

Social and Behavioral Sciences School Standards with

Program Standards for Political Science

This policy covers all members of the School of Social and Behavioral Sciences faculty, including tenure-track faculty, non-tenure track faculty, and part-time faculty.

Preamble

The faculty of the School of Social and Behavioral Sciences support the University standards and intend for the elements of this document to further elucidate the areas of teaching, scholarship, and service from the perspective of the social and behavioral sciences.

Political Science Program Standards Aligned with University Standards in [Faculty Evaluation Policy II-10.5](#) and SOBL School Standards.

5.0 UNIVERSITY STANDARDS FOR FACULTY EVALUATION Additional SOBL School Standards are bolded, and additional Political Science Program Standards appear in italics.

The University expects faculty to excel in a variety of ways and to balance teaching, scholarship/creative activity (if applicable), and service effectively. Sustained excellence in teaching is a necessary but not in itself sufficient condition for tenure or promotion to higher rank or for reappointment to any faculty position that includes teaching. Scholarship leading to peer-reviewed or other scholarly publications, grants, and/or creative work and activity is also a requirement for tenure and promotion to higher rank. Exceptions to this expectation that are not outlined below in 5.1 will be documented in the evaluation process through a recommendation at any level of review. Faculty are also expected to contribute to University, community, and/or professional life through service activities. Excellence in teaching and impact of service are sufficient conditions for reappointment of non-tenure track or other faculty positions that exclude research, scholarly or creative activity.

The Political Science Program assigns the highest priority to teaching. We also expect that individuals will emphasize service or scholarly and creative activity in their professional endeavors, while also ensuring excellence that meets University standards in all areas of activity. In the interest of providing the “contextual details that help frame and define the professional expectations and norms in the respective discipline,” as specified in the School standards, it is useful to review the Political Science program’s general principles here. The central commitment of the Political Science Program is to Stockton’s mission as a liberal arts university, and one with an emphasis on making quality liberal arts education available to in-state college students – many of whom cannot afford to go to private liberal arts colleges, and some of whom may enter college with substandard academic preparation. As a result, we define our constituencies inside the university very broadly to include the following: Political Science majors, non-majors who are interested in a broad civic education, the Stockton student body as a whole. The program is committed to providing the following educational opportunities to these constituencies: To Political Science majors, we offer (1) a broad civic education, (2) focused coursework in American politics, law, political behavior, comparative politics, international relations, race and politics, public policy, and political theory, (3) specialized study opportunities in Pre-law, Social Studies Education, and International Affairs, (4) Preceptorial advising and career guidance. To non-majors pursuing civic education we endeavor to offer easy lateral access to the types of civic education courses listed above. To all students pursuing a liberal arts education we offer energetic participation by program faculty in the General Studies curriculum, with courses that are designed

to help students understand the full range of human possibilities and to provide training in the essential academic skills necessary to pursue some of those possibilities.

5.1 Specifically, the University recognizes five scenarios:

- 5.1.1 Faculty who are hired under the full-time, Tenure-Track Instructor Lines MOA earn Tenure at the rank of instructor. The emphasis of their work is expected to be on teaching and service. Scholarship and/or creative activities is not required for the achievement of tenure. However, those seeking promotion to a higher rank must meet the applicable School and Program standards for that rank. It is sometimes advisable to appoint, as tenure-track faculty, individuals who have excellent credentials as practitioners or clinicians in an applied field but have not previously had the need to develop a scholarly program. Typically, these individuals will have terminal degrees that are not research-based degrees. Such individuals should be identified no later than year three in their evaluation cycle. They may be considered for tenure without concurrent promotion to Assistant Professor or Associate Professor, provided that they have demonstrated a particularly high level of excellence in teaching and service and that they are deemed likely to meet the standards for promotion in the area of scholarship/creative activity after attaining tenure.
- 5.1.2 Candidates who successfully pursue early promotion will be evaluated for tenure based upon their performance during their entire probationary period and will not be required to pursue additional concurrent promotion.
- 5.1.3 Visiting (Article XIII of the Master Agreement) positions in this policy are not eligible for tenure and/or promotion. However, all faculty members who aspire to apply to a tenure-eligible position may engage in activities that will be expected of them, should they succeed in attaining a tenure-track position.
- 5.1.4 Some of the positions in this policy include opportunities for a change from Level III to Level II and Level II to Level I, as applicable to their appointment and the needs of the University. In no cases is concurrent level change an expectation for reappointment.

