

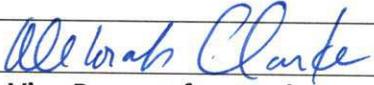


ARIZONA STATE UNIVERSITY

**Confirmation of Approval**

<b>College/Unit</b>	College of Liberal Arts and Sciences
<b>Unit</b>	School of Politics and Global Studies
<b>Document</b>	School Bylaws

The attached document has been approved by the provost's office.

	7/10/12
Deborah Clarke, Vice Provost for Academic Personnel	Date

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**College of Liberal Arts & Sciences**  
**School Bylaws**  
**School of Politics and Global Studies**

Approved by the dean on August 29, 2016

Approved by the unit committee on January 15, 2014

Approved by the faculty assembly of the school on January 15, 2014

Minor revisions July 9, 2018

# BYLAWS OF THE SCHOOL OF POLITICS AND GLOBAL STUDIES<sup>1</sup>

## PREAMBLE

These bylaws describe the procedures by which the School of Politics and Global Studies (SPGS) in the College of Liberal Arts and Sciences (CLAS) at Arizona State University (ASU) participates in shared governance and carries out the responsibilities entrusted to the School.

SPGS provides broad academic offerings for undergraduates and graduate students, both majors and non-majors, through courses and degree programs that include classroom, research, and internship experiences. SPGS fosters strong ties between research and instruction by involving students in research with faculty mentors. Undergraduate instruction gives students necessary skills and knowledge to participate in political systems in an increasingly interdependent world. The undergraduate majors prepare students for graduate training or for professional degree programs and, more broadly, for responsible positions in society. Graduate training prepares students for research and teaching careers in higher education or for work in government, private, and third sectors. SPGS provides staff, physical facilities, equipment, and other services to maintain and support active research programs by faculty members, research professionals, post-doctoral fellows, and graduate students.

SPGS is engaged with the wider community by making available the specialized expertise and services of its faculty, staff, and students to the university community as well as the city, state, nation, and world. SPGS also adds to society's knowledge base with its research activities in the areas of politics and global studies. Through the structure and processes outlined in these bylaws, SPGS encourages faculty, post-doctoral fellows, lecturers, and students to seek a productive pattern of education, research, and service.

In all cases, the policies and procedures of CLAS, ASU, and/or the Arizona Board of Regents (ABOR) take precedence.

## ARTICLE 1. ORGANIZATION

### Section 1.01. Name

These Bylaws apply to the School of Politics and Global Studies in the College of Liberal Arts and Sciences at Arizona State University.

### Section 1.02. Leadership

#### a. Director

The Director of the School of Politics and Global Studies is governed by the College of Liberal Arts and Sciences, Arizona State University, and Arizona Board of Regents rules and responsibilities regarding Chairs [ACD 102]. The Director serves as the SPGS administrator

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<sup>1</sup> These Bylaws were approved by the School faculty on January 15, 2014, and the Provost on August 24, 2016.

responsible for personnel, budget, information technology, facilities, program policies, and curriculum responsibilities. The Director, in consultation with other School officers, determines teaching schedules and curricula.

The School Director is officially appointed by the Dean of the College and serves at the pleasure of the Dean. In accordance with ACD 102, the Director, like all academic administrators, serves on a renewable annual appointment. As part of the renewal process and in accordance with ACD 111-03, the Dean will solicit faculty and academic professional input regarding the Director's performance at least every other year.

When a new Director is needed and in accordance with ACD 111-01, the Dean will appoint a search committee with at least half of the members of the search committee elected by the members of the School. All school members are encouraged to provide the search committee with an assessment of strengths and weaknesses of the candidates in the context of program direction and objectives. The Committee's recommendation of a nominee should be guided by feedback from membership of the School.

**b. Associate Director(s)**

SPGS Associate Director(s) are appointed by the Director to serve one-year renewable terms. The Director of SPGS determines the responsibilities of Associate Director(s).

**Section 1.03. Representative Bodies**

**a. School Faculty.** The School Faculty is the representative body of the School. All persons with voting privileges as provided in Section 1.04 constitute the members of the School Faculty.

**b. Advisory Committee.** The Advisory Committee is composed of faculty members selected to represent the School Faculty with full voting privileges. The SPGS Director chairs the Advisory Committee. The Advisory Committee advises the Director and serves as an interface between the Director and the School Faculty on matters related to strategic planning, hiring and budget priorities, and the uniform application of SPGS Policies and Procedures (hereafter known as SPGS-PP).

The Advisory Committee consists of tenured and tenure-track faculty selected in the manner described in SPGS-PP2 plus ex-officio members. The Director and Associate Director(s) are ex-officio members of the Advisory Committee. Members of the Advisory Committee will serve for one year. The Director will fill vacancies on the Committee.

**c. Graduate Committee.** The Graduate Committee (GC) coordinates the School's graduate programs and manages the admission of graduate students into graduate degrees administered by SPGS. The GC is selected in a manner that reasonably represents the School Faculty with full voting privileges as provided in SPGS-PP2. The Director of Graduate Studies chairs the GC, ensures coordination with the Graduate College, oversees graduate recruiting for, and admissions to, all graduate degrees administered by the School, manages the Graduate Committee's recommendations for the allocation of School funding to SPGS Graduate Students, and recommends assignments for TAs funded by the School. The SPGS Director appoints the Director of Graduate Studies.

**d. Undergraduate Committee.** The Undergraduate Committee (UC) coordinates the School's overall undergraduate program. Undergraduate Committee members are selected in a manner that reasonably represents the School Faculty as provided in SPGS - PP2. The Chair of the Undergraduate Committee implements the responsibilities delegated to the Committee in the SPGS - PP2. The SPGS Director appoints the Chair of the Undergraduate Committee.

**e. Senate.** Senators are elected by the School Faculty to represent the School Faculty in the College (CLAS) and University Senates. Senators must be members of the School Faculty and are elected as provided in the SPGS - PP1. Senators are expected to attend all Senate meetings (or arrange for a substitute), to represent the interests of SPGS in the Senate, to report to the School Faculty on College or University issues before the Senate, and to perform other duties appropriate to College and University Senators.

**f. Other Committees.** The SPGS Director may establish other committees as needed. The Director will appoint members of such committees.

