



## Revised T&P Guidelines

AMERICAN UNIVERSITY

W A S H I N G T O N D C

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School of International Service

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ACADEMIC UNIT CRITERIA TO BE APPLIED IN FACULTY ACTIONS FOR TENURE-LINE FACULTY INVOLVING REAPPOINTMENT, PROMOTION, AND TENURE, IN SUPPLEMENT TO THE MINIMUM STANDARDS DESCRIBED IN THE UNIVERSITY'S FACULTY MANUAL: MANUAL OF INFORMATION AND PROCEDURES, Section 11, Part 1.

### **General Guidelines**

American University and the School of International Service (SIS) require excellence in scholarship, teaching, and service from a tenure-line faculty member seeking to qualify for reappointment, promotion to Associate with tenure, and promotion to Full professor. SIS follows the general standards, timetable, and procedures for reappointments, promotion, and tenure laid out in the American University Faculty Manual, Candidates' Procedures for Tenure-Line Faculty Actions, and supplemental instructions from the Dean of Faculty and the Committee on Faculty Actions.

This document seeks to specify further these criteria for faculty members in SIS applying for reappointment, promotion, or tenure. In evaluating a candidate's qualifications, reasonable flexibility shall be exercised. However, superior intellectual achievement is an indispensable qualification for reappointment, promotion and tenure. SIS strongly and unequivocally affirms that superior intellectual achievement can be demonstrated in any discipline and on any topic of research. Intellectual achievement is defined by the quality of the research, and not the topics or findings of the research.

SIS also recognizes that historical and contemporary biases and discrimination, including on the basis of gender, race, disability, color, sexual orientation, age, class, caste, ethnicity, citizenship, nationality, religion, and political views, have restricted access, opportunities, and recognition in the academic establishment to certain persons and denied it to others. SIS must achieve and sustain diversity, equity and inclusion (DEI) through institutional change that is the responsibility of the university, the school and the faculty. SIS values and commends contributions by candidates to DEI in their scholarship, teaching, and/or service. When biases

may hinder a candidate's case for reappointment, tenure, or promotion, it is incumbent upon the SIS faculty to actively reflect on and counteract those biases.

### **Scholarship**

As a multidisciplinary school, SIS recognizes multiple paths to reappointment, promotion and tenure. Candidates must demonstrate scholarly excellence and intellectual impact as evidenced by publication in respected, refereed, academic venues.

#### *Reappointment*

SIS expects candidates for reappointment to demonstrate progress toward meeting the standards for tenure as outlined in the following section. They can provide evidence of such progress through submission of books, journal articles, book chapters, and drafts of work in progress.

#### *Tenure and Promotion to Associate Professor*

High-quality intellectual work is the fundamental criterion for tenure and promotion. Within SIS, publications and other work will be read and evaluated, not merely enumerated.

SIS expects that, to be recommended for tenure and promotion, a faculty member must be able to demonstrate that prior to and especially during AU/SIS service he or she has significant scholarly accomplishments in one or more fields and holds promise for greater future impact.

Peer-reviewed books, peer-reviewed book chapters and articles published in refereed scholarly journals, or the equivalent in certain fields (e.g. law journals, which are ranked but usually not peer reviewed), are the primary forms of scholarship considered for promotion and tenure at SIS. Successful tenure cases can be based on: 1) one peer-reviewed scholarly book and peer-reviewed scholarly articles, 2) multiple peer-reviewed scholarly books, or 3) a substantial number of peer-reviewed scholarly articles. In cases of multiple authorship, the candidate must clearly specify their contribution. Due consideration will be given to variations among fields and disciplines. If an established index does not exist for a press or journal in the candidate's field or discipline, it is the responsibility of the candidate to explain a venue's standing and impact. The impact of a candidate's scholarship will be assessed using a multi-faceted approach. Such an evaluation can include consideration of the following: the prestige or rank of the publishing outlet; the extent to which a candidate's published works have been cited by other scholars; published reviews of the candidate's work; national or international awards based on the quality of the written work; the evaluation of anonymous, external referees; and contributions of the candidate's research to public debates or professional practice.

In general, non-refereed publications, including edited books, book chapters, articles in non-peer reviewed journals, invited articles, and review essays can also be important in demonstrating impact, but may not in and of themselves serve as a substitute for refereed work. For other materials not specifically mentioned here, it is incumbent on the candidate

to demonstrate the degree to which those materials offer a contribution to knowledge or fit norms in the field most relevant to the candidate's work.