5.2 University Standards

- 5.2.1 This section outlines University standards for the evaluation of all faculty and the process whereby School and Program standards, consistent with the University standards, are restated in terms consistent with the character of the different Schools and disciplines.
- 5.2.2 The University expects all faculty to meet and sustain these standards with consistent evidence of positive development in all areas of evaluation. Adjunct, part-time, pre-tenured, tenured and professionals serving on non-tenure-track contracts are expected to sustain an overall pattern of excellence consistent with their rank and/or assigned responsibilities.
- 5.2.3 The University recognizes that faculty members, either in response to evaluations or in the interest of continuing vitality, may create individual paths towards excellence in a blend of teaching, service and/or scholarship/creative activity, as applicable, that allows

them to distinguish themselves. Consistent accomplishment over time will be evaluated positively, while recognizing that a candidate's relative contributions to the campus community in terms of teaching/librarianship, scholarly/creative/professional activity, and service normally will vary over time. Therefore, short periods of relatively less activity in one area should be complemented by greater activity in the others, producing balance and a consistently high level of accomplishment overall.

6.0 ELABORATION OF UNIVERSITY STANDARDS FOR TEACHING FACULTY

6.1 Teaching

- 6.1.1 Educating students, both inside and outside the classroom, studio, or laboratory is the University's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching as applicable, will be evaluated in order to gain a clear understanding of each faculty member's performance.

Our highest priority in the School of Social and Behavioral Science is excellence in teaching. Teaching in our School is particularly vital and challenging given the constantly changing nature of the subject, emerging research findings, societal implications, and often contentious nature of the issues, as well as the direct and important policy implications of the knowledge and understanding we foster. We are in the business of shaping engaged citizens, trained professionals, critical analysts, scientists, and contemplative scholars, all at the same time.

The highest priority in the Political Science program is excellence in teaching through in-person, hybrid, and/or online modalities. In particular, the Program recognizes the value of designing effective in-person and online courses and the additional effort required to engage and support students who face challenges in an online learning environment. Training and professional development to improve teaching, particularly to build effective hybrid and/or online learning opportunities for students, is highly valued. The evaluation of a faculty member's teaching may include the range, rigor, and quality of courses offered in both the Political Science and the General Studies curricula, with attention to the service they provide to the program's constituencies described above. This might be reflected in efforts by faculty members to update their coursework to reflect changes in the field, vary course offerings to provide students with a range of educational opportunities, and the creation of innovative learning opportunities in and out of the classroom. In Political Science, we expect professional and personal precepting which is mindful of the broad variety of subject areas which may be considered related or cognate to political science issues. The Political Science Program acknowledges and values that from time-to-time, faculty may devote additional time and effort to precepting, office hours, advising, mentoring, virtual meetings and correspondence to offer students support, reassurance, and advice regarding their academic and post-graduate goals. The Political Science Program recognizes that student evaluations may not alone reflect the quality and effectiveness of teaching. In addition, peer observers at Stockton may lack adequate training in observing online classes, and peer observations of online courses will be considered as evidence of teaching effectiveness with this in mind. The Political Science Program considers student

evaluations, peer evaluations, course syllabi, sample assignments, and other recognitions of pedagogical impact as valuable evidence of teaching effectiveness.