#### **Section 1.04. Voting Privileges**

**a. Tenured and Tenure-Track Faculty.** All faculty members with the title Regents Professor, named professorship or chair, Professor, Associate Professor, or Assistant Professor whose academic year appointments are fifty percent or more in SPGS have full voting privileges.

**b. Non-Tenure Track Faculty.** Non - tenure - track faculty, including research professors of all ranks, professors of practice of all ranks, and lecturers; and whose academic year appointments are fifty percent or more in the School have voting privileges as defined in the SPGS-PP1.

#### **c. Other Faculty, Research Professionals and Post-Doctoral**

**Fellows.** Faculty and research professionals not included in subsections a and b above (including, but not limited to, professors emeriti, affiliated faculty, adjunct faculty, visiting faculty, instructors, faculty associates, visiting scholars and post-doctoral fellows) do not have voting privileges. Their attendance at, and participation in, School Faculty Meetings is governed by SPGS - PP1.

### **ARTICLE 2. MEETINGS**

#### **Section 2.01 School Meetings**

##### **a. Frequency**

School meetings (including all faculty and staff) will normally meet once each semester during the academic year and more often as needed.

##### **b. Notification**

The Director will announce meetings at least five working days in advance, except in the case of urgent business. The Director will distribute an agenda before the meeting.

**c. Minutes**

Minutes of all School meetings will be recorded and distributed to all faculty and staff at least two weeks before the next School meeting, with the exception of meetings called for urgent business.

**Section 2.02 Committee Meetings**

School committees should meet at least once per semester and thereafter as frequently as required to conduct committee business. All meetings will be called by the committee chair or in the case of the Advisory Committee by the Director.

**Section 2.03 Special Faculty Meetings**

The Director or at least one-third of the School faculty may call special meetings at any time. The faculty procedure for calling such a meeting requires a special request in writing, which must include the reason(s) for the meeting. Special meetings must be announced at least four working days before the meeting is to occur. The Director may call for a special meeting without the four working day notice in cases of emergency or when the timeline for action is limited.

**ARTICLE 3. PERSONNEL POLICIES**

**Section 3.01. Promotion and Tenure/Continuing Status Policies.**

In all cases, ABOR, ACD, and CLAS policies prevail.

**a. Eligibility.** The process of notification of eligibility for tenure or continuing status is governed by the ACD Manual and by instructions from the Provost's Office and CLAS.

**b. Evaluation Criteria.** Promotion and the award of tenure/continuing status depend on a record of excellence in teaching, research, and service. The SPGS standards for tenure/continuing status are described in SPGS-PP4; CLAS and ACD policies provide additional criteria to which SPGS criteria conform.

**c. Evaluation Process.** The evaluation process is governed by ACD policies and the processes and schedule provided by the Provost's office. The candidate must submit the portfolio required by the Provost's office and/or SPGS according to the schedule provided for by the Provost's office. The Director in consultation with faculty will appoint an ad hoc tenure and promotion committee, composed of at least three tenured faculty members at or above the rank to which a candidate would be promoted. The membership of this committee will normally consist of tenured faculty members who conduct research and teaching broadly in the area of the candidate's research and teaching if possible. This committee will review a candidate's portfolio and evaluate the candidate's strengths and weaknesses based on the appropriate set of promotion and/or tenure criteria. This evaluation will be submitted to a special meeting of the tenured faculty members at or above the rank to which the candidate would be promoted for consideration; this special meeting

of tenured faculty members will serve as the academic unit personnel committee mentioned in ACD 506-04 and ACD 506-05 for this candidate. At this special meeting, one or two individuals will be selected to write a draft letter making a faculty recommendation to the Director, including discussion summary of the meeting. Attendees to this meeting will have one week to review this draft letter and indicate their approval. Those who disagree with the recommendation should indicate their reasons, which will be summarized and incorporated into a subsequent version of the draft letter. This process will continue until all attendees agree on a final letter or until the deadline established by the Director for receiving such a letter elapses, at which point they will sign and forward the letter to the Director for his/her consideration.

**d. Probationary Reviews.** Probationary reviews shall occur at the times specified by the ACD Manual, the Provost's schedule of personnel actions, and CLAS deadlines.

### **Section 3.02. Annual Performance Evaluations**

**a. Process.** The Advisory Committee initiates the annual performance evaluation process in accord with the University and CLAS policy as described in SPGS-PP3. The Advisory Committee advises the Director in preparing the annual performance evaluations and on performance-based salary adjustments. The final responsibility for the annual evaluations of School Faculty rests with the Director.

**b. Criteria.** Annual performance evaluations of faculty depend upon the record of excellence in teaching, research or other creative activities, and service. Expectations are dependent upon the workload distribution stipulated in the annual work plan.

**c. Appeals.** A person may dispute his or her annual evaluation by following the guidelines established by CLAS or the University and requesting a meeting with the Director. Grievances and appeals beyond the School level shall follow the ACD Manual [ACD 506-10 or 507-08] and appropriate CLAS rules.

### **Section 3.03. Post-Tenure Review**

Post-tenure reviews are governed by ACD 506-11 and the Provost's Policies and Procedures: <https://provost.asu.edu/index.php?q=policies/procedures/p7.html>.

### **Section 3.04. Hiring of Faculty**

Faculty hiring plans for the School will be made by the Director taking into account priorities recommended by the Advisory Committee in consultation with the School Faculty.

## **ARTICLE 4. BYLAWS REVISION AND RATIFICATION**

The SPGS bylaws may be amended at the request of the School Director at any meeting by two-thirds majority vote of the School faculty providing that a quorum of eligible faculty who are in residence cast a vote. The exact wording of the amendment, and an announcement of the meeting at which a vote on the amendment will occur (including the

time, location, and date of the meeting), must be provided to all members of the School faculty at least ten working days prior to the meeting.

**SPGS Policies and Procedures**  
**Statement 1: General Procedures<sup>1</sup>**

**Section 1.01 General Procedures**

**a. Parliamentary Procedures**

Meetings will be conducted according to the most recent edition of *Robert's Rules of Order*.

**b. Quorum**

At all meetings, 40% of the full voting members of the School shall constitute a quorum. If no quorum call is requested, then all votes taken at a properly called meeting are considered valid.

**c. Voting Procedures**

Voting shall be done by a show of hands, but any voting member may request the use of a secret ballot on any vote. All requests for secret ballot voting will be honored. A simple majority will decide a vote except where otherwise stated in the bylaws (e.g., bylaws revisions). Faculty members on leave are not eligible to vote. Proxy and absentee voting is not allowed on any matter.