SIS encourages faculty to seek the academic recognition that comes from external funding or fellowships. The School does not require tenure-track candidates to win external funding, fellowships, or awards, but in line with the university's strategic plan, it views such awards as valuable measures of professional standing and recognition. It is incumbent on the candidate to demonstrate how the work that results from these awards has had an impact, and candidates should specify their role in multi-authored grant proposals.

Freedom of scholarly inquiry is a paramount value. SIS affirms that all faculty are entitled to full freedom in scholarship, consistent with the Faculty Manual. Tenure and promotion decisions will not favor research on any particular issue, nor any particular research findings. That established, candidates are encouraged but not required to indicate if any of their research activity contributes to DEI. Such contributions may include, but are by no means limited to, citing diverse sets of scholars in research; highlighting important scholarly perspectives that may have been overlooked; or producing research that examines issues related to diversity, equity, or inclusion.

Faculty evaluating candidates' portfolios for reappointment, tenure, and promotion will consider the multiple ways discrimination and exclusion can disadvantage a candidates' research portfolio, such as but not limited to bias in citations; the undervaluing of certain types of research that, though not exclusively, disproportionately affect members marginalized groups; or the undervaluing (e.g. lower impact factors) of publication venues for such work.

External scholarly evaluations of the candidate's work will take place as specified by the CFA/DOF Instructions for Submitting Files for Action and the Faculty Manual. All parties involved should carefully read the CFA/DOF Instructions regarding the number of letters, the number of suggestions candidates may make, the number of candidate suggestions that can be used, and other details regarding letters for the file. SIS also permits candidates to identify evaluators not to be solicited and these choices will be respected. After consultation with the candidate's Three Person Committee (3 PC), the SIS Dean will solicit outside written evaluation of the candidate's scholarly work. The candidate will not be informed of the names of those from whom written evaluations are being solicited; he or she will not have access to the letters once they are received. The outside letters are kept entirely confidential.

#### *Promotion to Full Professor*

Candidates for Full Professor must demonstrate a substantial post-tenure record of excellence in scholarship. As with the case for tenure, multiple pathways are valid. At least some of their publications must demonstrate an ability to communicate with a broad scholarly audience. Candidates must also provide evidence of being recognized leaders in their fields as substantiated by awards, invited lectures, editorship of volumes, collaboration with other scholars, and/or engagement in practice or training with organizations. Candidates can also establish evidence of scholarly, policy, and practice influence through a substantial number of

citations to their work, prestige or rank of publication outlets, and awarded fellowships and research grants. Central to being promoted to the rank of Full Professor is a proven track record of scholarly achievement that shows intellectual growth and widening scholarly and public impact. As with the case for tenure, SIS also values contributions to DEI through scholarship at the stage of promotion to full professor.

Outside scholarly evaluations of the candidate's work will take place as specified by the CFA/DOF Instructions for Submitting Files for Action and the Faculty Manual. All parties involved should carefully read the CFA/DOF Instructions regarding the number of letters, the number of suggestions candidates may make, the number of candidate suggestions that can be used, and other details regarding letters for the file. SIS also permits candidates to identify evaluators not to be solicited and these choices will be respected. After consultation with the 3 PC, the SIS Dean will solicit outside written evaluation of the candidate's scholarly work. The candidate will not be informed of the names of those from whom written evaluations are being solicited; he or she will not have access to the letters once they are received. The outside letters are kept entirely confidential.

*Submission of Files for Action and Addition of Updates:*

The date of submission of the file for action to the SIS Faculty Actions Committee (FAC) is the last relevant date for reporting publication of scholarship, other than updates regarding publication acceptances of materials already referenced in the file (as provided in the CFA's "Instructions for Submitting Files for Action").

## **Teaching**

The AU Faculty Manual (10[a]) states:

... Effective teaching enables students to acquire knowledge, develop critical thinking skills, and become active participants in the learning process. Each teaching unit or academic unit establishes guidelines for evaluating teaching by members of that unit.

Candidates should also present evidence of effective teaching by submitting a teaching portfolio consistent with the Dean of Faculty guidelines accessible here: <https://www.american.edu/provost/academicaffairs/faculty-resources.cfm> Standardized student evaluations of teaching are important, if imperfect, indicators. The Faculty Manual (10[a]) stipulates that measures of teaching effectiveness

...must extend beyond Student Evaluation of Teaching scores. Faculty may demonstrate effective teaching in a variety of ways, including course design, development of new curricular initiatives, up-to-date course content, student engagement and achievement outside the classroom, and adherence to evaluation procedures that accurately reflect student accomplishments. Teaching units or academic units may also view publication and presentation of teaching materials and methodologies as a contribution to teaching.

