

SCHOOL OF SOCIAL SCIENCES  
POLICIES AND OTHER DOCUMENTS

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## **MISSION STATEMENT**

Approved by the School of Social Sciences February 17, 1998.

The mission of the School of Social Sciences is to provide students with a historical and contemporary context for investigating and understanding the individual, communities and societies, and the commonality and diversity of the human condition through our teaching, research, and service. Because the School is committed to excellence, we encourage and support continuous development by teachers/scholars to create, share and advance knowledge, and we endorse the principles of the scientific method. We strive to provide high quality instruction, which promotes lifelong learning and allows students to develop the capabilities needed to meet the complexities and challenges of the future. We seek to fulfill our mission by instilling in our students, especially our majors, the knowledge and skills to analyze information in a rational and logical manner, communicate effectively, and apply a healthy skepticism to simplistic explanations of complex problems.

### **Learning Outcome Goals adopted by the School of Social Sciences**

#### **For the General Education Requirement**

#### **Central Issues, Ideas and Methods of Inquiry in the Social and Behavioral Sciences**

Adopted February 21, 2005

Students will be able to demonstrate an understanding of two important theories, models and/or interpretations in one or more disciplines in the social sciences. [For the purposes of General Education the Social Sciences include history, political science, psychology, sociology, journalism, criminal justice, economics and human geography.]

Students will be able to demonstrate an understanding of three specific ways in which the social sciences have contributed to our understanding of society in a contemporary or historical context.

Students will be able to evaluate and reach a conclusion about an argument or an explanation based on factual information provided in an assigned reading.

## SCHOOL OF SOCIAL SCIENCES TENURE AND PROMOTION CRITERIA

Approved by the School of Social Sciences September 28, 1998.

Candidates for tenure and promotion should familiarize themselves with tenure and promotion criteria in the *IUS Faculty Manual* and *IU Academic Handbook*.

### Criteria for Teaching

#### *Promotion from Assistant to Associate Professor*

Excellent: has developed an outstanding record of effective teaching across a range of courses that supports the mission and needs of the discipline/school.

Satisfactory: has developed a consistent record of effective teaching and evidence of functioning as a model and leader within the discipline, campus, university and/or profession.

Unsatisfactory: has not developed a consistent record of effective teaching and evidence of functioning as a model and leader within the discipline, campus, university and/or profession.

#### *Promotion from Associate to Full Professor*

Excellent: has developed a consistently outstanding record of effective teaching and evidence of highly effective functioning as a model and leader within the discipline, campus, university and/or profession.

Satisfactory: has developed a consistent record of effective teaching and evidence of functioning as a model and leader within the discipline, campus, university and/or profession.

Unsatisfactory: has not developed a consistent record of effective teaching and evidence of functioning as a model and leader within the discipline, campus, university, and/or profession.

#### *Lists of Valid Evidence for Evaluation Teaching*

Items such as the following should be submitted for assessment; there is no rigid formula for evaluating or weighting them. This should not be considered an exhaustive or preclusive list. No priority is implied by the order.

1. Evidence should begin with a statement of your teaching achievement in the context of your teaching goals and learning objectives.
2. Teaching involves activities directly related to the classroom as well as outside the classroom. You should include evidence that supports your achievements in both areas
  - a. You should provide information about your teaching activities directly related to the classroom. You should consider including information about such activities as **course development** (e.g., the creation of new courses, preparation for course syllabi, development of multi-media materials for classroom use and creation of materials for student work beyond the classroom), **delivery of courses** (e.g., integrating new knowledge and perspectives into course materials, preparing prior to each class, directing class discussion and learning groups and other forms of active student involvement, arranging guest lectures and maintenance of scheduled office hours each week), and **evaluation of student learning** (e.g., developing standards for student performance;

preparing examinations, quizzes and laboratory evaluations; preparing instructions for written and oral presentations; student conferences; reading, evaluating, and grading assignments; making written comments and suggestions on written assignments and maintaining student records).

