

SCHOOL OF SOCIAL SCIENCES POLICIES AND OTHER DOCUMENTS

Mission Statement	Page 1
General Education Learning Outcome Goals	Page 1
Tenure and Promotion Criteria	Page 2
Lecturer Promotion Criteria	Page 7
Procedures for Annual Merit Raise Recommendations	Page 11
Procedures for Promotion and/or Tenure and for Third Year Review	Page 11
Procedures for Research and Creative Activity Review of Reassigned Time	Page 13
Standards for Social Sciences Online Course Review	Page 14
Procedures for Reviewing Program Student Learning Outcomes	Page 15

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 Asso	ciate 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 Evalating 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 commC /TT3 .7 (ev)-3.7 3 (o)-3.7 (f/TT3 .7 (ev)-an)1.7 ((e P)-2 (ro)-3.7

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 quantofesP1 (se (he))-2 (a)-snalopng aopme, ic lopinang-1

PROMOTION CRITERIA FOR LECTURER S

Approved April 10, 2020

For promotion from Full-Time Lecturer to Full-Time Senior Lecturer and Teaching Professor 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.

Criteria for Teaching

For Promotion from Lecturer to Senior Lecturer

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

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 de),p5.654e.1 (n)-3do1 T(s a)-5.

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.

For Promotion from Senior Lecturer to Teaching Professor

- Excellent: has consistently developed an outstanding record of service and leadership 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 an extensive and consistent record of service and leadership 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 an extensive and consistent record of service and leadership to various levels of the university, the profession, and/or the external community and is 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, as dervice 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.

Promotion to Teaching Professor or Full Rank Clinical Professor

- 1. These committees will be composed of four (4) faculty members.
- 2. The dean of the School of Social Sciences will select the chair of the committee from the candidate's discipline.
- 3. The committee will be composed of no more than three faculty members (who have obtained the rank of Full Professor, Teaching Professor and/or Clinical Professor) from the candidate's program. It will be left up to each individual program how these members will be selected.
- 4. The candidate may select the discipline of one outside member, and the chair of the committee will select the faculty member (of Full rank) from that discipline. However, the candidate will need to give justification for selecting the discipline of the outside member. "Outside member" will be defined as a faculty member from any discipline other than the candidate's discipline.
- 5. Any other outside member of the committee that is needed will be selected by the chair of the committee. The candidate will not get to name the discipline of this person.
- 6. Final approval of the outside members must come from the dean, in conjunction with the members of the committee from the candidate's discipline.

Promotion to Full Rank

- 1. These committees will be composed of four (4) faculty members.
- 2. The dean of the School of Social Sciences will select the chair of the committee from the candidate's discipline.
- 3. The committee will be composed of no more than 3 faculty members (who have obtained the rank of Full) from the candidate's program. It will be left up to each individual program how these members will be selected.
- 4. The candidate may select the discipline of one outside member, and the chair of the committee will select the faculty member (of Full rank) from that discipline. However, the candidate will need to give justification for selecting the discipline of the outside member. "Outside member" will be defined as a faculty member from any discipline other than the candidate's discipline.
- 5. Any other outside member of the committee that is ne044 -1.15a-1.4 1.7 (h)ne. However,.

Procedures for Research and Creative Activity Review of Reassigned Time

Approved by the School of Social Sciences September 26, 2017

Purpose:

To create a fair and equitable way for progress on research and creative activity to be monitored by the School for the granting of reassigned time.

Makeup of the Committee:

The Research Review Committee will consist of four tenured and tenure-track faculty, chosen by the faculty of the School of Social Sciences. No fewer than three of them shall be of full rank.

Procedures of the Committee:

By the first working day of March of each year, each faculty member, designated as being under review for that year, shall submit two documents to the Research Review Committee.

Each tenured faculty member shall be reviewed every three years, beginning three years after their tenure and promotion decision. Each faculty member designated as being up for review will submit two documents to the Committee:

- 1. The research and creative activity section of their annual reviews, going back to their previous review, or going back three years, whichever is the smaller number (or a reasonable facsimile of the documents).
- 2. A one-paragraph summary of what their research and/or creative activity goals are for the following three years.

Online Course Review Measures

(Approved by the School of Social Sciences March 2, 2020)

Measurable Learning Objectives

The course syllabus includes measurable learning objectives.

Interaction

IU Interaction Standard: The course is designed to include regular and substantive factorist interaction (based on federal requirements).

The course should include regular (repeated) and substantive instructor-initiated interactions that are related to the academic subject matter. This interaction must be more than giving a numerical grade or providing feedback on student work. In addition, grading of student submissions cannot be the sole form of instructor interaction in the course.

If you have evidence of interaction that exists outside of your Canvas site, please provide an explanation and submit to the dean.

See <u>IU's Interaction Standard</u> document for examples.

Procedures for Reviewing Program Student LearttttP <</g-1.7 (anOact)-110.5 (u[7c3.8 (ra)2.4