review period. Only scholarly products that have been accepted for publication within the review period may be considered. Scholarly products that have been accepted for publication but not yet published, or have been published in a journal not readily available through university databases, must be included in the candidate's materials.

The lists of typical forms of evidence in the tables in this section are neither exhaustive nor entirely mandatory. *However, italicized items in the tables are forms of evidence that must be submitted by the candidate.* The candidate may choose other relevant and appropriate forms of evidence not listed in the tables. In that case, the Primary Review Committee will determine the weight of such forms of evidence and will describe this determination in its evaluation letter. The candidate is advised to submit more forms of evidence from the tables rather than fewer when doing so is an option. The candidate may direct reviewers to the CV for certain forms of evidence. The forms of evidence submitted must also comply with requirements in the University Faculty Handbook and the College of Letters and Science Role and Scope document.

#### Forms of Evidence for Teaching Performance Indicators

The case for meeting the performance standard of *sustained effectiveness* in teaching during the review period will be made in the teaching self-evaluation mentioned in Section 6.01. The self-evaluation should reflect on how the candidate has met the quantitative and qualitative expectations for teaching (see Section 9.04). While the candidate should incorporate discussion of the forms of evidence in the table below into the self-evaluation, many of these forms of evidence will also be submitted into the dossier in separate evidentiary documents, including the CV. Again, italicized items *must* be submitted with the dossier. While no single form of evidence for the "Teaching innovations" indicators is required due to differences in positional expectations in the Department, the candidate must address this indicator somehow in fitting with the expectations outlined in Section 9.04.

<b>Teaching Indicators</b>	<b>Forms of Evidence</b>
Teaching evaluations	<ul style="list-style-type: none"> <li>• <i>Tabular summary of results from all standardized student evaluations of teaching, including average scores for each course taught during the review period and global averages across all such courses</i></li> <li>• <i>Full set of student evaluations of teaching (scores and comments)</i></li> <li>• <i>Peer teaching evaluations</i></li> </ul>
Course implementation toward meeting clear learning outcomes	<ul style="list-style-type: none"> <li>• <i>Sample syllabi that include course-specific learning outcomes</i></li> <li>• <i>Sample course assignments</i></li> <li>• <i>Brief description of ways in which the sample syllabi and course assignments establish and work toward meeting learning outcomes</i></li> </ul>
Advising/mentoring experiences	<ul style="list-style-type: none"> <li>• <i>Brief description of interactions with students, including scholarly collaborations</i></li> <li>• <i>Tabular summary of results from department advising survey, including average scores across survey items and global averages for each semester and the number of responses.</i></li> <li>• <i>Information about number of undergraduate and/or graduate student advisees, broken down by semester</i></li> <li>• <i>List of committee chair and/or committee member positions held for professional papers, theses, and dissertations</i></li> <li>• <i>List of supervisions of independent study and/or undergraduate scholarship students</i></li> <li>• <i>List of supervisions of undergraduate and/or graduate internships</i></li> </ul>
Teaching workload	<ul style="list-style-type: none"> <li>• <i>Information about number of classes taught, including course numbers, number of credits, and number of students taught by semester.</i></li> <li>• <i>Information about number of separate course preparations</i></li> </ul>
Teaching recognition	<ul style="list-style-type: none"> <li>• <i>List of teaching awards and their sources, including nominations</i></li> <li>• <i>List of funding awards and their sources for teaching (clearly specifying internal and external awards)</i></li> </ul>
Teaching innovations	<ul style="list-style-type: none"> <li>• <i>Brief description of applications of teaching-related scholarship and/or teaching innovations</i></li> <li>• <i>Brief description of development and implementation of new pedagogical methods and/or curriculum materials</i></li> <li>• <i>List and brief descriptions of participation in conferences or workshops involving pedagogy, as well as description of ways such participation has influenced your teaching</i></li> </ul>

*Forms of Evidence for Scholarship Performance Indicators*

The case for meeting the performance standard of *accomplishment* in scholarship during the review period will be made in the scholarship self-evaluation mentioned in Section 6.01. The self-evaluation should reflect on how the candidate has met the quantitative and qualitative expectations for scholarship (see Section 9.04). While the candidate should incorporate discussion of the forms of evidence in the table below into the self-evaluation, many of these forms of

evidence will also be submitted into the dossier in separate evidentiary documents, including the CV. Again, italicized items *must* be submitted with the dossier.