**d. Electronic Ballot**

In cases where urgency or the timing of a question making the convening of faculty meeting impractical (e.g., winter or summer break), the Director may call for an electronic ballot. A detailed summary of the issue in question should be distributed to all voting faculty at least five working days prior to the due date of the ballot. A decision requires that at least a quorum of faculty cast a ballot. Individual votes shall be kept confidential and the Director should report only the summary vote to the School. No proxy votes are allowed on electronic ballots.

**e. Recount**

Any voting member of the School can request a recount. The tellers should immediately recount the ballots and report the results to faculty present at the meeting.

**f. Meeting agenda**

New business at a regularly scheduled meeting can be brought to the agenda, discussed, and voted at any meeting at the behest of the School Director as long as there is a quorum.

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<sup>1</sup> This policy statement was approved by the School faculty on April 21, 2014, and approved by the Provost on August 24, 2016.

**SPGS Policies and Procedures**  
**Statement 2: Faculty Committees<sup>1</sup>**

**2.01 Committees-General.**

**a. Chairs.**

Except as otherwise specified, committee chairs are appointed by the Director.

**b. Terms.**

Except as otherwise specified, terms for committee chairs and members are two years.

**c. Rotation.**

An effort shall be made to appoint committee members from all of the subfields in SPGS. An effort shall be made to stagger committee member terms so that committee membership does not turn over all at once.

**2.02 Advisory Committee.**

The Advisory Committee is established by the Bylaws and is chaired by the Director. The School faculty vote to elect four members of this committee, and the Director appoints two members. Near the end of the Spring semester, the Director shall prepare a ballot that includes all eligible members of the School faculty whose workload assignment for the coming academic year allows for this type of service (e.g., not on sabbatical, research, medical, or other leave, not subject to term limit). The ballot will be separated into tenured and untenured faculty, with three members elected from the tenured faculty and one from the untenured faculty. After the election, the Director will appoint two additional tenured faculty members with the goal of maintaining a diversity of representation on the committee. The newly elected committee members will take up their charge in the following Fall semester. All members will serve one-year terms. Faculty may only serve two consecutive terms on this committee. The Director will fill vacant positions as needed.

In addition to the mandate provided in the Bylaws, the Advisory Committee's responsibilities include:

- Advising the Director on the overall direction and strategic positioning of the School.
- Assisting the Director in the recruitment of personnel, on budgetary matters, and other personnel matters.
- Conducting annual faculty performance evaluations and making recommendations to the Director.
- Serving as the SPGS Personnel Committee when university or college procedures require the action of such a committee. The composition of such a personnel committee would be

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<sup>1</sup> This policy statement was approved by the School faculty on April 21, 2014, and the Provost on August 24, 2016.

subject to university restrictions regarding the rank of the committee members making such decisions.

The SPGS Director may appoint such subcommittees as he/she deems useful to facilitate the performance of these functions. The Director may request the Committee's advice as determined by the Director on other issues that may arise.

### **2.03 Graduate Committee.**

The Graduate Committee is established by the Bylaws and is chaired by the Director of Graduate Studies who is appointed by the Director, normally for a term of two years.

In addition to responsibilities detailed in the Bylaws, Graduate Committee responsibilities include:

- Overseeing the overall SPGS graduate program
- Recommending to the SPGS Graduate Director all graduate admissions for students to the MA and PHD degree programs.
- Monitoring and evaluating the progress of all SPGS graduate students according to standards developed by the SPGS Graduate Committee.
- Providing an assessment or ranking to the SPGS Graduate Director for School funding for all SPGS graduate students eligible for School funding.
- Providing recommendations to the SPGS faculty regarding changes in the curricula and procedures of the SPGS graduate program.
- Evaluating and ranking individual graduate students while incorporating information from relevant faculty.
- Recommending for candidates for special awards that may become available for graduate students.

### **2.04 Undergraduate Committee.**

The Undergraduate Committee is established in the Bylaws.

The Director appoints the Chair of the Undergraduate Committee, normally for a term of two years.

In addition to responsibilities detailed in the Bylaws, Undergraduate Committee responsibilities include:

- Overseeing the overall SPGS undergraduate program
- Providing recommendations to the SPGS faculty regarding changes in the curricula of SPGS administered degrees.

- Establishing criteria and procedures for any awards that may become available for undergraduate students.
- Recommending undergraduate students for any awards available.
- Evaluating nominations for the SPGS Outstanding Teaching Award and recommending a recipient to the SPGS Director.

**2.05 Other Committees.**

Any committee not specified as a standing committee in the Bylaws is an ad hoc committee. The SPGS Director will determine the charge, composition, and chair ship of such committees.

## SPGS Policies and Procedures

### Statement 3: Faculty Performance Evaluations<sup>1</sup>

The annual faculty evaluation process is intended to fulfill Board of Regents requirements to “establish goals for continued academic progress; guide decisions about salary adjustments; and institute the first step in the post-tenure review process for tenured faculty” as documented in ACD 506-10. Faculty members are evaluated in three areas: research, teaching and service. For each area, the accomplishments of each faculty member are rated as: (3) above satisfactory, (2) satisfactory, and (1) unsatisfactory. In accordance with ACD 506-10, the review covers the previous 36-month period, with substantial emphasis on the last year.

In evaluating meritorious performance, the SPGS Advisory Committee exercises discretion in applying the expectations described below, rather than considering them as absolute standards. The following expectations are based on the standard 40-40-20 effort allocation. In cases that deviate from the standard workload distribution, the SPGS Advisory Committee will adjust expectations to be commensurate with the percentage of effort attributable to research, teaching and service.

#### **Research/Scholarship/Creative Activities Expectations**

It is the expectation of SPGS and the University that faculty members develop and maintain active research programs or sustained creative efforts focused on issues and problems considered significant within the broader context of SPGS’ approaches. Research and creative programs should have well-defined, achievable goals. There should be periodic demonstration of progress towards these goals in the form of publications, meeting papers, participation in conferences, or other appropriate outlets. A faculty member is encouraged to seek funding for their research when appropriate to do so, and to involve students in their research activities. It is expected that all faculty members will keep current in their fields; they are encouraged to develop new areas of interest, upgrade their technical skills, and revitalize their research programs either through informal means or through formal activities, such as participation in workshops or special training programs that promote faculty education and development.

productivity will vary across and within disciplines as well as within the work of any one individual over time. There is no uniform quantitative standard that can be applied to all approaches or individuals,

It is recognized that evidence

Nevertheless, tangible contributions (see below) over a period of three years will contribute to a faculty member’s ranking. In all cases, primary importance is attached to the quality of the research or creative effort and its products. A faculty member is rewarded for tangible evidence of significant research or creative activity.