- b. You should provide evidence that your teaching effectiveness extends beyond the classroom. Consider including information related to: **teaching beyond the classroom** (e.g., providing independent study opportunities, participating in individual student conferences, training student teaching and research assistants, supervising and directing graduate and undergraduate research, mentoring students through support of their research activities), **student advising** (e.g., giving advice on course selection, providing career guidance, providing personal counseling and referral, writing letters of recommendation or supervising pre-professional student organizations), **curriculum development** (e.g., serving on committees related to curriculum development, developing new programs and majors, designing new courses, working on team-taught courses, exploring and developing new teaching approaches and technologies and participating in regional and national conferences on curriculum development), **program assessment activities** (e.g., designing and implementing multiple strategies to assess program effectiveness and student outcomes, analyzing course and departmental student outcomes to consider modification or improvement of curriculum and instruction, observing and evaluating teaching materials and performance of colleagues and addressing and meeting external accreditation and assessment requirements), **scholarship related to teaching** (e.g., writing articles and monographs on teaching and learning theory, preparing grant proposals that support teaching-related research, implementation of new teaching approaches and sponsoring students to attend and participate in research meetings) and **service related to teaching** (e.g., recruiting, orienting and mentoring new faculty; evaluating faculty teaching; participating in professional conferences on teaching; speaking and consulting with private and community organizations concerning topics related to teaching areas; interacting with high-school administrators, teachers and students; attending student research conferences and advising student organizations).
3. You should provide evidence of the use of **multiple methods of assessment** that provide feedback about your efforts to **enhance your teaching effectiveness** and that provide information about how **well students are succeeding in meeting the learning goals** and objectives that you have identified in your courses. That is to say that you should present the results obtained from such assessment tools as multiple-choice and open-ended student evaluations, peer evaluation, student focus groups, self-assessment or Teaching-Learning Partners. Indicate how you have developed a regular cycle of assessment that helps you improve your teaching and helps you assess the effectiveness with which course-related activities contribute to students developing skills and knowledge related to course learning objectives.
4. You should include information about the number and variety of course that you teach. Describe how your course offerings support the mission and needs of your discipline and/or school.
5. Information about awards or other forms of recognition related to teaching would be included in this section as well.
6. In cases of promotion from Associate to Full Professor also provide evidence of your having served as a role model and leader to other faculty. Evidence would include letters or summaries from individuals who have benefited from your activities, observations, and reviews by individuals from beyond your discipline or campus.
7. Tenure cases should address the future direction of your teaching activities.

## Criteria for Scholarship

### *Promotion from Assistant to Associate Professor*

- Excellent: has developed a post-doctoral program of scholarship and has produced an outstanding record of sharing this work with professionals.
- Satisfactory: has developed a post-doctoral program of scholarship and has produced a record of successful sharing of this work with professionals.
- Unsatisfactory: has not developed a post-doctoral program of scholarship and/or has not produced a record of successful sharing of the work with professionals.

### *Promotion from Associate to Full Professor*

- Excellent: has developed a consistently outstanding record of scholarly contributions within the area(s) of expertise through sharing of original research or creative works and/or consultation based on established expertise.
- Satisfactory: has developed a strong and consistent record of scholarly contributions within the area(s) of expertise through sharing of original research or creative work and/or consultation based on established expertise.
- Unsatisfactory: has not developed a strong and consistent record of scholarly contributions within the area(s) of expertise through sharing of original research or creative work and/or consultation based on established expertise.

### *Lists of Evidence for Evaluating Scholarship*

1. Evidence for scholarship should begin with an identification and description of your research program. Tenure cases should specifically address the direction of your future research.
2. Scholarship involves sharing contributions with professionals beyond the campus. The following list should not be considered exhaustive or preclusive.
3. In general, Group A is considered a higher level of scholarship than Group B and Group C.

#### Group A

- a. Publication of a book or textbook.
- b. Publication of an edited book.
- c. Major grant application has been funded (i.e., \$5,000.00 or more outside of the IU or Metroversity system).
- d. Published articles in a refereed or professional journal.
- e. Published a book chapter in an edited book.

#### Group B

- a. A refereed presentation at a regional, national or international professional meeting.
- b. Technical or assessment report for external use by government, business, and social services.
- c. Consultation (includes summary, how your expertise contributed to the project, and value of contribution).