Scholarship Indicators	Forms of Evidence
Peer-reviewed publications	<ul style="list-style-type: none"> <li>• <i>Full citations for peer-reviewed journal articles, books, book chapters, edited volumes, and conference proceedings</i></li> <li>• <i>URL linking to online version of work in published form when available; digital copy of work in published form if not available online; copy of accepted but unpublished work with verification of acceptance; hard copy of books and edited volumes if no digital form is available</i></li> </ul>
Awards of extramural funding	<ul style="list-style-type: none"> <li>• List of extramural funding awards, including sources, project titles, award amounts, lengths, and collaborators</li> <li>• List of unsuccessful extramural funding applications, including sources, project titles, proposed award amounts, lengths, and collaborators</li> </ul>
Competitive University-awarded funding	<ul style="list-style-type: none"> <li>• List of competitive University-awarded funding, including project titles, award amounts, lengths, and collaborators</li> </ul>
Research awards	<ul style="list-style-type: none"> <li>• List of research awards and their sources (clearly specifying internal and external awards), including awards for which candidate was nominated</li> </ul>
Research presentations	<ul style="list-style-type: none"> <li>• List of invited speaking engagements, including dates of presentations, entities issuing invitations, and descriptions of audiences</li> <li>• List of contributed professional conference presentations, including conference dates, names of professional associations addressed, and titles of talks</li> </ul>

*Forms of Evidence for Service Performance Indicators*

The case for meeting the performance standard of *sustained effectiveness* in service during the review period will be made in the service self-evaluation mentioned in Section 6.01. The self-evaluation should reflect on how the candidate has met the quantitative and qualitative expectations for service (see Section 9.04). While the candidate should incorporate discussion of the forms of evidence in the table below into the self-evaluation, many of these forms of evidence will also be submitted into the dossier in separate evidentiary documents, including the CV. *The candidate must address at least one of the first three indicators, including dates of such service activities as applicable.*

Service Indicators	Forms of Evidence
Participation in professional service	<ul style="list-style-type: none"> <li>• List and brief descriptions of professional service activities (e.g., officer in professional organization; service on editorial board of journal; reviewing manuscripts and books; organizing, chairing, and/or being discussant at professional conferences)</li> </ul>
Participation in University service	<ul style="list-style-type: none"> <li>• List and brief descriptions of University service activities at various levels (i.e., departmental, college, university, student life)</li> </ul>

Participation in community service	<ul style="list-style-type: none"> <li>List and brief descriptions of community service activities (e.g., delivery of knowledge to public, applying professional expertise in public service activities)</li> </ul>
Service recognition	<ul style="list-style-type: none"> <li>List of service awards and their sources</li> <li>List of any funding awards and their sources for service (clearly specifying internal and external awards)</li> </ul>

Forms of Evidence for Integration Performance Indicators

The case for meeting the performance standard of *integration* during the review period will be made in the integration self-evaluation mentioned in Section 6.01. The self-evaluation should reflect on how the candidate has met the quantitative and qualitative expectations for integration (see Section 9.04). While the candidate should incorporate discussion of the forms of evidence in the table below into the self-evaluation, many of these forms of evidence will also be submitted into the dossier in separate evidentiary documents, including the CV. *The candidate should address at least two of the four indicators in the table below.*

Integration Indicators	Forms of Evidence
Integration of teaching and scholarship	<p>List and brief descriptions of activities that integrate teaching and scholarship, including examples such as:</p> <ul style="list-style-type: none"> <li>Using results from teaching experience in published scholarship paper and/or presentation</li> <li>Using own scholarship to inform module, topic, or other specific content in your courses</li> <li>Presenting your scholarship in other instructors' courses</li> <li>Presenting your teaching innovations at academic conferences</li> <li>Supervising or mentoring student scholarship projects, including presentation of student work at conferences such as MSU Undergraduate Scholarship Celebration and presentation of co-authored work at regional, national, or international conferences</li> <li>Investigating how content and issues of DEIA influence learning in the classroom</li> <li>Incorporating DEIA scholarship in the classroom</li> </ul>
Integration of scholarship and service	<p>List and brief descriptions of activities that integrate scholarship and service, including examples such as:</p> <ul style="list-style-type: none"> <li>Using knowledge learned or data gathered from service activities in a publishable scholarship paper or poster presentation</li> <li>Using your own scholarship to provide community or University service</li> <li>Using service learning in a course that will result in scholarship activities</li> <li>Providing editor expertise to a journal or reviewer expertise to an academic conference</li> <li>Publication of technical reports</li> <li>Using service-based DEIA activities as the basis for publishable scholarship activities or scholarship presentations</li> </ul>