The Student Evaluation of Teaching (SET) reports constitute no more than 50 percent of the teaching evaluation. Faculty members are free to provide comments on the reports and to include or exclude student narrative comments.

Faculty evaluating candidates' portfolios for reappointment, tenure, and promotion should consider the multiple ways discrimination and exclusion can affect a candidate's teaching portfolio, such as but not limited to discriminatory bias in student evaluations as demonstrated across multiple peer-reviewed studies, as well as student resistance to course material and content presented by the candidate.

SIS affirms that faculty are entitled to full freedom in the classroom in discussing their subject, consistent with the Faculty Manual. Candidates are, nonetheless, encouraged to indicate if any of their teaching contributes to the advancement of DEI and understanding of issues related to DEI. Such contributions may include, but are by no means limited to, having diverse or historically under-represented sets of authors on course syllabi; incorporating diverse or under-represented perspectives into courses; employing pedagogical practices that are sensitive to biases and help diversify student participation; or mentoring underserved student populations. All faculty have a responsibility to encourage an inclusive classroom environment and to demonstrate in their file their efforts to accomplish this (beyond SETs). Tenure and promotion decisions will not favor particular pedagogies or topics in the classroom, nor particular themes of classroom discussion.

#### *Reappointment*

Candidates must demonstrate strong teaching skills. SETs and other measures must show effectiveness in teaching or indicate a sustained commitment to understand the teaching profession and improve one's expertise as a teacher.

#### *Tenure and Promotion to Associate Professor*

Candidates must provide evidence of being effective teachers. They must possess and be able to articulate a philosophy of teaching that highlights their particular strengths and their ability to translate such a philosophy into the classroom. SETs and other measures must demonstrate a commitment to teaching excellence and engagement with students.

#### *Promotion to Full Professor*

Candidates must provide evidence—in the form of SETs and other measures—of continued effectiveness as teachers and mentors of students. Candidates may also provide evidence of professional development in teaching in the form of attending conferences, publishing articles about pedagogy, or otherwise working to improve their own teaching skills.

## **Service**

Service to SIS, to the wider University community, to the faculty member's scholarly field, and to other constituencies outside the University is an intrinsic part of a faculty member's basic obligations. The Faculty Manual (10[c]i) states, "Engagement at American University is an essential component of faculty responsibility. Faculty members should demonstrate engagement in the university community, including a meaningful level of teaching unit, academic unit, or university service."

Candidates are encouraged to indicate if any of their service contributes to DEI. Such contributions may include, but are by no means limited to, involvement in school or university activities related to DEI; other efforts to promote DEI within the school or university; or promoting DEI in a professional field or discipline or in public policy or practice. SIS recognizes that such service opportunities may not be available. As undue service burdens are often placed on women and faculty of color, DEI service is not expected beyond the standard service expectations.

### *Reappointment*

Candidates are expected to assume moderate service commitments. This includes at least one assignment within SIS or the university, and voluntary efforts to assist one's program, teaching unit, or intellectual home. Service outside the university is welcomed but not essential.

### *Tenure and Promotion to Associate Professor*

Candidates must demonstrate a record of service. Within SIS, faculty should fulfill expectations as currently laid out in the SIS service matrix. This can include at least some service to AU as a whole.

Service to the profession is also valued. Such service may include reviewing manuscripts for presses and journals; serving as an officer in scholarly associations; organizing conferences, trainings, or practitioner engagements; or serving on review panels. Significant public service, including service to the local, national, international or policy community will also be recognized.

A faculty member whose record of service is insufficient will not receive promotion or tenure even if his or her teaching and scholarship is strong or superior.

### *Promotion to Full Professor*

Candidates must continue to fulfill SIS expectations, as currently laid out in the SIS service matrix. They should demonstrate a record of active and constructive contributions to faculty governance at all levels of the university community, and are encouraged to mentor SIS junior faculty. Furthermore, candidates must show evidence of service to the profession. This can include engaging actively with funding communities, serving as proposal reviewers and on review boards, and participating in scholarly, policy, and practitioner organizations. Faculty should be able to show that their service outside the university indicates their reputation within scholarly associations, the policy community, or practitioner organizations. However, such

*This does not constitute an employment contract.*

outside service to the profession or field does not replace unit or university service. A faculty member whose service is insufficient will not receive promotion even if his or her teaching and scholarship is strong or superior.

**Overall Evaluation Procedure**

**The SIS faculty will evaluate candidates on each of the above criteria (scholarship, teaching, and service) and hold a separate summary vote regarding the candidate's file.**