

Department of Political Science Performance Standards (Spring, 2025)

Introduction:

In addition to the standards established by COTS, the Political Science Department would also note that as a teaching institution, we place greater emphasis on the contributions our faculty members make in the classroom and enhancing the educational experience of our students. Research and service obligations should not be neglected, but the priority should be on teaching.

In what follows we establish our standards and criteria for promotion, tenure, and post tenure review. While teaching is paramount, both scholarship and service are expected and required, and in no case will unsatisfactorily levels of activity and performance in one of the three areas compensate for higher levels in the other two.

Teaching. Teaching is the most important of the three areas of evaluation, but outstanding teaching in the absence of satisfactory contributions in the other two areas will be inadequate. It is noted that, as acknowledged in the COTS Policy Manual, teaching can take forms other than in-class instruction; for example, mentoring students in undergraduate research or "civic engagement," such as internships and relevant service-learning projects.

Methods/Instruments

Teaching will be assessed through both quantitative and qualitative indicators. This includes SEOIs, peer evaluation (classroom visits, syllabus review peer to peer discussions), and student evaluations administered in the senior assessment class. While instructors should encourage their students to complete SEOIs we are aware that response rates are often inadequate due to the voluntary nature of the online process. The department is interested in general patterns from SEOIs and the senior assessment survey.

Each faculty member is required to upload relevant teaching materials (syllabi, evaluations, etc.) to Faculty 180 or its equivalent. If the materials are not uploaded to Faculty 180 or its equivalent, an accurate review of the faculty member's teaching cannot be conducted.

Faculty members are entitled to have a peer review done by the department personnel committee chair or another faculty colleague every year. The chair of the department personnel committee or the other faculty colleague will visit with the faculty member, attend a class session, and write up a peer review. The evaluation will be given to the faculty member who will post it to Faculty 180 or its equivalent. The minimum frequency of such evaluations will follow COTS policy manual. "Other" colleagues who do evaluations in general will be of the same rank, where possible.

Evaluation of Teaching

1. On the current survey, the department's expectation for all faculty members is that a majority of the quantitative scores from classes taught should be over a 4.0. If the majority of scores on SEOIs fall below 4.0 this will be considered unsatisfactory.

2. Students' written comments will be duly considered, as long as they articulate a relevant concern. (For example, student comments noting that a faculty member never graded exams or graded exams four weeks late.) Student comments that are inappropriate or immature will not be given any consideration. (Similarly, student comments that are racist, sexist, homophobic or derogatory are irrelevant to our evaluation process.) We will evaluate faculty members based on consistent patterns and not a few positive or negative comments on the SEOIs.

3. We are aware of research that documents the bias on SEOIs especially as it relates to faculty from marginalized groups. We seek to evaluate faculty members in a holistic manner and one that does not contribute to this marginalization.²

4. Similarly, consistent patterns, both positive and negative, on the end-of-major questionnaire and in peer evaluations are important, not occasional negative or positive comments.

5. Every effort will be made to assist faculty whose teaching performance consistently falls below these levels. These efforts include additional peer evaluations by the department chair, department personnel chair, or other faculty colleague. If improvement doesn't become manifest, the faculty member will be denied reappointment, promotion, tenure, or post-tenure review as is appropriate, and may result in negative performance evaluations for tenured members.

6. Faculty members at any level can also submit mid-quarter evaluations that the faculty member has undertaken to demonstrate improvement and commitment to teaching.

7. Assistant professors: At least one meeting a year will take place between probationary faculty and members of the Department Personnel Committee to discuss teaching performance. The Department Chair has, however, the prime responsibility to communicate with the probationary faculty regarding her/his professional performance for improvement. The purpose of these discussions is to address any concerns that have developed and to assist the faculty member in resolving those concerns.

In addition, in the third year, an evaluation can be administered for 5 of the individual's classes by the department secretary. This evaluation will be conducted to get a more complete understanding of the individual's approach to teaching and effectiveness in the classroom. These evaluations will be added to Faculty 180 or its equivalent, and used as supplementary material.

8. Promotion and Tenure: Candidates for tenure and promotion are expected to be effective teachers. Effective teaching is demonstrated by the criteria specified above and the COTS Manual and must provide "proof of progressive professional growth and pedagogical development" for promotion to associate professor.

9. Associate professors: In the third or fourth year after promotion, an evaluation can be administered for 5 of the individual's classes by the department secretary. This evaluation will be conducted to get a more complete understanding of the individual's effectiveness in the

² "A scholarly consensus has emerged that using Student Evaluations of Teaching (SETs) as the primary measure of teaching effectiveness in faculty review processes can systematically disadvantage faculty from marginalized groups... SETs should not be used as the only evidence of teaching effectiveness. Rather, when they are used, they should be part of a holistic assessment that includes peer observations, reviews of teaching materials, and instructor self-reflections." American Sociological Association, 2019

<https://www.asanet.org/wp-content/uploads/asa-statement-on-student-evaluations-of-teaching-may-23-2022.pdf>

classroom. These evaluations will be added to Faculty 180 or its equivalent, and used as supplementary material.