In order to achieve a ranking of *Satisfactory (2)*, a faculty member must complete at least *two* items from the following list within a three-year window:

1. Publication of a peer-reviewed journal article
2. Publication of a peer-reviewed book chapter
3. Success in obtaining a substantial external grant

In addition, we expect that a faculty member will engage in some of the following activities that support a research program, including:

1. Publication of non-peer-reviewed book chapters
2. Manuscripts submitted for publication in national and international journals
3. Evidence of new chapters for a scholarly book

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<sup>1</sup> This policy statement was approved by the School faculty on March 17, 2014, and the Provost on August 24, 2016.

4. Submission of a book chapter for an edited book
5. Submission of an edited book
6. Evidence of monograph published, submitted for publication, or in progress.
9. Submission of research-based contributions to scholarly magazines.
7. Application for an internal or external (to ASU) research grant
8. National or international meeting paper presentation
9. Evidence of a significant data collection project.
10. Other items not enumerated above, as explained by the faculty member

To be eligible for a ranking of *Above Satisfactory (3)*, a faculty member must achieve a higher level of quality and quantity of publications in peer-reviewed outlets in a three-year window. We identify three sample target profiles below. The SPGS Advisory Committee has the discretion to consider different, roughly equivalent profiles.

(A) Publish or have accepted for publication a peer-reviewed book published by an established, respected, national, international university or academic press.

(B) Publish or have accepted for publication *four* peer-reviewed publications in national and international journals or peer-reviewed book chapters. We expect the majority of these publications to be in peer-reviewed journals.

(C) Publish or have accepted for publication *three* peer-reviewed publications in national and international journals or peer-reviewed book chapters and success in obtaining *one* substantial external grant.

(D) Other significant and substantial creative activity, as explained by the faculty member.

In addition to these quantitative criteria, the quality of these publications will be judged in terms of their excellence as well as the prestige and impact of the outlets. It is incumbent on the faculty member to demonstrate the quality of the publication record in narrative form, especially if it may not be immediately apparent to those outside of a particular area of expertise. If the scholarship meets both the qualitative criteria of excellence and the quantitative standard described above, the faculty member will achieve the ranking of (3) Above Satisfactory.

A faculty member will receive a ranking of *Unsatisfactory (1)* if that faculty member has not achieved the indicators necessary for a *satisfactory* rating.

### **Teaching/Mentoring/Instructional Evaluation**

Following Regents' policy, the School will use standardized teaching evaluations (see Appendix) to evaluate faculty teaching, supplemented with additional teaching materials submitted by faculty to document their contribution to undergraduate and graduate education.

The School establishes the following criteria for acceptable teaching performance:

- In general, teaching must meet a 2.5 or better mean score on items 1-9 of the School teaching assessment. The scale is 1-5 with 1 representing the most positive score and 5 representing the most negative score. In evaluating whether this condition is met, the Advisory Committee and Director have the discretion to interpret the quality of the standardized teaching evaluation data by examining summary statistics including the mean, median, standard deviations, numbers of cases and response rates, as well as variables likely

to affect standardized scores, including: class level, size of the course, whether the course is required or elective, online or in person, and new course preparations.

To achieve a rating of *satisfactory (2)*, a faculty member must meet the above School criteria for acceptable teaching quality, as well as make *expected* contributions to undergraduate and graduate education in the School.

Expected contributions to the undergraduate program include teaching assigned courses, mentoring students (e.g., service on honors thesis committees, directing independent study projects, supervising junior fellows, mentoring Obama Scholars), developing new courses or employing new teaching methods as needed to maintain an effective School curriculum.

Expected contributions to the graduate program include teaching assigned courses, participating on examination, thesis or dissertation committees, directing independent study projects, or co-authoring with students as appropriate to a faculty member's area of scholarship.

To achieve a rating of *above satisfactory (3)*, a faculty member must meet the above School criteria for acceptable teaching quality, as well as demonstrate *significant* contributions to undergraduate and graduate education.

A faculty member seeking an above satisfactory performance rating in teaching must provide evidence explaining why their contributions are especially significant. Additional evidence of significant contributions in teaching may include winning a school, college, or university teaching award; co-authoring with graduate students or training them as RAs; publishing nationally prominent publications contributing to teaching in one's field, such as new articles and/or substantially revised textbooks and articles; publication of research on teaching and learning; obtaining internal or external grant support for improving education; teaching in summer schools; teaching in interdisciplinary programs; teaching in the honors college; or other significant teaching activities.

A faculty member who does not meet the criteria for satisfactory teaching will receive a rating of *unsatisfactory (1)*.

## **Service Evaluation**

*Satisfactory service (2)* is defined as attending School and committee meetings regularly, attending colloquia and School events (e.g., Nerdfest, Night of the Open Door), participating in the hiring of new faculty members and rank-appropriate service such as serving on school-wide committees and participation in promotion and tenure decisions. Satisfactory service also encompasses rank-appropriate professional activity, such as holding positions in regional, national, or international organizations, reviewing manuscripts and grant proposals, writing book reviews for professional publications, and serving as a panel chair or discussant at a professional meeting.

To earn *above satisfactory service (3)*, the faculty member must meet and exceed the satisfactory standards listed above by notable service to the school (e.g., working on more than active committee, serving as undergraduate or graduate director), significant service to the university or college (e.g., Dean's Advisory Committee), or substantial service to the profession, (e.g., holding an active position as an officer in regional, national, or international organizations, serving as an editor, playing a significant role as a member of a program committee for a conference), or by engaging in significant public service activities related to one's professional expertise (e.g., organizing a community conference or symposium.)

*Unsatisfactory service (1)* is defined as not meeting the requirements of satisfactory service (see above).

## OVERALL EVALUATION

Each year, faculty members are assigned workload assignments for research, teaching, and service. A faculty member's overall rating is calculated by taking account of two variables: (1) the faculty member's rating on research, teaching, and service, and (2) the faculty member's workload assignments.

