I. THE FACULTY

Voting faculty of the School of International Studies shall be:

1. Faculty a majority of whose teaching is normally within the School; and,

2. Those with letters of appointment designating them as SIS faculty; and,

3. Faculty who request affiliation with the School and who regularly teach in one of the following courses: Director’s Seminar, Contemporary World Issues, Perspectives on World History, Social Science Research Methods, Cross-Cultural Training, or Capstone; or who have SIS advisees.

II. FACULTY CHAIR

In accordance with UOP Faculty Handbook, the SIS Faculty Chair is the official representative of the SIS faculty to the director, the dean and the University administration.

Authority and responsibility. The SIS Faculty Chair is responsible for carrying out duties, primarily related to the SIS faculty and curriculum and research, such as the SIS voting faculty may direct. This will often include assisting the director in their duties which are primarily related to the faculty. The SIS Faculty Chair has the authority to call regular faculty meetings or special faculty meetings to consider any matters which come under the broad scope of faculty governance.

Election. The SIS Faculty Chair is elected on 3-year terms from among the SIS faculty with primary appointments in SIS by a secret ballot of the SIS Voting Faculty, during the spring semester, to serve beginning July 1. If no candidate receives a majority of the votes cast, there will be a runoff election as soon as possible between the top two vote getters. If necessary, an alternate to the SIS Faculty Chair will be elected in the spring to discharge the duties of the SIS Faculty Chair when he or she is unavailable.

Compensation. The SIS Faculty Chair will normally be granted one course released time during the year he or she is faculty chair.

III. SIS DIRECTOR

Minimum qualifications: Full professor with at least five years of faculty and/or administrative experience at Pacific.

Process of choosing the director: The SIS faculty submits the names and descriptions of the qualifications of two or more nominees to the dean, who can disqualify one or more. The SIS faculty shall then choose the director by majority vote from the remaining nominees. If the dean disqualifies all nominees, the SIS faculty can appeal to the Office of the Provost and/or submit a new list of nominees,
after which the process repeats.

**Term:** The director shall be appointed to a 3-year term subject to renewal by a majority vote of the SIS faculty and the approval of the dean.

**IV. FACULTY MEETINGS**

Faculty meeting should be held as necessary, but no less than once per semester. Meetings may be called by the Chair or by at least four voting Faculty upon written request to the Department Chair. A quorum (simple majority of voting faculty in residence) must be present in order to conduct business.

SIS faculty members unable to attend a meeting may vote in advance on a matter under consideration by submission of a written vote to the Chair.

Secret ballots shall be used if requested by any faculty member present.

Consent of the faculty shall mean approval by a simple majority of a quorum of the faculty at a departmental faculty meeting or by a simple majority of votes cast in a written ballot.

**V. ACADEMIC STANDARDS AND CURRICULUM COMMITTEE**

The Academic Standards and Curriculum Committee oversees the academic programs of the School of International Studies. It is responsible for planning and reviewing the curriculum, including establishing or changing the requirements of majors, and establishing or changing degree programs. It acts on petitions from students pertaining to grades, course credit in majors, and other academic matters. It makes decisions regarding academic disqualifications.

The committee’s decisions on student petitions are final unless appealed to the University Academic Regulations Committee.

On curricular matters, the Academic Standards and Curriculum Committee carries out all recommendations on major requirements, minor requirements and special topics courses decided by the faculty of the School of International Studies. Where appropriate, these recommendations are then submitted to the Provost and the Academic Affairs Committee of the University for approval.

The committee consists of three faculty members selected by a vote of the SIS faculty and is convened by the representative of the Director who is a non-voting member of the committee. The curricular chair will be chosen from among the faculty members.

**VI. GUIDELINES FOR FACULTY PROFESSIONAL TRAVEL**

In August, the director, in consultation with the Faculty Chair, will establish the pool of funds available to faculty for travel for the fiscal year.

First priority for funding will be given to those presenting a paper or a poster at a regional, national or international academic conference. Second priority will be given to those a) serving as a discussant; b) fulfilling a requirement of a professional service obligation; or c) carrying out other formal roles that have been approved for funding by a vote of the SIS faculty.