10. Promotion to Full Professor: Associate Professors going up for promotion must exceed the standards for Associate, and following COTS, demonstrate excellence through “several sources of evidence, such as: a sustained pattern of positive SEOI results, demonstrated both numerically and through student comments, teaching awards, published pedagogical scholarship, student and peer reviews/testimonials, a pattern of significant academic progress or career achievement by students, curriculum development, and/or similar evidence of commendable accomplishments in teaching.”

11. Full professors: In the third or fourth year after promotion, an evaluation may be administered for 5 of the individual’s classes by the department secretary. This evaluation will be conducted to get a more complete understanding of the individual’s effectiveness in the classroom. These evaluations will be added to Faculty 180 or its equivalent, and used as supplementary material.

Scholarship. We expect faculty members to produce academic scholarship related to the field of political science that contributes to the scholarly community and to society outside the confines of the university. Scholarship can take various forms. *The University recognizes two distinct categories of scholarly work: "A" which are peer-reviewed, professional distinctions and "B" others that are relevant, but not as distinctive in stature and do not involve as rigorous a review process.*

Category A Accomplishments³

1. Publication of a scholarly, peer-reviewed (blind) book (sole author)
2. Publication of an article in a peer-reviewed (blind) academic journal (sole author)
3. Publication of a book chapter in a peer-reviewed book (sole author)
4. Publication of a peer-reviewed (blind) book (co-author)
5. Publication of a peer-reviewed (blind) academic journal (co-author)
6. Publication of a textbook
7. Publication of a peer-reviewed conference proceeding⁴
8. Funded peer-reviewed external grant (principal investigator or co-principal investigator) or fellowship from nationally or internationally recognized agency or foundation (via a peer-review process)
9. Other accomplishments that are approved by the department and documented on the individual’s workload plan.⁵

³ We are referring to legitimate peer reviewed products and not pay for play journals. A double, blind peer review process is the standard in our field. We do not have a concern about paying for reasonable expenses such as creating an index or page charges in legitimate peer-reviewed open access venues. This is consistent with COTS Manual “With the ongoing proliferation of predatory journals, open source journals, online journals, and print-on-demand book publishers, it is not always a simple matter to tell what venues are “widely recognized as being subject to formal and rigorous peer-review processes and disseminated outside the university” as called for in. [https://escholarship.org/uc/item/1xv148c8.](https://escholarship.org/uc/item/1xv148c8)”

⁴ The paper presented is subject to a peer review process prior to publication.

⁵ We recognize that some publications may not fit into one of the previous categories. We will allow for a research product to be included as a Category A accomplishment if it has been approved by the department personnel committee and documented on Faculty 180 or its equivalent.

Category B Accomplishments

1. Presentation of a scholarly paper at a professional conference or workshop. (International or national conference presentations will be more valued than regional and local conference presentations.)
2. Presentation of a poster at a professional conference
3. Presentation of scholarship via an invited talk (national or international venue)
4. Invited, expert presentation at a conference, a workshop, and/or an invited talk (national or international venue)
5. Invited, expert presentation at a conference, a workshop, and/or an invited talk (state or local venue)
6. Publication of a book review in a peer-reviewed journal
7. Funded CWU internal grant
8. Publication of a solicited or non-refereed article
9. Publication of an encyclopedia essay or report
10. Application submitted for an external grant that is not funded
11. Other accomplishments that are approved by the department and documented on the individual's workload plan.⁶

Evaluation

The Political Science Department requires faculty members to produce quality scholarly products. During the probationary, pre-tenure period at CWU, the department requires more than one peer-reviewed product in Category A and at least one additional product in Category B. For faculty members seeking promotion from Associate to Full, faculty members should demonstrate continued, completed, and successful scholarly activity. This requires three additional Category A products and at least one Category B product. For post-tenure review, faculty members should continue to maintain their scholarly engagement with at least one Category A and one Category B product. These standards should be developed and consistent with a faculty's workload plan. Any deviation from these standards must be justified in the faculty member's workload plan.

The impact of the contribution (for example, citations in other venues, reprints, impact on public policy, etc.) will be taken into consideration.⁷

All scholarly products must be uploaded to Faculty 180 or its equivalent to be considered for promotion, reappointment, and post tenure review.

Service. Service refers to activities which contribute to the university, local, national, or international community. We expect faculty members to perform both university and external community/public service in some form during any review period and should be demonstrated in their workloads.

⁶ We recognize that some publications may not fit into one of the previous categories. We will allow for a research product to be included as a Category B accomplishment if it has been approved by the department personnel committee and documented on Faculty 180 or its equivalent.

⁷ Presenting the same paper at numerous conferences will be considered one scholarly product regardless of how many conferences a faculty member attended.