Calculation of the overall evaluation will be based on the following formula:

$$(\text{research workload \%} * \text{research rating}) + (\text{teaching workload \%} * \text{teaching rating}) + (\text{service workload \%} * \text{service rating}) = \text{overall score}$$

If a faculty member does not provide the information necessary for the Faculty Performance Evaluations by the deadline for submission of those materials, the performance evaluation will be based on the materials available to the School at the time of the deadline for submission of materials.

According to ACD 506-11, any rating of unsatisfactory on research, teaching or service will result in an academic unit development plan. An overall unsatisfactory rating will result in a Performance Improvement Plan.

The School Director and the Advisory Committee meet to discuss and, if possible, reconcile their independent evaluations of each faculty member. In instances where agreement is not possible, the School Director's evaluation is final. Following the reconciliation meeting, the School Director fills out the forms required by the college/university reporting the School Director's evaluation of the faculty member's performance. The School Director's comments identify areas of strength and particular contributions to the program by the faculty member. The comments also communicate any areas of concern detected by the Advisory Committee or the School Director regarding the faculty member's research, teaching, or service.

Faculty members may appeal the School Director's evaluation to the Dean of Social Sciences within 30 working days (excluding summer) of receipt of the evaluation. This appeal process is described in ACD 506-10.

## Appendix

### School of Politics and Global Studies Undergraduate Assessment of Teaching

A or 1 = Strongly Agree; B or 2 = Agree; C or 3 = Neither Agree nor Disagree; D or 4 = Disagree;  
E or 5 = Strongly Disagree

1. The course fulfilled its stated goals.
2. The course has helped me understand the subject matter.
3. The instructor is willing to give assistance outside of class.
4. The instructor encourages students to think critically.
5. The instructor responds thoughtfully to student work.
6. The instructor encourages student participation.
7. The instructor returns written work in a timely fashion.
8. The instructor is well prepared for class sessions.
9. The instructor makes clear what is expected of students.
10. Which readings and assignments were most helpful?
11. Please add any additional comments or suggestions.

**SPGS Policies and Procedures**  
**Statement 4: Promotion and Tenure/  
Continuing Status Policies<sup>1</sup>**

**1. PREAMBLE**

The School of Politics and Global Studies is committed to excellence in research, teaching and service. Our faculty members routinely publish in top disciplinary and interdisciplinary journals and with major university presses. They have been honored with unit, collegiate and university teaching awards. Our faculty members are also engaged in service within the School, College, University, professional, and wider communities within which we are embedded. As a faculty we take the responsibility to generate and disseminate knowledge in various forms and contexts seriously. This document is a guide for candidates seeking to join our scholarly community and advance through its ranks.

The faculty promotion and tenure statement is also intended to guide tenured and tenure track faculty through the promotion and tenure process. These guidelines for professional evaluations of tenured and tenure track members in the School of Politics & Global Studies have been prepared as a general document, without reference to particular individuals or configurations of accomplishment. They are not intended to prescribe a uniform roster of accomplishments that must be achieved by all candidates for tenure or promotion. Rather, they are intended to suggest ways of evaluating accomplishments in the three major domains of research, teaching, and service, and yet permit flexibility in demonstrating excellence in achievement within each of these domains.

Candidates for promotion will demonstrate a level of performance satisfying the School's expectations of accomplishment in each area. Our School policy accommodates individual and disciplinary differences in emphasis, reflecting different talents and interests, within the general guidelines set by the College and the University.

In all cases, ACD and CLAS policies prevail. In particular, tenure decisions for faculty are governed by ACD Manual Sections 506-04, 07, and 10.

**2. PROMOTION TO ASSOCIATE PROFESSOR**

**2.1 Research**

The function that is unique to a major university is the production of new knowledge as a public good. Promotion and tenure require a demonstrated commitment to original scholarly work of high quality, significance and impact. This is typically evidenced by the publication of peer reviewed books and articles in the leading journal and press outlets recognized by scholars in the candidate's field or subfield, as well as other forms of creative scholarly activity expected in the discipline in which a candidate is working.

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<sup>1</sup> This policy statement was approved by the School faculty on April 21, 2014, and the Provost on August 24, 2016.

The commitment to high quality research is demonstrated by a record of publications that constitutes progress toward fulfillment of a planned program of research. Candidates should provide evidence of seeking external funding when appropriate and available to support programs of research. That program should be described in previous probationary reviews, as well as the statement of research prepared by the candidate for tenure or promotion. The publications may reflect collaborative efforts with co-authors, but candidates must demonstrate evidence of intellectual independence and maturation. When assembling a portfolio of publications, candidates should consider the rank (i.e., assistant, associate or full professor) or status (i.e., undergraduate or graduate student) of their co-authors, as well as their relationships to them (e.g., graduate school mentor, School colleague, colleague at another university) and the relative equality of contribution (often indicated by author order) in order to highlight their independence and maturity as a scholar.

While minimal quantitative standards vary by discipline and sub-field, candidates for tenure must show substantial work beyond that completed as a graduate student. There is, however, no set number of publications that can guarantee a positive recommendation for tenure. Since the School explicitly considers both the quality of the past research and the potential quality of future research, decisions concerning tenure are not only retrospective, but are also prospective in nature.

Even though it is difficult to offer precise quantitative standards for the number of publications necessary for tenure, past experience can shed some light on this matter. The examples described below are designed to provide a clearer idea to the untenured faculty and to the personnel committees of the College and University about the School's standards for tenure and promotion.

For example, those candidates for tenure who publish their dissertations as scholarly books would normally need to publish an additional five or six substantial, fully refereed articles or show significant progress toward completing a second scholarly book. On the other hand, candidates for tenure who do not publish a book would normally need to publish seven or eight substantial peer reviewed articles. Of those articles, a sizeable number, perhaps six, would normally represent work completed after graduate school. Other examples, taking into account the quality and importance of works as well as their quantity, might of course be offered. But these examples suffice to suggest that the actual path to tenure can vary greatly in our disciplines. The common thread to all cases is a sustained, scholarly effort leading to publication in quality, refereed outlets.

Qualitative standards of significance and impact are reflected in many ways. The most common criteria are book publication by prestigious scholarly presses or by article publication in major refereed journals. For recognition of publication in specialized journals, the author must provide information establishing the reputation and credibility of the outlet. For publication in a foreign language journal to be evaluated, an English language version of the manuscript must be made available. The School recognizes that the weight of invited or contributed book chapters and special non-peer reviewed issues of journals will vary by discipline, and will assess them accordingly based on information provided by the candidate (e.g., the author's relationship to the editor, the circumstances of the invitation, the nature of the review process) and external evaluators.