### Group C

- a. Book articles/ reviews.
  - b. Outside grant submitted but not funded.
  - c. Local grants received (i.e., IUS, IU, or Metroversity).
  - d. Being able to document systematic progress being made in a program of scholarly activity (e.g., establishment of a major data base, bibliography, etc.).
  - e. Local grant application submitted but not funded.
  - f. Non-refereed presentations.
4. You should provide evidence of the quality of your scholarly activity. Examples of this assessment may include unsolicited letter, reviews of your research by journal editors and reviewers, and usage from the Social Sciences Citation Index.
  5. IU Southeast Faculty Manual—Scholarship portion of the dossier must be reviewed by two or more appropriately qualified external evaluators. The candidate must provide a list of potential reviewers to conduct the review. The School Dean and/or SRC may request evaluations from one or more additional sources (Fall, 1996 and later).

### Criteria for Service

#### *Promotion from Assistant to Associate Professor*

- Excellent: has developed an outstanding record of service to various levels of the university, the profession, and/or the external community and is a contributing member of the academic community.
- Satisfactory: has developed a strong record of service to various levels of the university, the profession, and/or the external community and is a contributing member of the academic community.
- Unsatisfactory: has not developed a strong record of service to the university, the profession, and/or the external community and/or become a contributing member of the academic community.

#### *Promotion from Associate to Full Professor*

- Excellent: has developed a consistently outstanding record of service and leadership to various levels of the university, the profession and/or the community and is a contributing member of the academic community.
- Satisfactory: has developed an extensive and consistent record of service and leadership to various levels of the university, the profession, and/or the community and is a contributing member of the academic community.
- Unsatisfactory: has not developed an extensive and consistent record of service and leadership to various levels of the university, the profession, and/or the community and/or been a contributing member of the academic community.

*Lists of Valid Evidence for Evaluating Service*

Service is work that engages a faculty member's knowledge, skills and expertise for the benefit of students, academic units, the campus, the university, the discipline, the profession and/or the community. Service includes activities compensated by reassigned time. Service can be organized into four categories: **service to students, service to the institution, service to the discipline/profession, and service to the community**. While in service one often does not have as much control over direction and opportunities as one does in teaching and scholarship, the faculty member needs to establish service goals. Progress toward these goals should be assessed by both quality and quantity indicators which enable the person to affirm and approve his/her work and to be rated and rewarded. Indicators of quality include factors, such as impact/significance of the service, level of intellectual contribution, importance of the role played, communication/dissemination of the product, relationship to mission and integration with personal professional development. Indicators of quantity include time spent, at meetings attended and work done beyond meeting time.

1. You should identify and describe the focus (foci) of your service activities. You should include evidence of both the quality and quantity of your service within the areas of service to students, service to the institution, service to the discipline/profession and service to the community.
  - a. Examples of service to students include but are not limited to presentations to students, participation in orientation, advising or coaching student groups, attendance at student events and service on student committees.
  - b. Examples of service to the institution include but are not limited to serving on campus and university system committees, serving on task forces and special work groups and receiving awards for service.
  - c. Evidence of service to discipline/profession include but are not limited to participating in state, regional and national professional organizations, serving on committees or as an officer in these organizations, providing leadership for the organization and implementation of conferences and publications, such as newsletters.
  - d. Examples of service to the community include but are not limited to active participation in community organizations and youth groups, service as a board member or officer of these organizations, consulting with organizations, providing information or analyses for media, giving presentations to organizations, participating in collaborative endeavors with public and private agencies.

## CRITERIA FOR PROMOTION FROM LECTURER TO SENIOR LECTURER

Approved January 29, 2002.

For promotion from Full-Time Lecturer to Full-Time Senior Lecturer in the School of Social Sciences, candidates are assessed in the areas of teaching and service to the university. Successful candidates must receive either one excellent ranking and one satisfactory ranking or two excellent rankings.

For promotion from Part-Time Lecturer to Part-Time Senior Lecturer in the Social Sciences, candidates are assessed in the area of teaching. Successful candidates must receive an excellent ranking.

### Criteria for Teaching

*For Promotion from Full-Time Lecturer to Full-Time Senior Lecturer*  
*For Promotion from Part-Time Lecturer to Part-Time Senior Lecturer*

Excellent:	has developed an outstanding record of effective teaching that supports the mission and needs of the discipline/school.
Satisfactory:	has developed a record of effective teaching that supports the needs and mission of the discipline/school.
Unsatisfactory:	has not developed a record of effective teaching that supports the mission and needs of the discipline/school.

### *Lists of Valid Evidence for Evaluating Teaching*

Items such as the following should be submitted for assessment; there is no rigid formula for evaluating or weighting them. This should not be considered an exhaustive or preclusive list. No priority is implied by the order.