Examples of acceptable service activities that will be recognized and evaluated:

1. CWU committee (chair or member)
2. Department Chair
3. Public lectures (on or off campus)
4. Faculty Senate or chair/membership of Faculty Senate Standing or ad hoc Committees
5. Department Committee (chair or member)
6. CWU program director
7. Faculty advisor for student organization on campus
8. Editor of a journal, volume, anthology or reviewer of manuscripts for a publisher
9. Panel discussant or chair at a professional meeting
10. Media interviews
11. Participation on local, state, national, or international, professional, or political/government boards
12. Serve as an officer in a professional organization or community project.⁸

Evaluation

Faculty members are expected to participate in a range of service activities during the probationary period and as tenured member of the department. As a general guideline, though, we expect faculty to participate in university governance which typically takes the form of service on committees, permanent and ad hoc. We expect faculty members to fulfill the basic requirements of the service (attend meetings, contribute to discussions, etc.) We encourage faculty to contribute their professional expertise to local audiences, and in general to make themselves available as sources of information and knowledge.

It is incumbent on faculty to make a case as to their role and degree of service. Evidence should be uploaded to Faculty 180 or its equivalent (For example, letters indicating role and service on a committee, meeting reports and other relevant forms of verification which indicate a faculty member's service contributions.)

During the probationary period/pre-tenure period, a faculty member should participate in at least one college or university committee, advise a few majors or minors where applicable, and contribute to department functions (development of policies where applicable or other specific accomplishments as developed in coordination with the department personnel committee).

For promotion to full professor, excellence in service is defined as significant leadership or contribution to professional, department, or campus community that is documented.

NTT Evaluation

Non-tenure track faculty on annual contracts will be evaluated annually by the Chair, Department Personnel Committee, and the college dean. Their evaluation will be based on

⁸ Additional activities may count as service if approved by the chair of the department and included in the faculty member's workload plan.

their assigned workload - typically, only teaching - and should follow the procedures established by the NTT Evaluation Process. Department standards will follow those of reappointment for Assistant Professors, above.

NTT faculty on less than annual contracts may request an evaluation. Every effort will be made by the Department for mentoring and improvement as referenced elsewhere in this document.

Senior Lecturer:

Individuals seeking promotion to senior lecturer will be evaluated consistent with the standards established by COTS. Effective teaching is required. The department's expectation for all lecturers is that a majority of the quantitative scores from classes taught should be over a 4.0. If the majority of scores on SEOIs fall below 4.0 this will be considered unsatisfactory. Students' written comments will be considered if they articulate a reasonable concern. (For example, student comments noting that a faculty member never graded exams or failed to show up for class.) Student comments that are inappropriate or immature will not be given any consideration. (Student comments that are racist, sexist, homophobic or derogatory are irrelevant to our evaluation process.) We will evaluate faculty members based on consistent patterns and not one or two negative comments on the SEOIs. We are aware of research that documents the bias on SEOIs especially as it relates to instructors from marginalized groups. We seek to evaluate everyone in a holistic manner and one that does not contribute to this marginalization.

Merit:

To be considered for merit adjustment, a senior lecturer must continue to meet the teaching standards set out by COTS in its policy manual, and demonstrate excellence akin to that for full professor.

To be considered for merit adjustment, a full professor must fulfill the basic duties as set out in the individual's workload plan. Beyond those basic duties there are additional requirements.

Excellent performance is required. Following the COTS Manual excellent teaching is demonstrated through "several sources of evidence, such as: a sustained pattern of positive SEOI results, demonstrated both numerically and through student comments, teaching awards, published pedagogical scholarship, student and peer reviews/testimonials, a pattern of significant academic progress or career achievement by students, curriculum development, and/or similar evidence of commendable accomplishments in teaching." Three Category A products and two Category B products are required for research. Following the COTS Manual (7.1.3.4.4), excellent service requires that the faculty member has "continued to meet department, college and university criteria" which involves "sustained contributions to university life and increasing service to professional organizations and/or the community for promotion to full professor." As noted above, due to its nature this department expects some level of public/community service during the period.

Mentorship

New Tenure-Track faculty members and FTNTTs will have a mentor assigned to them by the department

personnel committee or department chair to guide them through various procedures at CWU.

Specific elements of mentoring Early Career Faculty (ECF) include, but are not limited to (and not in any order of importance):

1. Advice and guidance on advising students.
2. Advice and guidance on teaching including course evaluations and teaching/classroom evaluations.
3. Advice and guidance on the tenure process and expectations.
4. Assistance on Faculty 180 or its equivalent, and/or personnel forms and procedures at CWU.
5. Discussion of department history and culture
6. Advice and guidance on resources on campus including professional development opportunities.

Furthermore, an effort will be made to pair a new faculty member with a similar identity (BIPOC, gender, LGBTQIA, etc.) in the department or in COTS to ensure that individuals who have been historically underrepresented in academia have the support they need.

A mentor from another department could be utilized a resource for teaching reviews as a person who will not be directly involved in the review process in the department, as well, as noted above.

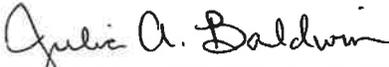
Collegiality:

Defining 'collegiality' can be difficult. We think it clearly means constructively, rather than destructively interacting with members of the department, students, and other individuals on campus. A lack of collegiality is evident when an individual engages in sexist, racist, homophobic language, or activities. We will follow the standards on collegiality in COTS Manual under section 7.1.

Approvals:


Chair, Department of Political Science

9/22/25
Date


Dean, College of the Sciences

9/29/25
Date


Provost

9-29-25
Date