6.1.2 In broad terms excellence in teaching is characterized by:

- 6.1.2.1 A thorough and current command of the subject matter, teaching techniques, and methodologies of the disciplines one teaches. *In Political Science, teaching is particularly vital and challenging given the constantly changing nature of the subject. As a result, it is vital for one's teaching to emphasize emerging research findings, societal implications, and often contentious nature of the issues, as well as the direct and important policy and other implications of the knowledge and understanding we foster. The Political Science Program recognizes the additional demands placed on faculty to remain current with developments in the discipline. The Political Science Program generally recognizes the substantial demand on faculty to develop and implement new teaching techniques as a result of the necessary changes to course modalities, AI, and other technological challenges.*
- 6.1.2.2 Sound course design and delivery in all teaching assignments—whether program or General Studies, introductory or advanced offerings—as evident in clear learning goals and expectations, content reflecting the best available scholarship or artistic practices, and teaching techniques aimed at student learning. *The Political Science Program values sound course design and delivery in all teaching modalities—in-person, hybrid, online (asynchronous/synchronous), etc. The Program further acknowledges the additional work required to: 1) effectively design and deliver online courses; 2) apply for, and secure, the necessary training, resources, and support to learn best practices for student learning; and, 3) support students who face challenges with specific modalities or types of learning.*
- 6.1.2.3 The ability to organize course material and to communicate this information effectively. The development of a comprehensive syllabus for each course taught, including expectations, grading, and attendance policies and the timely provision of copies to students. *The Political Science Program recognizes that from time to time, disruptions to the University's curriculum, the field, and/or technology may require faculty to adapt class policies and expectations of students.*
- 6.1.2.4 Demonstration of respect for students as members of the academic community through timely feedback and responses to student communications *The Political Science Program recognizes and values the efforts of faculty to adopt new methods of communication to provide feedback and answer student questions in a timely manner.*

6.1.3 Where appropriate, additional measures of teaching excellence are:

- 6.1.3.1 Ability to use technology in teaching. *The Political Science Program recognizes that disruptions may require immediate changes to teaching modalities and pedagogies. The Program values the extraordinary efforts of faculty to learn and adjust to online and other learning environments to achieve their teaching*

objectives.

- 6.1.3.2 The capacity to relate the subject matter to other fields of knowledge.
- 6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter. *In Political Science, these opportunities might include: The development and supervision of internships and student research; The development and fostering of opportunities for community, social and policy engagement for our students; and the supervision of independent studies and undergraduate honors projects.*
- 6.1.3.4 The ability to lead, promote, and/or participate in successful credit-bearing experiences in community engagement, service-learning, faculty-sponsored/mentored research, and global education.

The School of Social and Behavioral Sciences recognizes the vital importance of engaged and creative teaching. We recognize that the role of teacher may extend beyond the classroom to include the development and supervision of internships and student research opportunities, professional and personal precepting, and the development and fostering of opportunities for community, and social and policy engagement for our students. All of these modes of student engagement, teaching, and guidance are vital to our task, and will be recognized as examples of excellence in teaching. As such, a commitment to service learning and community engagement is particularly valued in our School.

The Political Science program values the commitment and additional work required to successfully lead these and other types of high-impact curricular and extra-curricular student experiences.

- 6.1.3.5 Ability to create an inclusive and respectful environment.

6.2 Scholarly and Creative Activity

- 6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to engaging in scholarship or creative activity of one's disciplinary and/or interdisciplinary work consistent with rank and/or assigned responsibilities, enriches teaching and is the foundation of sustained excellence within the classroom.

The School of Social and Behavioral Sciences recognizes the value of innovative, original, disciplinary, and interdisciplinary scholarship. Scholarship that enriches or advances our understanding of social change and human behavior is clearly valuable, and should not be constrained by disciplinary boundaries.

- 6.2.2 Publications and creative work in support of reappointment and tenure are those achieved during the tenure candidate's probationary period. Activity in support of a post-tenure promotion or range adjustment is that work completed since the most recent promotion or range adjustment.

6.2.3 The University recognizes a wide variety of scholarly vehicles: disciplinary or interdisciplinary research, pedagogical research, applied research, integrative scholarship, community engagement and service-learning, artistic or creative activity, and grant writing. Scholarly or creative activities may take many forms and use different vehicles to communicate with the broader academic community.

6.2.3.1 The University recognizes that the time and effort required to complete scholarly or artistic projects may vary markedly among disciplines and sub-disciplines. Such variance is addressed in approved School and Program standards.