Travel, per diem, and conference registration fees are all eligible for reimbursement.
VII. PROMOTION AND TENURE GUIDELINES

Introduction

Tenure and promotion presume the demonstration of high quality achievement and promise of continuing success in teaching, scholarship, and service. Consistent with the University Faculty Handbook (Chapter 7) and College of the Pacific bylaws, the following weights are used to determine the relative place of teaching, scholarship, and service in the evaluation of School of International Studies faculty members: teaching 60%, scholarship 30%, and service 10%. In no case can outstanding records in scholarship or service compensate for deficiencies in teaching.

When a faculty member in the School of International Studies has a joint appointment in another unit or department within the College, the appointment letter for that faculty member shall be specific as to relative weights of teaching, scholarship, and service to be used in the evaluation of that faculty member. The appointment letter shall also be specific as to expectations regarding the division of the faculty member’s time and responsibilities with regard to teaching, advising, service, and other duties relevant to the evaluation of that faculty member’s performance. A majority appointment within SIS (defined as more than 50% teaching responsibility in SIS) includes the same voting rights as other SIS faculty.

These criteria apply only to evaluations at the departmental level. University policies make clear that the judgments of each level of the evaluation process [dean, promotions and tenure committee of the University, Provost, and President] are independent and the nature of evaluation of one level does not predetermine that of another level of the process. The outlined minima of accomplishments discussed throughout this document should be considered necessary, but not sufficient, conditions for tenure and/or promotion at each level.

Processes for SIS review for tenure with promotion to associate professor, appointment with tenure, promotion to full professor, or fifth year review of tenured faculty will be conducted in a manner consistent with the University Handbook and the By-Laws of the School of International Studies and College of the Pacific.

Evaluations for tenure with promotion to associate professor, for appointments with tenure, for promotion to full professor, and for fifth year evaluations of tenured faculty, will be based on written reports and/or on interviews or surveys from the following sources:

1. the faculty member being evaluated: the faculty member should provide a curriculum vitae and a self-evaluation report (with supportive materials) of his or her teaching, scholarly activities, and professional service.
2. students (both past and present) and advisees: where feasible, graduates should also be consulted. At least one evaluation of each course the faculty member teaches will be conducted using a procedure specified by the guidelines.
3. colleagues of the faculty member, including all members of the department in which the faculty member holds an appointment (or all members of the faculty in schools in which the faculty make decisions as a committee of the whole).
4. external reviewers with expertise in the appropriate discipline and/or subdiscipline; for evaluations for tenure with promotion to associate professor, for promotion to full professor, and for appointments with tenure. External letters should be requested by the chairperson of the evaluation committee or other relevant unit committee or individual, e.g. an evaluation review committee, and selected from a list compiled by the Department Chairperson. The candidate should see the list and have the opportunity to veto for cause a potential letter writer, but should not know who is ultimately requested to write a letter. All letters should be confidential and the
candidate should only view redacted letters that do not identify the institution or individual who wrote the letter. In the dossier, the external evaluation letters should be separated from the other letters of support.

The record of previous peer-review relating to scholarly and artistic activity should also be considered by the committee. (University Handbook, 7.5.5.c)

Upon completion of the review, the dossier, including the chair's letter and the evaluation committee report shall be submitted electronically to the Provost's office.

**Criteria for Tenure with Promotion to Associate Professor**

**A. Teaching**

**Expectations**
The school expects each of its members to demonstrate high quality performance across the range of teaching assignments: serving as an academic adviser, as well as teaching introductory-level and core courses and upper-level courses in the faculty member’s discipline, and teaching interdisciplinary team-taught core courses in the SIS curriculum. In addition to the regular assignments listed above, teaching may include supervising undergraduate independent study or research, or supervising students participating in experiential learning. SIS faculty must regularly advise students on appropriate study abroad coursework, and maintain the advising relationship as appropriate while the student is abroad.

The school further expects its members to remain current with developments in their disciplines and their specialties within their discipline, regularly incorporating advances in knowledge into their teaching. Moreover, the school expects its members to remain current with best pedagogical practices and to make skillful use of a repertoire of appropriate approaches to teaching and learning.