Although there is no single criterion for assessing the qualitative importance of a publication, the School considers reputational rankings of outlets, the record of citations, impact factor of journal publication outlet, acceptance rates of journals, book reviews of a candidate's work, reprints of previous publications in other outlets or languages, or other forms of impact and excellence as demonstrated by the candidate.

A final mode of evaluating the quality of published material is provided by the invited assessments of outside referees. The referees must be recognized and well regarded scholars of national and/or international reputation with the majority being at peer or aspirational peer institutions. University and College guidelines describe the procedures for selecting the referees.

Evidence of a strong and sustained research program may also be supplemented by book chapters, reviews, essays, refereed contributions to formal conference proceedings, successful grant proposals, or the compilation and editing of a book—including original contributions to the book—and other creative activities, such as building a research team/lab. Papers prepared for annual professional meetings or ad hoc conferences do not count as evidence of scholarly accomplishment in-and-of-themselves, but may be listed as work in progress to demonstrate a pipeline of scholarly work if eventual publication is intended. In all cases, contributions to the record should reflect continuing progress toward publication in a focused and sustained program of research that provides a basis for predicting continued research productivity in the later stages of a professional career.

## **2.2 Teaching**

Teaching is evaluated using a number of criteria. Standardized student evaluations are required, in accord with policy established by the Regents. It is expected that teaching evaluations will average 2.5 or lower (on a scale of Excellent=1 to Unsatisfactory=5) for undergraduate and graduate electives. Standards may be more variable for service courses, methods courses required of majors, and in unusual, non-routine circumstances. The School also considers a variety of other factors known to affect teaching evaluations, such as class level, class size, whether a course is required or elective, online or in person, or a new preparation. It is expected that quantitative student evaluations will be recorded for all the courses taught in the probationary period. In marginal cases the record will show visible improvement during the most recent semesters.

A record of being available to students for consultation and advice is also required. This includes establishing appropriate office hours, being available to students during posted hours, and demonstrating willingness to accommodate reasonable student needs.

Course syllabi, lecture outlines, requirements for readings, papers, and examinations, and specification of other criteria relevant to evaluation of student performance should be available for review. Evaluation of teaching also will take into account special efforts such as those involved in programs such as the mentoring of students, or the creation of special opportunities for students. Candidates for promotion are expected to have contributed to graduate education as appropriate to their circumstances, bearing in mind that assistant

professors are not generally allowed to chair graduate supervisory committees, though they may serve on supervisory and examining committees.

Peer review evaluations of teaching are required of faculty pursuing promotion and tenure. Two peers at a higher rank than the candidate are chosen, one by the candidate and one by the School Director, to attend class and produce a short report evaluating the candidate's classroom performance. This evaluation should normally be conducted within two years of coming up for promotion and tenure.

Recognition will also be given for the preparation of teaching materials, including textbooks and published monographs, or the design and implementation of innovative courses using new technologies. More generally, the evaluation of teaching will acknowledge special innovative efforts to enhance the School's instructional capacity. Such special efforts must, of course, complement a fair share of the regular school teaching obligation. Such special efforts must not come at the expense of a robust research program.

Specific course offerings will usually be worked out by members teaching in the different degree programs and subfields/concentrations or other functional groups within them. Final decisions on course offering will rest with the Associate Director and Director of the School. Candidates for promotion and tenure are expected to have a record of cooperative participation in the process of determining course offerings.

Excellence in teaching is an important component of all recommendations for tenure and promotion.

### **2.3 Service**

Service relevant to promotion and the granting of tenure occurs in three arenas—the institutional setting of the program, college or university; the context of the local community or the public; and the activities of the profession. Beyond participating in faculty recruitment, probationary faculty members are not expected to be heavily engaged in service activities during their first two or three years while establishing their research programs. Thereafter they are expected to carry their share of program activities including serving on the School's committees.

Community activities outside the university that involve one in a professional role as a scholar or expert contribute to service. These types of activities help to contribute to the University's goal of "social embeddedness."

Evolving service to professional organizations is an important component of one's professional service record. As a candidate approaches the promotion and tenure review, this may include reviewing manuscripts for journals or book publishers, reviewing grant applications, serving as an officer in local, regional or national organizations, serving as an active member of an editorial board or a program committee or otherwise devoting time and energy to organizational activities.

### 3. PROMOTION TO PROFESSOR

Recommendation for promotion to professor will normally rest on the maturation of activities that merit the granting of tenure and the promotion to associate professor. The research record should reflect continuing production of increasingly more substantial scope and greater maturity and should show that the candidate has made significant contributions to the field since tenure. Demonstration of capacity as an independent scholar is as important for the demonstration of scholarly maturity as it is for the demonstration of scholarly promise in junior scholars. Because the School considers both the quality and the quantity of the candidates' published research, there is no set number of publications that can guarantee a promotion to professor.

Although it is not necessary that the field of research expertise be the same as that for promotion from assistant to associate, it is even more important for promotion to professor that the candidate establish national or, if appropriate, international recognition for contribution to a specific field of knowledge. Such recognition achieves a visibility, attracts talented graduate students and adds favorably to the growth and development of the School's national and international reputation. Unlike promotion to the associate rank, promotion to full has no time frame, although timely progress is encouraged, and should not offer the School, College, or University a challenging case. Candidates should solicit advice from their colleagues and the Director concerning whether and when they should stand for promotion.

More than in the case of junior scholars, citations are vital evidence of the significance of scholarship. So, too, are measures of impact; for example, h-index, impact factors and rejection rates of journals, and quality of presses. By the same token, the existence of an acknowledged record as a scholar will be manifest in invitations for research-based lectures or other scholarly services. Although service on professional journal editorial boards may, for example, be counted a professional service, it also may indicate respect for one's professional scholarly judgment.

Service activities, as with scholarly publication, should reflect the advanced status of candidates for promotion to Professor. Active participation in program, School, College and University and professional affairs is assumed. It is expected that the candidate will have taken on more substantial leadership service roles within ASU (at the level of program, School, College and/or University). The criteria for promotion are oriented more to leadership roles in regional, national and international associations. This should complement responsible ad hoc roles in conferences or less formal group activities, such as active participation in a professional service organization.