In Political Science, great value is placed on innovative, original, disciplinary, and interdisciplinary scholarship. In the area of scholarship and creative activity, we will evaluate the amount and quality of a faculty member's performance in the following areas: (1) Published scholarship – disciplinary or interdisciplinary, print or electronic – in the areas of Political Science (including, but not limited to, recognized subfields in Political Science such as American Politics, Constitutional and/or Public Law, International and Comparative Politics, Race and Politics, Political Behavior, Political Theory, Public Policy, and more), Social Science, General Education, Civic Education, and Pedagogy. (2) The scholarship necessary to prepare course offerings on new topics or new approaches to established topics – in all the areas just delineated. (3) The scholarship and professional activities necessary to support the development of Political Science as a discipline and to further the aims of the program. It is important to recognize that in all the above circumstances, where the intended process of peer review is not in place, a faculty member should find alternative methods to demonstrate the quality and impact of their scholarship. Scholarly work accepted for publication is synonymous with “publication.”

In Political Science, a variety of forms of engagement with academic research in the field are valued. This includes published books, edited volumes, book chapters, and peer-reviewed articles as well as other forms of original research that are indicators of ongoing contributions to one's discipline. This might include book reviews, conference papers, presentations, contributions to collected works, and similar engagement with research in the field or the advancement of public understanding of vital issues and the policy process. The Program also values new ways of engaging through research, including virtual conferences, recorded webinars or talks, and other venues to advance the public's understanding of important issues.

6.2.4 The burden is always on the candidate to document the excellence of one's work. In cases of shared or multiple authorship, clarification of the degree of one's participation is expected. In cases of conference presentations or proceedings, clarification should be provided with regard to the selectivity of the review process. *In Political Science, faculty members are expected to clearly define the nature and scope of their contribution to co-authored works. When described as such, all authors are considered equal contributors to co-authored work.* Typically, central to judgments regarding scholarly and creative activity are:

- 6.2.4.1 The capacity to bring scholarly or creative projects to completion. *In Political Science, book manuscripts that are under advanced contract with a publisher are given considerable weight in the evaluation process. The Political Science Program recognizes alternative measures of progress as adequate evidence of a capacity to bring projects to completion, including but not limited to, partial or completed manuscripts, (in)formal peer reviews of draft manuscripts, and correspondence with publishers or journals indicating interest in, or progress of, the project.*
- 6.2.4.2 A mix of scholarly activities appropriate to one's appointment e.g., in some cases scholarly activity will be primary, in others creative activity.
- 6.2.4.3 Judgments of the worth and significance of the work by those qualified to make such judgments. These may include disciplinary peers, professional organizations, ad hoc groups, such as evaluation, judging, or refereeing panels. *In Political Science, these may include peer reviewers for journals, peer reviews provided at the request of book presses, reviews provided by journal editors of invited submissions that are not blind reviewed. The Political Science Program welcomes alternative forms of review that demonstrate the value of research, including but not limited to informal peer reviews or feedback on research or engagement with a faculty's research in public forums or other venues.*
- 6.2.4.4 Documentation of the impact of one's work
- with students.
 - within the scholarly area.
 - within higher education generally.
 - on documented standards of best practices in pedagogy.
 - in the application of one's work.
 - as evident in citations of one's work.
 - on public policy or institutions.
 - in the artistic/cultural realm.
 - or in educational settings.
 - *In Political Science, scholarship, and professional activities necessary to support the development of Political Science as a discipline are valued.*
 - *In Political Science, documentation of impact can be shown through scholarship that enhances the public understanding of political issues, social issues, and pressing policy matters, or which has an influence on public policy or the policy making process.*
- 6.2.4.5 Just as in the case of traditional scholarship involving the discovery of new knowledge, when one's work consists of pedagogical, integrative, or applied scholarship, its significance may be documented by demonstration of clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. Presentation before peers and colleagues and advancing the discipline are also expectations of alternate forms of scholarship.

In the School of Social and Behavioral Sciences, scholarship ranging from

the theoretical to the empirical that enhances the public understanding of social issues and pressing policy matters or which assesses interventions and resources that benefit the well-being of individuals, families, organizations and communities is also valued and may take the form of books or articles, professional papers, policy documents, innovative curricula, online professional educational teleconferences and journal submissions, and many other printed products or media that help inform citizens, shape public dialogue, inform policymaking, and improve the lives of diverse people across the lifespan. In our School, Programs may determine the relative value of these forms of dissemination.

