

Political Science Department

Statement on Teaching and Advising Expectations for Tenure and Promotion

1. Faculty should demonstrate a strong commitment in their courses to the skills and dispositions we seek to instill in students in the department and at Augustana College: the ability to think critically, to read and comprehend difficult material, to speak and write with clarity and effectiveness, to engage with their classmates in teamwork situations and during class discussions, to present their thoughts clearly in presentations and to assess the quality of information they gather in their research and in what they read on a regular basis.
2. All faculty members are committed to improving and innovating their teaching on a regular basis, and we document these attempts through changes to syllabi and assignments, along with student feedback. Both tenured and tenure-track faculty are expected to develop a teaching portfolio to be shared with the chair. Contents of the portfolio should include standardized course evaluations (the IDEA forms), peer classroom observations, syllabi and assignments, student papers, and other documentation demonstrating teaching effectiveness. Although IDEA results are only one part of the teaching portfolio demonstrating teaching effectiveness, it can be a troubling indicator if the results from IDEA course evaluations regularly place the candidate in the lower half of the Augustana faculty. Faculty should also expect to have an ongoing conversation with the chair on their teaching.
4. In recognition of the importance we attach to contributing to the Augustana College General Education program, the department expects faculty members to participate in this program. This means developing courses designed to fulfill the Learning Perspectives requirements (as well as Global and Diversity), that are a part of the First Year Inquiry (FYI) sequence, and that are taught during J-terms. The department will seek to maintain an equitable distribution of effort by its faculty in the General Education Program, particularly in terms of FYI.
5. At the core of the mission of the political science department is the development of attributes of good citizenship in our students. As such, faculty members are expected to address, in a meaningful way, the issue of civic engagement in their courses. This also means that our classes provide regular opportunities for our students to examine and discuss contemporary political events.
6. Advising is a critical element in the work of faculty. Following the first year of employment, we expect all faculty members to actively participate in advising. Political

Science faculty members will share equitably in major and minor advising, and in the work required to cultivate majors and minors, which includes admissions recruitment events, meeting with prospective students and their families, and making a pitch for the program in our 100-level classes. Advising also entails helping students plan and complete the requirements of the program, assisting students in the selection of internships (as well as coordinating and supervising internships), providing career and vocational advice, furnishing information about graduate school and law school, and encouraging students to visit CORE and to use other campus resources.

7. We expect faculty will bring their own scholarly interests and expertise into the classroom. This can be demonstrated through the construction of new courses and/or the development of new assignments and readings for pre-existing courses. When working with Senior Inquiry students, faculty members should incorporate, when applicable, their scholarly expertise into the process of helping students do research in their own individualized areas of interest.

8. All faculty members will be expected to contribute to our Senior Inquiry program. This will entail each faculty member contributing to the offering of POLS301, POLS302 and POLS490 (the Senior Inquiry seminar). Faculty members responsible for the Senior Inquiry seminars will keep students apprised of deadlines, assist students in finding appropriate sources and utilizing appropriate methods, and prepare students for their public presentations. Every member of the department should expect to serve as a potential Second Reader for students in their area of expertise. The department will strive to maintain an equitable distribution of work on the part of the faculty in terms of overseeing the Senior Inquiry seminars.

9. Members of the department, as part of their commitment to teaching and to our students, should be actively engaged in the department and the Augustana community. This may consist of guiding students as they prepare to present at professional conferences, mentoring student research projects, and participating in campus-wide events (as speakers, panelists, judges, workshop leaders, etc). Because this is a political science department, members of the department often will be called upon to teach outside of the classroom.

Statement on Scholarship Expectations for Tenure and Promotion

1. The scholarly record should show on-going activity with the potential for future productivity. The record should reflect a vital connection to the discipline, allowing for personal growth and

enriching the department by keeping us connected to new developments in the study of politics or in the pedagogy of political science.

2. All faculty are expected to mentor student research. The department recognizes that not all scholarly projects necessarily involve students, and that the extent and nature of student involvement is bound to vary. Scholarship that enriches the undergraduate program, especially through enhancement of student research experiences, is particularly valued.

3. A record for tenure or for promotion must include peer review publication while on Augustana's faculty. This expectation can be met through publication in national or regional journals, or in appropriate specialized journals, or through books or monographs that are peer-reviewed. Publications in the scholarship of teaching and learning in the discipline of Political Science that are peer reviewed meet this expectation.

4. The department values a wide range of scholarly activity, including, but not limited to conference participation in various forms, writing of reviews, book chapters, journal editing, organizing panels, serving as officers in professional associations, etc.

5. Because the department values a wide range of scholarly activity, there is no quantitative formula for assessing an individual's record. A single journal article, standing alone, would not likely be sufficient to demonstrate on-going scholarship. On the other hand, a record that is devoid of peer review publication while on Augustana's faculty (see #3 above) would not meet Department standards.

6. In the absence of a quantitative standard, the Department recognizes its obligation to provide regular and clear guidance to individuals on tenure track.

Statement on Service Expectations for Tenure and Promotion

The Department of Political Science believes that service both to the department and to the College is necessary for tenure and promotion. At the same time, the department recognizes that service is the third priority for faculty members, behind teaching and scholarship.

I. Service to the Department. All faculty members in the Political Science department will:

- participate in departmental dialogues about pedagogy, course design, and curriculum.
- participate in departmental search processes and hiring decisions.
- contribute to student recruitment and enrollment efforts.
- contribute to departmental assessment efforts.

Additional departmental service might, but does not necessarily, include: advising department-related student groups and trips (Politics Club, College Democrats, College Republicans, AMUN, etc.); participating in study abroad/away opportunities; grant writing on behalf of the department; planning activities for majors; etc.