1. Evidence should begin with a statement of your teaching achievements in the context of your teaching goals and learning objectives.
2. Teaching involves activities directly related to the classroom as well as outside the classroom.
  - a. You should include evidence that supports your achievements in both areas.
  - b. You should provide information about your teaching activities directly related to the classroom. You should consider including information about such activities as **course development** (e.g., preparation of course syllabi, development of multi-media materials for classroom use and creation of materials for student work beyond the classroom), **delivery of courses** (e.g., integrating new knowledge and discussion and learning groups and other forms of active student involvement, arranging guest lectures and maintenance of scheduled office hours each week), and **evaluation of student learning** (e.g., developing standards for student performance; preparing examinations, quizzes and laboratory evaluations; preparing instructions for written and oral presentations; student conferences; reading, evaluating, and grading assignments; making written comments and suggestions on written assignments and maintaining student records).

- c. You should provide evidence that your teaching effectiveness extends beyond the classroom. Consider including information related to **teaching beyond the classroom** (e.g., participating in individual student conferences, training student teaching and research assistants, supervising and directing undergraduate research, mentoring students through support of their research activities), **student advising** (e.g., giving advice on course selection, providing career guidance, providing personal counseling and referral, writing letters of recommendation or supervising pre-professional student organizations), **curriculum development** (e.g., serving on committees related to curriculum development, exploring and developing new teaching approaches and technologies and participating in regional and national conferences on curriculum development), **program assessment activities** (e.g., designing and implementing multiple strategies to assess effectiveness and student outcomes, analyzing course and departmental student outcomes to consider modification or improvement of curriculum and instruction, observing and evaluating teaching materials and performance of colleagues and addressing and meeting external accreditation and assessment requirements), **scholarship related to teaching** (e.g., writing articles and monographs on teaching and learning theory, preparing grant proposals that support teaching-related research, implementation of new teaching approaches and sponsoring students to attend and participate in research meetings), and **service related to teaching** (e.g., recruiting, orienting and mentoring new faculty; evaluating faculty teaching; participating in professional conferences on teaching; speaking and consulting with private and community organizations concerning topics related to teaching areas; interacting with high-school administrators, teachers and students; attending student research conferences and advising student organizations).
3. You should provide evidence of the use of **multiple methods of assessment** that provide feedback about your efforts to **enhance your teaching effectiveness** and that provide information about how **well students are succeeding in meeting the learning goals** and objectives that you have identified for your courses. That is to say, you should present the results obtained from such assessment tools as multiple-choice and open-ended student evaluations, peer evaluation, student focus groups, self-assessment or Teaching-Learning Partners. Indicate how you have developed a regular cycle of assessment that helps you improve your teaching and helps you assess the effectiveness with which course-related activities contribute to students developing skills and knowledge related to course learning objectives.
4. Information about awards or other forms of recognition related to teaching would be included in this section as well.

## Criteria for Service

### *For Promotion from Full-Time Lecturer to Full-Time Senior Lecturer*

- Excellent: has developed an outstanding record of service to various levels of the university, the profession, and/or the external community and is a contributing member of the academic community.
- Satisfactory: has developed a strong record of service to various levels of the university, the profession, and/or the external community and is a contributing member of the academic community.
- Unsatisfactory: has not developed a strong record of service to the university, the profession, and/or the external community and/or become a contributing member of the academic community.

### *Lists of Valid Evidence for Evaluating Service*

Service is work that engages a faculty member's knowledge, skills and expertise for the benefit of students, academic units, the campus, the university, the discipline, the profession, and/or the community. Service includes activities compensated by reassigned time. Service can be organized into four categories: **service to students, service to the institution, service to the discipline/profession, and service to the community**. While in service one often does not have as much control over direction and opportunities as one does in teaching and scholarship, the faculty member needs to establish service goals. Progress toward these goals should be assessed by both quality and quantity indicators which enable the person to affirm and approve their work and to be rated and rewarded. Indicators of quality include factors such as impact/significance of the service, level of intellectual contribution, importance of the role played, communication/dissemination of the product, relationship to mission and integration with personal professional development. Indicators of quantity include time spent, meetings attended and work done beyond meeting time.