In Political Science applied and pure/theoretical research are equally valued. Thus, presentations before and activities with peer groups, community members, and policymakers that apply scholarly knowledge to “real-world” problems and issues are greatly valued. The contributions faculty members make to the organizational life of institutions of civil society (e.g. nonprofit, community-based organizations), and the use of these contributions in the development of an applied research agenda that is disseminated in both academic and non-academic forums is valued by the program.

6.2.4.6 The University understands excellence in a variety of scholarly or creative activities to embody the following:

6.2.4.6.1 Books should be published by reputable academic or trade presses and reviewed in appropriate journals.

6.2.4.6.2 Articles, essays, reviews, and creative writing should be published in appropriate scholarly/creative journals or venues, whether print or electronic. Some assessment should be made as to the quality of the journal in which the piece appears, in particular, its scholarly/creative reputation and whether or not the journal or proceedings are peer-reviewed. In Political Science we value both disciplinary and interdisciplinary scholarship. Consequently, research published in journals outside of political science and on topics outside of political science is valued equally with publications in political science journals. The Political Science Program recognizes that scholarly work accepted for publication is synonymous with “publication.” The Program acknowledges that from time to time, disruptions may also extend to publisher timelines.

6.2.4.6.3 Scholarly and creative activity that involves students as co-presenters, co-participants, or coauthors.

6.2.4.6.4 A presentation should be evaluated on the quality of its content and on the prestige of the meeting where it was delivered. Qualitative judgments are best made when copies of presentations are made available. National and regional meetings should rank higher than local meetings in most instances. Scholarly presentations should be ranked

more highly than non-scholarly ones. Competitive selections as well as presentations receiving disciplinary acknowledgement for excellence should be noted. In most disciplines a record of scholarship based on presentations alone will not be evaluated as highly as one including refereed publications.

In School of Social and Behavioral Sciences, public or professional presentations may play an important role in this process and will also be valued as examples of engaged scholarship. As a further reflection of our commitment to quality teaching, we believe that research, publications, or other endeavors that help advance pedagogical understanding and develop quality teaching may also be a valued contribution to the faculty member's research portfolio.

In Political Science, the public presentation of research in academic settings, for example serving as a discussant or panel chair at an academic conference, is valued as an important contribution to the discipline. The Program recognizes that virtual conferences and other online presentations are equivalent to in-person venues. The Program acknowledges that the modality of the conference or presentation has no bearing on the quality of the forum and/or presentation.

- 6.2.4.6.5 Work in the arts may be evaluated by a number of different measures: assessment of its quality by peers or professional critics; the reputation of the gallery, museum, or other artistic venue where it is shown or presented; the respect afforded the organization for which it is performed or under contract; or some other measure of its success or impact (e.g. royalties, awards, or impact on public debate or on other artists).
- 6.2.4.6.6 Other forms of scholarly or creative activity that may appear in emerging scholarly or artistic media may be included as well, provided that comparable standards of peer review can be applied to them. The Political Science Program recognizes that alternative venues for disseminating scholarly work may become available due to the popularity of virtual and other types of events that leverage new technologies. It is the responsibility of the faculty member to provide context for the venue, audience reached, and any additional evidence of its impact (e.g., recordings, digital analytics, screenshots).
- 6.2.4.6.7 Where reviews are included in a file as evidence of the worth of a candidate's scholarly or artistic work, attention should be given to the professional credentials of the reviewer and the reputation of the journal or publication as specified in School and/or Program standards. *Political Science acknowledges the wide range of professional credentials and reputation of journals and other publications across subfields, and values different types of reviewer expertise and reputations within subfields, especially for areas of research that are interdisciplinary*

and/or innovative.