Teaching remains an important function for senior members of the School. Maintenance of the high quality required for the earlier promotion is of continuing great importance. Innovative contributions to program teaching are expected of the more senior members of the faculty. Candidates may also distinguish themselves through sustained contributions to the scholarly enterprise of teaching. Contributions beyond the scope of the program to one's field at large and to other fields are particularly noteworthy. Contributions to the graduate program should be an established part of the candidate's professional agenda. The record should include directing MA and PhD theses to completion as appropriate by field. It should

also include providing a role model as a research scholar as well as mentoring of individual graduate students through co-authorship and training as research assistants, as appropriate by field. It is recognized, however, that opportunities for graduate mentorship vary across members of the School faculty from various disciplines and subfields given the limited size of our graduate cohorts and the changing set of research interests among the graduate students in the School.

## **SPGS Policies and Procedures**

### **Statement 5: Lecturers & Instructors**

Lecturers in the School of Politics and Global Studies are fixed-term or multi-year term faculty members with responsibilities that include teaching and instruction, supervising supplemental kinds of student learning, professional development, service, and administrative duties related to teaching and to the mission of SPGS.

Lecturers are expected to contribute in a significant way to the quality and breadth of the instructional program of SPGS. Typically, in accordance with University norms, Lecturers are assigned an annual workload consisting of 80% Teaching/Instruction (4 classes per semester or the equivalent) and 20% Service. Each Lecturer's performance expectations shall accord with his or her specified work effort. Lecturers generally hold a doctorate or other appropriate terminal degree.

Consistent with university policy, additional categories of employment include *Senior Lecturers*, who generally hold a doctoral degree and have a minimum of five years of college-level teaching experience or equivalent qualifications and experience; and *Principal Lecturers*, who generally hold a doctoral degree and have a minimum of seven years of college-level teaching experience or equivalent qualifications and experience.

Instructors are assigned to a workload consisting of 100% teaching, which equates to five courses (or the equivalent) per semester. Each Instructor's performance expectations shall accord with her or his specified work effort. The strong preference of the School is that Instructors hold a doctorate or other appropriate terminal degree. Instructors are not eligible for multiple-year appointments or promotion.

For ranked instructional faculty appointments, a position at the entry rank (Lecturer) may be filled through either a local or a national search. Appointments to the positions of Senior Lecturer, Principal Lecturer or multiple-year appointments will be made through a national search.

For Instructor positions, local searches will be used to identify the most qualified applicant.

#### **Expectations:**

The primary responsibility of Lecturers and Instructors is excellent and/or effective teaching, as evidenced by such measures as the standard in-class student evaluations, student responses to any other systematic measurement, peer reviews of teaching, or other indices. In addition, significant service to the School, the university, the profession, and/or the broader community is expected on the part of Lecturers.

Lecturers and Instructors are expected to develop thorough and up-to-date syllabi and course materials consistent with program requirements; use assessment techniques that tap into students' conceptual understanding of course content, maintain regular office hours, meet the administrative expectations of SPGS for its instructional staff (e.g., timely responses to requests for course planning and book orders, implementation of course evaluations), and adhere to the ASU Academic Affairs Manual, including professional demeanor in the classroom and in other interactions with students and colleagues, in and out of the classroom, including teaching assistants. Lecturers are expected to attend faculty meetings (other than personnel-related meetings from which they may be excused), to participate in committees or other service responsibilities to which they have been assigned, and to participate constructively in the collective intellectual life of the School.

**Personnel committee:**

For *annual performance reviews* of Instructors, Lecturers, Senior Lecturers, and Principal Lecturers, the evaluation committee will consist of the SPGS Advisory Committee, whose evaluation shall be advisory to the Director of the School.

For considering *promotion of a Lecturer to Senior Lecturer*, the Personnel Committee will consist of all members of the tenured and tenure-track faculty of SPGS as well as Senior Lecturers and Principal Lecturers. This committee may designate a subcommittee to prepare a report on the case, but a vote on the promotion case shall be taken among all members of the Personnel Committee who are present at the meeting where the case is presented.

For considering *promotion of a Senior Lecturer to Principal Lecturer*, the Personnel Committee will consist of all members of the tenured faculty of SPGS as well as Principal Lecturers. This committee may designate a subcommittee to prepare a report on the case, but a vote on the promotion case shall be taken among all members of the Personnel Committee who are present at the meeting where the case is presented.

The Director of SPGS shall be a non-voting member of these Personnel Committees who will attend the relevant meetings in an *ex officio* role.

For either type of promotion case, the Associate Director of SPGS (or other faculty member designated by the Director) shall prepare a report on behalf of the appropriate Personnel Committee regarding its findings and recommendations.

Instructors are not eligible for promotion.

**Criteria for annual performance reviews:**

The School will use standardized teaching evaluations (see Appendix to SPGS Policy Statement 3) and documented peer assessments to evaluate the teaching of Lecturers and Instructors, supplemented with additional teaching materials submitted by the faculty member to document their contribution to the educational mission of the unit. The review covers the previous 12-month period. For Lecturers of any rank who are on multiple-year appointments, the review may take into account the previous 36-month period with substantial emphasis on the last year.

In conducting annual teaching performance reviews of Lecturers and Instructors, the SPGS Advisory Committee will use the evaluation standards and expectations that are described in SPGS Policy Statement 3 under the heading "Teaching/Mentoring/Instructional Evaluation," including the quantitative metrics for standardized teaching-evaluation assessments listed therein. However, it is expected that the Advisory Committee will exercise discretion in applying those standards, taking into account, for example: the expectation that Lecturers' instructional efforts will ordinarily be focused on undergraduate teaching rather than the graduate program; the proportion of large-enrollment and required courses in the Lecturer's teaching assignment; and additional considerations and contributions such as the development of new courses, efforts to increase enrollments or improve the use of technology in teaching, internship supervision and service-learning activities, publication of research related to teaching and learning, advising other faculty regarding teaching techniques, participation in professional development activities related to teaching, and other significant teaching-related activities.

Similarly, in conducting annual service performance evaluations of Lecturers, the SPGS Advisory Committee will use the evaluation standards and expectations that are described in SPGS Policy Statement 3 under the heading "Service Evaluation." Here again, the Advisory Committee will exercise discretion in applying these standards and expectations, taking into account the set of service assignments more commonly open to and expected of lecturers (e.g., typically more related to the instructional program and to undergraduate student life, and less related to faculty recruitment, faculty personnel decisions, and referee work for academic journals).