Integration of teaching and service	<ul style="list-style-type: none"> <li>• List and brief description of activities that integrate teaching and service, including examples such as: <ul style="list-style-type: none"> <li>○ Using teaching innovations, methods, or content to inform organizations with which you are involved in service activities</li> <li>○ Including DEIA service-learning opportunities into courses</li> <li>○ Providing supervision and/or mentoring support for DEIA-related student projects</li> </ul> </li> </ul>
Integration of teaching, scholarship, and service	<ul style="list-style-type: none"> <li>• List and brief description of activities that integrate teaching, scholarship, and service, including examples such as: <ul style="list-style-type: none"> <li>○ Preparing teaching activities that are informed by scholarship activity and used in service</li> <li>○ Providing DEIA activities for the classroom that are informed by scholarship and service activities</li> <li>○ Providing scholarship supervision support for student programs (such as McNair Scholars) that have both academic and social objectives</li> </ul> </li> </ul>

## Article X. Promotion to Rank of Associate Professor

**Section 10.01 University Standards.** The University standards for promotion to the rank of Associate Professor are the standards for the award of tenure. Appointment at the rank of Associate Professor or Professor does not demonstrate, in and of itself, that standards for tenure have been met.

## Article XI. Promotion to the Rank of Professor

The rank of Professor represents the highest academic achievement and should be reserved for individuals who are demonstrably outstanding among their peers in the discipline. Candidates for promotion to Professor are expected to maintain a significant and continuing record of professional academic achievement. A candidate for Professor is expected to have achieved distinction above that of an Associate Professor.

**Section 11.01 Timing of Review.** Normally, faculty are reviewed for promotion after the completion of five (5) years of service in the current rank; however, faculty may seek promotion earlier if they can establish that they meet the University Standards.

**Section 11.02 University Standards.** The University standards for promotion to the rank of Professor are:

- (a) sustained effectiveness in teaching and service;
- (b) sustained integration of no less than two of teaching, scholarship, and service; and
- (c) excellence in scholarship

as demonstrated by the candidate's performance during the review period.

*Excellence* is defined by the University Faculty Handbook as “sustained, commendable, and distinguished performance reflected in the quantity, quality, and impact of scholarly activities and products. These activities and products include peer-reviewed publications, formal peer-reviewed presentations, or comparable peer-evaluated works appropriate to the discipline. The activities and products must have a notable impact and significance to the public, peers, or the discipline beyond the university.”

**Section 11.03 Performance Indicators and Weighting.** Performance indicators and weights for teaching, scholarship, service, and integration for the Department of Political Science are described in Section 9.03.

**Section 11.04 Quantitative and Qualitative Expectations.** Expectations for promotion to the rank of Professor include all the expectations for tenure and promotion to Associate Professor (see Section 9.04), with certain additional expectations as detailed below. The evidence for teaching and service performance indicators for the review period for promotion to Professor should again demonstrate *sustained effectiveness* over the review period. Similarly, the candidate should again show evidence of *sustained integration* over the review period.

The standard for scholarship changes from *accomplishment* to *excellence*. *Excellence* in scholarship is judged primarily by the quality of published scholarly works, with peer-reviewed articles being the most commonly used form of evidence. *Excellence* further includes, but is not limited to, receiving national or international recognition from peers and colleagues as having made important scholarly contributions to the candidate's discipline. The Department expects that scholarly results will be disseminated through both publications and presentations. The receipt of extramural funding is also considered a potential indicator of *excellence*. The Department will rely heavily on input from external reviewers in assessing *excellence* in scholarship.

**Section 11.05 Evidence of Performance Indicators.** Excellence in scholarship can be demonstrated by evidence of the performance indicators described in Section 9.05. Sustained effectiveness in teaching and service, as well as sustained integration, can also be demonstrated by the evidence of performance indicators listed in Section 9.05. A notable difference is that the Department expects a minimum of three (3) peer evaluations of teaching, with at least two (2) of those from outside the Department but from within the University during the review period between the application for tenure and application for promotion to Professor.

## **Article XII. Procedures for Update and Revision of the Unit Role and Scope Document**

Updates proposed by the University Retention, Promotion, and Tenure Committee Chair annually shall be considered by the Department and adopted by the Department as necessary at regularly scheduled Department meetings. Three years after the adoption of the present role and scope document, the Department Head shall appoint a committee of three Department members to consider updates and revisions for the entire document. Any changes shall be submitted to the Department Head and approved by the Department at a regularly scheduled Department meeting.

## **Article XIII. Approval Process**

### **Section 13.01 Primary Academic Unit Role and Scope Document**

- (a) Tenurable faculty and administrator of the primary unit;
- (b) Promotion and tenure review committee and administrator of the College of Letters and Science;
- (c) University Retention, Promotion, and Tenure Committee; and
- (d) Provost

### **Section 13.02 Intermediate Academic Unit Role and Scope Document**

- (a) Promotion and tenure review committee and administrator of the College of Letters and Science;
- (b) University Retention, Promotion, and Tenure Committee; and
- (c) Provost