- 6.2.4.6.8 Professional activities undertaken as a practitioner or consultant are considered scholarly activity when they go beyond the routine application of knowledge to the creation of new knowledge and the development of new standards for practice. Such qualities distinguish between scholarship and professional service. Those making the judgments regarding the standards for applied research necessarily involve more than clients and include academic peers familiar with the area of practice under consideration.
- 6.2.4.6.9 In those disciplines with strong expectations of practice to maintain current competency, appropriate standards for determining the significance of this work will be developed at the Program level and approved through the standard procedure.
- 6.2.4.6.10 Grants or monetary awards that are funded or reviewed as fundable from governmental or nongovernmental organizations are considered examples of scholarship if those grants and awards are subject to external peer review.
- 6.2.4.6.11 Faculty engaged in community outreach can make a difference in the communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholarship may take the form of widely disseminating the knowledge gained in community-based projects in appropriate professional venues in order to share its significance with those who do not benefit directly from the project.

6.3 **University and Community Service**

- 6.3.1 The faculty role includes contributions to the achievement of the University's mission through effective participation in governance activities, including leadership roles at the Program, School, or University-wide levels. These contributions may require the capacity to work collaboratively with other members of the University community, including activities related to alumni and the University Foundation. *In Political Science we highly value faculty commitment to activities that contribute to providing civic education and general liberal arts education to students not majoring in Political Science. Such activities might include (1) courses offered, (2) presentations made or campus educational events and projects supported, (3) the building of, and/or contributions to programs open to the college community as a whole, and (4) service on formal committees or task forces that support civic or liberal arts education. The Political Science Program values the additional work faculty undertook during and after the COVID-19 pandemic in converting their ongoing service commitments to new and largely virtual settings. This may include but is not limited to, providing civic education and engagement opportunities for students and the broader community, offering virtual presentations to campus and community groups, and advising students in Program*

concentrations. The Political Science Program also highly values all forms of additional service commitments due to the pandemic, at the university, within the discipline, and outside the university at the local, state, national, and international level. The Program recognizes and values the service obligations faculty assumed as part of the broader institutional response to the COVID-19 pandemic, including, among others, service on the University Restart Operations Committee, shared governance committees, and negotiations of workplace protections.

- 6.3.2 Faculty may also contribute in broader arenas such as state, regional, national or international organizations and disciplinary/professional associations. In addition, faculty may contribute to the University's public mission, including its commitment to diversity, equity, inclusion, and belonging, through service to our community, region, state or country. Per the Carnegie definition, community engagement and service-learning that enriches scholarship, research, and creative activity; enhances curriculum, teaching and service-learning; prepares educated, engaged citizens; strengthens democratic values and civic responsibility; addresses critical societal issues; contributes to the public good enriches scholarship. Community engagement and service-learning is particularly valued at Stockton.

Because the social and behavioral sciences are necessarily entwined with ongoing changes and challenges in society, policy, and culture, community service can be an important aspect of faculty development. Multiple modes of community engagement are valued and consistent with the obligations of faculty members in the School. Service can take many forms and may include the development, enrichment, or leadership of the academic program, service to the University and School through participation or leadership in committees or other formal or informal university initiatives, service to the campus community through the development of engagement or enrichment opportunities for our students, broader community service with local, regional, or national organizations, and professional service of many types.

The centrality of community and professional service to the applied research and teaching of many school faculty members may link service with teaching and research in important and indelible ways, and thus enrich multiple aspects of the faculty member's contribution to the University, community, and society.

In Political Science, community service that provides civic education and general liberal arts education to individuals or community groups is highly valued. Such community activities might include (1) courses offered, (2) presentations made, (3) the building of and/or contribution to, programs open to members of the local community, (4) evaluations of, or proposals for, public policies, and (5) service in community organizations. Political Science considers the work of conducting external reviews of academic departments outside the university as a contribution to the community and to the discipline.

- 6.3.3 The University expects faculty in their first five years of service to serve the University and community at levels commensurate with their rank. Faculty who are tenured, have multi-year contracts, and/or are of senior rank would be expected to have more

substantial records in this area, as demonstrated by achievements in leadership on campus, in the community, to their disciplines, and to professional organizations.