Additional aspects of teaching performance may include: teaching or advising in any interdisciplinary or cross disciplinary academic program at the University (for example, Latin American Studies or Environmental or Ethnic Studies), advising in such an interdisciplinary academic program; developing courses, curricula, and teaching materials; organizing or participating in collaborative content-based programs (workshops, seminars, etc.); participating in SIS’s program to assess student-learning outcomes. SIS will give the same weight to evaluating teaching in the core interdisciplinary general education program (Pacific Seminars) as it does all other courses; however, teaching in that program is not required for promotion or tenure, and exemplary teaching in that program cannot substitute for weak teaching in SIS core classes and classes in a faculty member’s discipline.

**Evidence used to determine teaching quality will be compiled from:**

1. Peer evaluation of teaching conducted while team-teaching.
2. Student course evaluations (analysis of course evaluations should never be reduced to only reporting simple averages of how the students rate the instructor or the course on some numerical scale, but should always include students’ written assessment of how well course objectives were achieved);
3. In-class observation and assessment during the evaluation period by the SIS Director, faculty chair, and members of the evaluation committee;
4. Peer evaluation of course syllabi and representative course materials, including examinations, assignments, presentations, etc.;
5. Student evaluations of academic advising;
6. Data on classes taught; students advised, independent projects supervised; experiential learning projects supervised;
7. Self-assessment of teachings, and participation in workshops, seminars, etc. related to teaching.

Additional evidence of achievement in teaching may include letters solicited from former students or advisees; records of participation or leadership in teaching workshops; solicitation and receipt of CAPD grants or other grants to enhance teaching; publication of textbooks, sourcebooks, or other materials to be used in teaching.

Criteria
To be awarded tenure with promotion to associate professor, the evidence must indicate high quality teaching by the time of evaluation with a pattern of consistent reflection and improvement before that. Peer evaluation must also indicate currency in the discipline.

In accord with the Pacific Handbook, university citizenship is to be evaluated as an integral part of teaching and advising. Responsible citizenship is crucial to quality teaching and advising in SIS because of the extensive cooperation needed with colleagues for our team teaching and for our interdisciplinary emphasis. Citizenship is not identical to congeniality. In teaching and advising, responsible citizenship consists of demonstrating attitudes and actions which show respect for one's colleagues across disciplines, and which help other faculty members so that as a learning community we further the SIS and Pacific goals of excellent teaching and personalized, thoughtful advising for students.

Demonstrating university citizenship is entirely consistent with professional disagreements among colleagues concerning paradigms, values, or best methods of teaching. We do not believe that academic freedom must be compromised at all in order to maintain such an environment.

Minimum acceptable responsible citizenship in teaching requires a level of respect toward colleagues such that there is no disincentive for any colleague toward interacting with any faculty member on a matter which would aid the teaching and advising of our students. In SIS we must also reward citizenship beyond the minimum in teaching because it encourages us to understand the other faculty members’ disciplines and perspectives and because it improves the students’ attitudes toward our interdisciplinary work.

Examples of laudatory citizenship in teaching and advising in SIS beyond the minimally acceptable level include, but are not limited to:
1. actively participating with other faculty members in designing and updating the core curriculum in SIS, including participation in all relevant aspects of the assessment process for course, departmental, and university learning goals;
2. consulting with the instructors in other courses in the sequence of the SIS core courses to avoid unnecessary duplication of material and to insure that no vital topics or methods are falling between the cracks of our courses;
3. helping an individual student’s research, though the student may be doing his or her research under another faculty member’s primary guidance;
4. actively participating in senior students’ research presentations;
5. discussing with colleagues substantive questions on topics from our core courses, both in private and in the classroom in front of students;
6. guest lecturing in others’ classes;
7. occasionally covering for a colleague who must miss a class;
8. discussing teaching techniques with colleagues;
9. other activities by a faculty member which contribute to demonstration of citizenship in teaching and advising at Pacific for our students may be considered by an evaluation committee.
B. Scholarship

Evidence
The School of International Studies considers scholarship according to the following three-part definition: (1) the advancement of disciplinary knowledge, (2) the advancement of interdisciplinary knowledge, and (3) scholarship of teaching and learning.