II. Service to the College.

A. Untenured faculty in the Political Science department will:

- make a contribution to the college through service work, which may take a variety of forms: committee appointments, task force projects, etc. (First year faculty members are not required to serve on college committees.)
- participate in the college programming that targets them, and begin to contribute to the intellectual life of the college through attending or giving public talks, presentations, etc. and taking part in faculty workshops and retreats.
- consult with the department chair when filling out the Nominations and Rules statement of interest committee selection form, and about Social Science Division-related appointments
- consult with the department chair before serving on a study abroad/away program.
- expect meaningful feedback from the department chair on their service work, at a minimum at the time of the 2- and 4-year reviews.

B. Tenured faculty in the Political Science department will:

- make a contribution to the college through service work, which may take a variety of forms (committee appointments, task force projects, etc.), and assume leadership roles in serving the college.
- contribute to the intellectual life of the college through attending or giving public talks, presentations, etc., and taking part in faculty workshops and retreats.
- consult with the department chair before serving on a study abroad/away program.

Statement on Diversity, Equity, and Inclusion (DEI) Expectations for Tenure and Promotion

From Assistant to Associate Professor

Evidence of commitment to increase equity, inclusion, and diversity are expected in promotion and tenure dossiers. Such contributions can be part of teaching, scholarship, and/or service. Evidence of commitment (described in the “Example of ways to incorporate DEI” section) must be reflected in at least two of these areas and be apparent when the faculty member applies for tenure and promotion

From Associate to Full Professor

Evidence of commitment to increase equity, inclusion, and diversity are expected in promotion dossiers. Evidence of contributions (described in the “Example of ways to incorporate DEI” section) should be apparent in teaching, scholarship, and service when the faculty member applies for promotion to full professor.

Examples of Ways to Incorporate DEI

Contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of Augustana College’s diverse population, or research in a scholar’s area of expertise that highlights inequalities. Examples of activities include but are not limited to:

Teaching:

- Have an open discussion about how student diversity in the classroom affects their educational experience. Talk about what is happening in this historical moment. Learn about your students’ diverse identities and backgrounds, if they are willing to share. Use the first week of class to do icebreaker activities. Do anonymous surveys and/or written reflections asking students to share experiences in the past about issues related to diversity, equity, or inclusion.

- Every discipline has a history with lessons in diversity, equity, or inclusion. Include that history in your curriculum. In addition to disciplinary knowledge, design a unit or an opportunity to investigate historical incidents or people.
- In your syllabus, choose diverse texts and authors from a variety of backgrounds and gender, including historically underrepresented groups.
- Make intentional effort to create intersectional discussion (race/ethnicity and/or nationality, sex, class, gender, sexual orientation, ableism and disability, religious/faith affiliations and belief systems) for classroom dialogues. Are all students engaging in class? How do you promote inclusion in the classroom? If some students do not feel comfortable speaking up in front of everyone, are there other ways to include them? Do small group activities to encourage more students to participate. Instructors can meet with students during office hours to discuss material. Students can share their thoughts in writing and have another student or the instructor read them aloud (this can be done electronically as well in the Google Meets-Chat function or the Moodle Discussion Forum).
- Read/seek out advice about advising students from underrepresented groups. Read/seek out advice about teaching students from underrepresented groups, about decolonizing syllabi, and about universal design for learning.
- Participate in workshops/sessions designed for teaching in inclusive ways at regional and national conferences sponsored or hosted by the professional society of your own discipline. Present in such sessions.
- Participate in scholarship of teaching and learning activities, including workshops, research projects, conferences at the intersection of curriculum development and Diversity.
- Take part in teaching REF, FYI 102 sections, WGSS classes, study abroad programs.

Research:

- Acknowledge the diverse scholarship in political science that your research is related to
- Do research that includes underrepresented groups; encourage your students to do research on underrepresented groups and how they are portrayed in your field.
- Do research to address in/equity

- Have student research assistants, with special consideration for students from underrepresented groups.
- Present your research that is accessible for underrepresented students
- Apply for grants that provide funding for research that focuses on equity, inclusion, and diversity
- As a supplement to primary research in the sciences, research contributions to understanding the barriers facing women, LGBTQIA+, and underrepresented minorities in political science; for example:
 - studying patterns of participation and advancement of women and minorities in fields where they are underrepresented;
 - studying socio-cultural issues confronting underrepresented students in college preparation curricula;
 - evaluating programs, curricula, and teaching strategies designed to enhance participation of underrepresented students in higher education;
- Candidates who have research interests in subjects that will contribute to diversity and equal opportunity in higher education; for example:
 - research that addresses issues such as race, gender, diversity, and inclusion; or research that addresses health disparities, educational access and achievement, political engagement, economic justice, social mobility, civil and human rights;
 - research that addresses questions of interest to communities historically excluded by or underserved by higher education;

Service:

- Do service in marginalized communities through outreach programs, activities (see: <https://www.augustana.edu/about-us/president/inventory>)
- Do service to promote equity
- Take initiative/participate in bringing in a speaker in the department/through the Symposium committee/for Symposium that encourage self-reflection
- Take part in PACE multicultural mentorship program by attending different programs
- Participate in programs for different culture houses
- Advise Student Organizations that are formed by multicultural students
- Take part in different programs (such as webinar, speaker series, workshop) arranged by the Office of Diversity, Inclusion and Equity and CFE
- Participate in student Athlete mentorship program
- Participate in advising Greek houses
- Mentor a junior colleague
- Work with national organizations (e.g., American Economics Association Committee on the Status of Women in the Economics Profession, National Society of Black Physicists,

National Women's Studies Association or other equivalent programs in all disciplines)
with an emphasis on equity and inclusion