1. You should identify and describe the focus (foci) of your service activities. You should include evidence of both the quality and quantity of your service within the areas of service to students, service to the institution, service to the discipline/profession and service to the community.
  - a. Examples of service to students include but are not limited to presentations to students, participation in orientation, advising or coaching student groups, attendance at student events and service on student committees.
  - b. Examples of service to the institution include but are not limited to serving on campus and university system committees, serving on task forces and special work groups and receiving awards for service.
  - c. Evidence of service to discipline/profession include but are not limited to participating in state, regional and national professional organizations, serving on committees or as an officer in these organizations, providing leadership for the organization and implementation of conferences and publications, such as newsletters.
  - d. Examples of service to the community include but are not limited to active participation in community organizations and youth groups, service as a board member or officer of these organizations, consulting with organizations, providing information or analyses for media, giving presentations to organizations, participating in collaborative endeavors with public and private agencies.

## **PROCEDURES FOR ANNUAL MERIT RAISE RECOMMENDATIONS**

Adopted Wednesday, September 18, 2002.

Each discipline within the School of Social Sciences will review annual reports of the faculty within that discipline and will make recommendations to the Dean concerning annual merit pay increases. The exception to this rule for the 2002-2003 academic year will be Professor William Farrell. Since he is the only Criminal Justice faculty member, he will be placed within the discipline of Sociology for the annual merit raise recommendations. This will change in the 2003-2004 academic year when a new Criminal Justice faculty member is hired.

Each discipline will develop its own procedures, guidelines and criteria as to how to make these recommendations. These procedures, guidelines and criteria must be consistent with the Indiana University Southeast School of Social Sciences, Indiana University Southeast and Indiana University.

## **PROCEDURES FOR PROMOTION AND/OR TENURE AND FOR THIRD YEAR REVIEW**

Adopted Wednesday, September 18, 2002.

The Review Committee for promotion and/or tenure and for the 3<sup>rd</sup> year review will be composed of a minimum of 3 members of the discipline of the candidate with at least one additional member from a related discipline. The discipline will determine the procedures for the selection of its members to the Review Committee. Under no circumstances is the candidate allowed to select the members of the Review Committee. The candidate shall select the related discipline and the committee members will make a recommendation to the Dean as to who should serve as the outside member(s) of the Review Committee from that related discipline. The majority of the Review Committee must consist of tenured faculty members.

Exceptions to the rule – Disciplines with less than 3 or 3 members (Criminal Justice and Journalism) – In these disciplines the candidate shall select the related discipline(s) and the committee member (s) will make a recommendation to the Dean as to who should serve as the outside members of the Review Committee from that related discipline. The minimum size of the Review Committee is 4 members. As above, the majority of the Review Committee must consist of tenured faculty members.

Each discipline will develop its own procedures, guidelines and criteria for the promotion, tenure and 3<sup>rd</sup> year review process. These procedures, guidelines and criteria must be consistent with the Indiana University Southeast School of Social Sciences, Indiana University Southeast and Indiana University.

## **PROCEDURES FOR THIRD YEAR REVIEW AND PROMOTION/TENURE COMMITTEES**

Adopted October 20, 2004

The following proposal (see below) is supported by the Coordinators and is now being submitted for discussion and action by the School of Social Sciences. The purpose of this proposal is to standardize the procedures by the review committees within the School of Social Sciences.

The following actions will be required by review committees within the School of Social Sciences for the 3<sup>rd</sup> year and the promotion and/or tenure review processes:

1. The review Committee shall survey students from the classes taught by the candidate from the preceding two years. Only those students with a grade of C or above will be surveyed. The review committee shall prepare a written statement or summary concerning the results of the surveys. This statement or summary will appear in the committee's final report/recommendation. It is also important that the method of sampling be explained and a copy of the survey instrument with the results/data be attached to the committee's final report/recommendation.
2. The review committee shall observe the teaching of the candidate. Two members of the committee shall observe both introductory and, if possible, advanced level classes. The review committee shall prepare a written statement or summary concerning the observations made during these visits. This statement or summary will appear in the committee's final report/recommendation. It is also important that the dates, times, and classes that were observed be identified in the review committee's final report/recommendation.
3. The review committee shall have at least one interview with the candidate during this process.

Of course, the review committees will meet all other requirements as stated in the IUS Faculty Manual and the IU Academic Handbook.