- 6.3.4 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, the effectiveness of participation, and contributions to the functioning, administration, and development of the University and other entities. Clear goals, adequate preparation and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus or community service. Sustained service is expected to meet the minimum requirement of this responsibility. Compensated service is generally not sufficient to meet the minimum requirements. However, expectations for how it can be used to demonstrate excellence may be conveyed in School and Program standards.
- 6.3.5 Evidence of effectiveness in University or community service may include such items as:
- 6.3.5.1 One or more instances when one has used one's professional skills or knowledge for the benefit of the University, or of a non-University group or individual.
 - 6.3.5.2 Contributions to professional organizations that are focused on service or professional responsibility as opposed to scholarship, research, or artistic/creative work. For example, an officership or service on a professional board may be more appropriately listed here, whereas editing a special issue of a journal may be more appropriately listed under the section on scholarship.
 - 6.3.5.3 General civic or community activities to which one has contributed one's professional skills or a significant amount of time, talent, energy, and involvement beyond that which might be expected by the usual citizen or member.

In our School, service which brings a faculty member's skills, analytical abilities, or academic expertise to bear on a social challenge or objective is particularly valuable; similarly, general social engagement that enriches the community, tightens the bonds between campus and community, helps fulfill the University's responsibilities as citizen, or allows the faculty member to form a richer understanding of community issues and bring that understanding to their teaching is also of value.

Political Science welcomes additional documentation of service commitments that are conducted through virtual or other non-traditional modalities, which can include samples such as recordings, digital analytics, screenshots, and other forms of evidence.

Summary

Academic programs in the School of Social and Behavioral Sciences may define more specific guidelines for faculty promotion and advancement. Such guidelines may specify particular expectations for teaching, service, or research based on that program's priorities and needs. In addition, program standards might

offer contextual details that help frame and define the professional expectations and norms in the respective discipline; this will help frame the individual faculty member's achievements for reviewers outside the discipline and enrich evaluators' understanding of program developments and needs as candidates' files are reviewed.

10.0 EXPECTATIONS FOR RANK OR LEVEL The general criteria for faculty expectations have been outlined above. In addition, the University has specific expectations for each rank or level. The expectations for each specific rank or level are used to evaluate performance within that rank or level and when judging readiness for promotion or advancement to the next higher rank or level. Generally, only performance since the last promotion will be considered in the new evaluation.

10.1 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position III):

10.1.1 Have a minimum of a master's degree or its equivalent in a field appropriate for the appointment, and

10.1.2 Demonstrate a record of teaching toward excellence (in both Program and General Studies courses, as assigned) and/or excellence in non-teaching responsibilities as assigned; consistent with the program standards. *In Political Science, this is defined as meeting standards and providing documentation as described in Section 6.1 Excellence in Teaching. Excellence in non-teaching responsibilities may be documented through a variety of evidence that may include, but are not limited to, one or more of the following options: internal or external letters of support, evidence of completed projects, feedback from key stakeholders/constituents, and more.*

10.1.3 Document the capacity to contribute effectively through the use of professional skills in service to the program, school, University, discipline, and community, as applicable. *In Political Science, this is defined as meeting standards and providing documentation as described in Section 6.3 University and Community Service.*

10.2 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position II):

10.2.1 In addition to 10.1.1, must also have attained a prominent role in their profession (e.g. CPA, Hospital Administrator, elected official, broadcast journalist, uniformed services leader) as specified in School and/or Program standards. *In Political Science, this is a role that is recognized by others within their discipline or area of specialization, and documentation of prominence may include external letters of support, among other evidence.*

10.2.2 Document consistent excellence in teaching (in both Program and General Studies courses, as assigned) and/or consistent excellence in non-teaching responsibilities as assigned, and *In Political Science, this is defined as meeting standards and providing documentation as described in Section 6.1 Excellence in Teaching. Excellence in non-teaching responsibilities may be documented through a variety of evidence that may include, but are not limited to, one or more of the following options: internal or external letters of support, evidence of completed projects, feedback from key stakeholders/constituents, and more.*

10.2.3 Document progressively important service roles and demonstrate a capacity for leadership,

as identified in their individual contracts. *In Political Science, this is defined as meeting standards and providing documentation as described in Section 6.3 University and Community Service.*