1) Evidence of high quality achievement in the advancement of disciplinary knowledge includes, but is not limited to:
   a) Original research in the form of peer-reviewed books or monographs published by a university press or other reputable trade publisher;
   b) Original research published as peer-reviewed journal articles;
   c) Original research published as chapters in peer-reviewed edited volumes;
   d) Original research disseminated through presentations or lectures given at professional meetings or programs; or
   e) Original research presented in contract research reports, policy papers, or other commissioned studies.

2) Evidence of high quality achievement in the advancement of interdisciplinary knowledge includes, but is not limited to:
   a) Original research published in the form of books or monographs published by a university press or other reputable trade publisher;
   b) Original research published as peer-reviewed journal articles;
   c) Original research published as chapters in peer-reviewed edited volumes;
   d) Original research disseminated through presentations or lectures given at professional meetings or programs; or
   e) Original research presented in contract research reports, policy papers, or other commissioned studies.

3) Evidence of high quality achievement in the scholarship of teaching and learning includes:
   a) Original research published in the form of peer-reviewed books or monographs published by a university press or other reputable trade publisher;
   b) Original research published in peer-reviewed journal articles;
   c) Original research published as chapters in peer-reviewed edited volumes;
   d) Original research disseminated through papers or lectures given at professional meetings or programs; or
   e) Original research presented in contract research reports, policy papers, or other commissioned studies.

Criteria
SIS requires the following minima in order to be awarded tenure with promotion to associate professor: a faculty member shall have at least three high quality article-length publications published or accepted for publication or a faculty member shall have a high quality book or monograph published or accepted for publication through an appropriate publisher. In the former case, at least two of these publications shall be peer-reviewed journal articles in category (1), the advancement of disciplinary knowledge. The third and any further publications may be peer-reviewed journal articles or chapters in peer-reviewed edited volumes in any of the three categories (1) the advancement of disciplinary knowledge, (2) the advancement of
interdisciplinary knowledge, or (3) the scholarship of teaching and learning. In the case of a book or monograph, it shall be in category (1), the advancement of disciplinary knowledge.

Research on teaching and learning is to be derived from the rigorous investigation of problems professors face as teachers in their discipline, in interdisciplinary education, or in intercultural education, in ways that can have general application to teaching and learning within the disciplines and among them.

Because the constituent disciplines of the School of International Studies have substantial sub-disciplinary and regional divisions, there is a broad range of acceptable outlets for publication in each discipline. It is impossible to provide a list of “preferred” journals or publishers. A faculty member shall publish in journals and through publishers that address the main groups of specialists in his or her field, and that are peer-reviewed by specialists. The peer-review process should be rigorous and competitive without an ex ante guarantee of publication or the exchange of fees for increased chance of publication or before acceptance in writing. In case of co-authored works, the candidate must clearly explain their substantive contribution to the whole of the work for each co-authored publication. Reviews for tenure or promotion will include external reviews from members of the discipline familiar with the subfield of the faculty member under review. Outside reviewers will offer evaluations of the appropriateness and quality of journals or publishers as well as the quality of material published.

The School of International Studies values interdisciplinary work and recognizes that a broad array of methodological approaches and theoretical perspectives may be used by scholars in the School’s constituent disciplines, thus, they may well publish in interdisciplinary journals or journals representing disciplines other than their primary discipline (for instance, Intercultural Relations, Sociology, Economics, etc). Publication in such peer-reviewed outlets is fully creditable.

The School believes that electronic books and journals should be considered equally valid media for publication, provided that they are peer-reviewed with the same criteria as print media.

Due to SIS’s collaborative, interdisciplinary nature, responsible citizenship in scholarly activity is to be evaluated. In scholarly activity, this means helping colleagues with their research and other scholarly activities as appropriate. It consists of attitudes and actions which show respect for the research of one's colleagues, especially from other disciplines, and which help other SIS faculty members further their goal of continuing scholarly development.