Calculation of the overall annual evaluation will reflect the Lecturer's rating (Above Satisfactory, Satisfactory, or Unsatisfactory) in Teaching and in Service, weighted by their assigned workload percentages across those two areas. For Instructors, the overall annual evaluation is based on teaching alone (Above Satisfactory, Satisfactory, or Unsatisfactory). The SPGS Director and the Advisory Committee meet to discuss and, if possible, reconcile their independent evaluations of each faculty member. In instances where agreement is not possible, the Director's evaluation is final. Following the reconciliation meeting, the Director fills out the forms required by the college/university reporting the Director's evaluation of the faculty member's performance. The Director's comments identify areas of strength and particular contributions to the program by the faculty member. The comments also communicate any areas of concern detected by the Advisory Committee or the Director regarding the faculty member's teaching or service.

Faculty members may appeal the School Director's evaluation to the Dean of Social Sciences within 30 working days (excluding summer) of receipt of the evaluation. This process is described in ACD 506-10.

#### **Criteria for renewal of contract:**

In considering possible renewal of contracts for Lecturers and Instructors, the Director will place considerable weight on the evidence from the annual performance reviews since the previous renewal (or time of initial appointment, if this is the Lecturer's or Instructor's first term), with greater emphasis placed on more recent years. The Director will also consider the School's evolving curricular and instructional needs, the professional conduct of the Lecturer or Instructor, the resources available to the unit, and the needs of the university. The Director may also take into account other documented evidence regarding the individual's performance; and the Director may ask the Lecturer or Instructor to submit additional relevant materials.

The offer of renewal of a multiple-year Lecturer appointment is subject to approval by the Director of the School, Dean of the College of Liberal Arts and Sciences, the Provost, the availability of funds, and the needs of the institution.

#### **Criteria for promotion of Lecturers:**

Individuals who have met the minimum requirements established by the university may apply to the Director of SPGS for consideration for promotion to the position of Senior Lecturer. Similarly, Senior Lecturers who have met the university's minimum requirements may apply to the Director for consideration for promotion to the position of Principal Lecturer. Those minimum criteria include an expectation of a minimum of five years' experience for promotion from Lecturer to Senior Lecturer.

Candidates for promotion to principal lecturer will have at least seven years of college-level teaching experience; most of that experience should be at ASU. They should have records of continued and sustained excellence since the previous promotion. However, in

neither case is promotion in any sense automatic, nor is it simply a reward for years of experience. Rather, promotion decisions must be based carefully on a convincing demonstration of merit and excellence in the candidate's program of instruction and service and the needs and goals of the School and institution.

In addition to any personnel forms required by the university, SPGS asks any candidate for promotion to Senior or Principal Lecturer to submit a current Curriculum Vitae; summaries of each semester's teaching evaluations for the preceding six years (or for the period since appointment, if shorter); and a personal statement, not to exceed four single-spaced pages, describing the candidate's teaching and service program, contributions to the unit and university, and professional development. By mutual agreement with the SPGS Director, candidates may also submit additional materials, specifically in support of documenting their teaching contributions.

#### Criteria for Promotion from Lecturer to Senior Lecturer:

In addition to the basic expectations for the rank of Lecturer, successful candidates for Senior Lecturer will demonstrate excellence in teaching (see Section A below), at least five years' experience at the rank of Lecturer, as well as one or a combination of the achievements listed in Section B.

A. Excellence in teaching (required). Excellence in teaching should be documented by the candidate for promotion with reference to:

- Standard SPGS standardized teaching evaluations by students
- Student responses to open-ended and supplementary assessments of teaching or mentorship
- High-quality pedagogical techniques (use of appropriate and current instructional technologies; active learning principles)
- Innovation and breadth of contribution (new courses taught/developed; number and variety of different courses taught; variety of formats of courses (e.g., online, hybrid, face-to-face; introductory and advanced)
- Peer reviews of instruction by tenured or tenure-track faculty
- Numbers of students taught or mentored per year
- Annual performance evaluations in SPGS
- Evidence of continuing professional development through participation in workshops, panels, and seminars
- Mentoring activities such as those involved in the SPGS Junior Fellows program, or in service on senior honors thesis committees
- Other indicators might include teaching awards or other external recognition

B. Additional teaching-related achievements should demonstrate a sustained and substantial pattern of engagement with the undergraduate program in Politics and Global Studies and increasing knowledge of the craft of teaching, as represented by one or more (or a combination of) the following criteria. The strongest cases will show a pattern of these activities throughout the promotion period.

- Evidence of extended professional development related to the teaching assignment, beyond one-off SPGS or ASU workshops. For example, participation in multi-session university programs or study groups on teaching, completion of short courses related to pedagogy or to the subject matter of political science or global studies, participation in national or regional professional conferences related to teaching, or publication of research related to teaching and learning.
- Course or curricular development or the development of new pedagogies. For example, contributions to textbooks, archival course materials, or online teaching materials available to others (beyond the instructor's own classes), helping to develop the online instructional program of the unit, developing and teaching a new course title; participating in the redesign of large or required courses in the unit (e.g., introductory or methodology courses).
- Substantial contributions to the School of Politics and Global Studies instructional program in such forms as advising or mentoring students. For example, peer mentoring, service-learning programs, study abroad programs, advising student organizations.
- Administration, service, and/or grantsmanship related to the instructional mission of the School of Politics and Global Studies. For example, leading or developing programs promoting undergraduate research or internship programs, training programs for teaching assistants, diversity or outreach initiatives, active participation in SPGS or ASU committees relating to undergraduate programs, instruction, community-college articulation, student retention, undergraduate student life, etc.

Criteria for Promotion from Senior Lecturer to Principal Lecturer:

Senior Lecturers applying for the position of Principal Lecturer must demonstrate sustained excellence in teaching as described as Section A above, as well as sustained and significant achievement in one or more of the areas outlined in Section B, since their last promotion, and at least seven years of college-level teaching experience. Most of that experience should be at ASU.

Any promotion becomes effective during the following academic/fiscal year. Any promotion, regardless of length of appointment, also will be contingent upon the offer of a contract the following academic year.

Approved by the SPGS membership on 04.24.2015  
Approved by the Provost on 06.23.2015