10.3 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position I):

10.3.1 Must have earned a terminal degree in their field,

10.3.2 In addition to 10.2.2, must also document distinction in teaching (in both Program and General Studies courses, as assigned) and pedagogical leadership; and/or distinction in non-teaching responsibilities and leadership as assigned. *In Political Science, this is defined as meeting standards and providing documentation as described in Section 6.1 Excellence in Teaching. Pedagogical leadership will vary depending on the subfield and will be evaluated based on the balance of courses assigned versus non-teaching duties in a particular contract – activities in this area may include but are not limited to the development or substantial revision of existing curriculum that may include courses, concentrations, or other types; significant service roles such as Convenor of General Studies curriculum may also be included here; any activity that falls under scholarship of teaching and learning (SoTL) such as papers, presentations, workshops, and/or publications are highly valued (see Section 6.2 above for more examples of activities and documentation of SoTL); leading pedagogical workshops; serving as a Faculty Fellow or Associate in the area of pedagogy; participating in peer reviews of teaching for other faculty; and other forms of pedagogical leadership that can be documented are welcomed. Excellence in non-teaching responsibilities may be documented through a variety of evidence that may include, but are not limited to, one or more of the following options: internal or external letters of support, evidence of completed projects, feedback from key stakeholders/constituents, and more.*

10.3.3 Document significant and sustained service roles and demonstrate leadership, as identified in their individual contracts. *In Political Science, this is defined as meeting standards and providing documentation as described in Section 6.3 University and Community Service.*

10.4 Tenure-eligible Instructors:

10.4.1 Must have earned a minimum of a master's degree or equivalent from an accredited institution in a field appropriate for the initial appointment. There are two types of situations where individuals hold the rank of Instructor:

10.4.1.1 Those hired in tenure-track Instructor lines because of their teaching excellence and from whom we do not expect scholarship or creative activity. These individuals are expected to provide evidence for excellence in teaching (in both Program and General Studies courses), and/or excellence in non-teaching responsibilities as assigned and service as specified in their contracts.

10.4.1.2 Those hired as Instructors because they do not yet hold the terminal degree in their field. These individuals are expected to:

10.4.1.2.1 Actively pursue an accredited terminal degree, and

10.4.1.2.2 Provide evidence in meeting the University and Program's standards for excellence in teaching, scholarship or creative activity, and service commensurate with rank of Assistant Professor.

10.4.1.2.3 Only those hired with expectations specified in their contract of earning a terminal degree will automatically receive rank adjustment to Assistant Professor upon documented completion of the terminal degree provided that evaluations to that point are satisfactory.

10.5 Assistant Professors:

10.5.1 Must have a terminal degree or its equivalent from an accredited institution in a field appropriate for the appointment, and

10.5.2 Demonstrate a record of continuous improvement in teaching (in both Program and General Studies courses) toward excellence,

10.5.3 Demonstrate a growing record of scope and/or significance of scholarly and creative activity beyond that presented to secure rank, and

10.5.4 Demonstrate the capacity to contribute effectively in the use of professional skills in service to the University, discipline, and community.

10.6 Associate Professors:

10.6.1 Must achieve and maintain consistent excellence in teaching (in both Program and General Studies courses) and demonstrate capability in pedagogical leadership, such as the ability to demonstrate pedagogical innovations to others within or outside their program;

10.6.2 Demonstrate a record of scholarly/creative activity that is recognized by others within their discipline or area of specialization; and

10.6.3 Document progressively important service roles and demonstrate a capacity for leadership.

10.7 Professors:

10.7.1 Must achieve a consistent record of excellence in teaching (in both Program and General Studies courses), including curricular contributions, pedagogical leadership, and/or in activities that support the achievement of teaching excellence throughout the University;

10.7.2 Must achieve and continue to demonstrate a record of scholarly/creative activities that are nationally and/or internationally recognized as outstanding and significant; and

10.7.3 Must be stewards of service; they must play and continue to play a major role in significant University initiatives, major public initiatives, or hold key positions in their professional organizations. Professors must demonstrate that their service is recognized as outstanding in quality, effectiveness, and scope.