C. Service

Evidence

Service to the university, College, and SIS: candidates will submit information detailing their records of service and significant contributions to the university, college, and department. Additional evidence will include evaluation from colleagues who have shared university, college, and/or department service with the candidate for promotion or tenure.

Community and public service: candidates will submit information detailing their records of service and significant contributions in community and public service where such activities entail the dissemination of the results of scholarly research in forms accessible by non-specialists, or reflect the faculty member’s role as a university professor and an expert in a particular subject matter.

Service to the Profession: candidates will submit information detailing their records of service
and significant contributions to the profession, including holding office or other service in professional associations, organizing scholarly meetings or panels, discussing papers at professional meetings, editorial work in professional journals, newsletters, or scholarly presses, and participation in the peer reviewing process for publications or grant applications.

Criteria
To be awarded promotion with tenure, a candidate must supply evidence of participation in service to the university, college, unit. Additional evidence of service to the community or the profession will also be considered. Quality of service is at least as important as quantity. Responsible citizenship in helping other faculty members in their service work is expected of a faculty member and is to be evaluated. Responsible citizenship means that each faculty member must take on his or her fair share of tasks needed accomplished by the School, and perform them in a willing and competent manner. A faculty member’s service to society outside the university, while perhaps admirable, is relevant for a faculty evaluation if it derives from the faculty member’s role as a university professor and specialist in a particular subject matter, not if it derives from his or her role as parent, neighbor, or even citizen.

Criteria for Promotion from Associate Professor to Professor

A. Teaching: Evidence and Criteria

Promotion to Professor requires evidence of sustained high quality achievement in teaching and continued development as a teacher, as well as evidence of sustained high quality achievement in scholarship. The successful candidate must provide evidence of sustained high quality teaching demonstrated by colleague and student evaluations. Evidence of continued development may include evidence of additional teaching responsibilities, e.g. supervising undergraduate research or participating in the department’s learning assessment program or evidence of appropriate pedagogical innovation. Evidence may also include letters solicited from former students or advisees; records of participation or leadership in teaching workshops; solicitation and receipt of CAPD grants or other teaching-related outside grants to enhance teaching; publication of textbooks, sourcebooks, or other materials to be used in teaching. The candidate should also demonstrate a continued pattern of responsible citizenship in teaching activities since promotion to associate professor.

B. Scholarship: Evidence and Criteria

Promotion to Professor requires evidence of an ongoing scholarly program resulting in a contribution to and a favorable reputation within the candidate’s area(s) of specialization. The department maintains the following target for a faculty member to achieve in order to be promoted to professor: the successful candidate will provide evidence of the publication or acceptance for publication of at least three high quality peer-reviewed article-length publications or one high quality book or monograph through an appropriate publisher. In case of the former, two of the three must be peer-reviewed journal articles. The third and any further publications may be peer-reviewed journal articles or chapters in peer-reviewed edited volumes. These articles, chapters, or books must have been accepted for publication after the deadline for submission of review materials for promotion to Associate Professor. The successful candidate will also provide additional evidence of two other high quality achievements in scholarship. These may be either additional peer-reviewed publications or evidence of any other achievements listed under subheading I.B. of this document. For promotion to Professor, the candidate may provide evidence in any of areas (1), (2), or (3) of scholarship. The candidate should also demonstrate continuing responsible citizenship in scholarly activities among SIS colleagues since promotion to associate professor.
C. Service: Evidence and Criteria

Promotion to Professor requires a demonstration of leadership in service activities, including substantial contributions to College or university governance and service to the discipline, such as holding office in a professional association or refereeing academic research. Evidence for this evaluation is of the type listed in section I.C. of this document. The candidate should continue to demonstrate willing and competent involvement in service as evidence of responsible citizenship in service.

VIII. RELATIONSHIP TO OTHER GOVERNING RULES AND REGULATIONS

Nothing in these bylaws should be construed to supersede provisions of the Statutes of the University of the Pacific as described in the Faculty Handbook.

IX. AMENDING THE BYLAWS

Amendments to these Bylaws shall be submitted in writing to either the Director or the Chair and shall be approved by two-thirds majority vote at a faculty meeting at which a quorum of voting faculty are present.