

Indiana University Kokomo
School of Humanities and Social Sciences
Annual Evaluation Guidelines

This document will apply to annual evaluations of the year that starts January 2020 and subsequent years.

Approved by the Humanities and Social Sciences faculty, January 6, 2017. Revisions approved May 3, 2017, April 26, 2018, and April 29, 2020.

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This document is a supplement to Indiana University policies pertaining to faculty work.

Annual Evaluations

Tenured or tenure-track faculty are evaluated in three areas: teaching, scholarship/creative activity, and service.

Clinical faculty and **lecturers** are evaluated in teaching and service. Half-time lecturers are evaluated in teaching only.

Tenured faculty who do not receive release time for scholarly/creative activity are not evaluated on scholarly/creative activity unless requested by the faculty member. Clinical faculty and lecturers/half-time lecturers are not required to do research or engage in creative activity. Deviation from these guidelines must be agreed upon by the individual faculty member, the department chair, and the Dean of Humanities and Social Sciences. Specific examples of “evidence” to support excellence in each of the three areas have been established in the *Indiana University Academic Handbook* and Indiana University Kokomo Faculty Senate documents. The aim here is to provide the faculty member sufficient information as to what might be included in each category to make the best possible case. This information provides the evaluator with evidence which can be used to make evaluative comparisons across the department. This document provides guidance to evaluators, and evaluators will make judgments of quality as well as quantity of evidence. Partial lists of such evidence are provided for each evaluative category, but are not intended to be all inclusive or “set in stone.”

Note: In cases where an activity might be claimed in multiple categories, the faculty member may choose which category to claim it as evidence or justify why an activity should apply in multiple categories.

1. Teaching

Faculty should present a narrative with examples that illustrate the extent to which the candidate has met the listed criteria, and which describe their efforts in the classroom. The prime requisites of an effective teacher are

- intellectual engagement, integrity, independence, and a willingness to consider suggestions and to cooperate in teaching activities;
- a spirit of scholarly inquiry which leads the teacher to develop and strengthen course content in light of developments in the field as well as to improve methods of presenting material;
- a vital interest in teaching and working with students; and,
- the ability to stimulate students’ intellectual interest and enthusiasm and to support student learning.

1.1. Examples of Evidence

The following is a list of the kinds of evidence that teaching faculty can include for consideration of their teaching effectiveness. The list is not intended to be exhaustive, and not all types of evidence are considered equal for the purposes of annual evaluation. Rather, it is the faculty member's responsibility to convey through their Annual Report the importance and impact of whatever pieces of evidence of teaching effectiveness they choose to include.

A. Teaching Load

1. Courses taught
2. Teaching courses in one of various non-traditional formats (e.g., a site not on campus, a hybrid or online format)
3. Teaching of students on an individual basis (e.g., independent studies, honors, supervisor of graduate proposal, chair of master's thesis, member of thesis committee, undergraduate research)
4. New course preparations
5. Field trips or other travel conducted as a major or minor part of a course
6. Supervising of internships

B. Course Material

1. Evaluated student materials
2. Study guides or handouts generated to give supplementary information
3. Textbooks submitted, accepted, or published
4. Textbook receiving a review in a publication

C. Curriculum Development

1. Course revisions
2. Development of new course(s)
3. Major changes in an existing course
4. Incorporation of new technologies, issues of diversity, or service learning
5. Conversion of a course to new format
6. Team teaching or interdisciplinary courses
7. Development and support of experiential learning activities
8. Development of academic programs
9. Development of new major or minor

D. Diversity

1. Taught courses on diversity
2. Incorporated diversity into courses
3. Assessment of diversity, equity, or inclusion in courses and/or curricula

E. Civic Engagement

1. Teaching courses with a significant service-learning component
2. Teaching courses that include community-based research by students
3. Teaching courses with community outreach efforts

F. Student Evaluations

1. Standard course evaluation forms, both numeric ratings and student comments
2. Student evaluation forms created for a particular course
3. Unsolicited letters from students
4. Letters from graduates of the program

G. Effectiveness in Classrooms/ Learning Outcomes/ Measures of Effectiveness of Teaching

1. Scores on national tests (if direct connection can be made between faculty member and test achievement)
2. Student presentations of papers at conferences
3. Student acceptance at graduate schools (with direct connection between acceptance and faculty member's teaching)
4. Assessment data of student achievement of learning outcomes

H. Student Success and Retention

1. Participation in Student Success Academy or similar program
2. Teaching in a Freshmen Learning Community (FLC) or First Year Community (FYC)
3. Teaching in the KEY Summer Institute or similar program
4. First year success activities

I. Kokomo Experience and You (KEY)

1. Design or coordination of the department or major KEY plan
2. Teaching a course in the KEY plan
3. Organizing Sophomore Sojourn or other KEY activities
4. Assessment of KEY learning outcomes

J. Peer Evaluations

1. Evaluations by department chairperson
2. Classroom observation and evaluation by faculty in the department
3. Classroom observation and evaluation by faculty in other IU Kokomo departments
4. Classroom observation and evaluation by reviewers external to the campus, including review of teaching materials

K. Professional Development in Teaching

1. On-campus events (e.g., those sponsored by CTLA or FACET)
2. University-wide events (e.g., FACET, Mosiac, etc.)
3. On-line workshops or webinars
4. Discipline specific workshops or activities
5. Presenting or developing materials for professional development
6. Serving as a chair, program coordinator, or director who provides teaching materials, workshops, and/or mentorship of other faculty, or otherwise supporting or enhancing the teaching of peers
7. Completing relevant coursework and performing other educational activities relevant to one's teaching
8. Earning an advanced degree in an area relevant to one's teaching

L. Assessment

1. Assessment of courses
2. Assessment of the major
3. General education assessment

M. Teaching Grants

1. Individual/co-authored grant proposals submitted or funded
2. Grant proposal reviewer

N. Scholarship of Teaching and Learning (SOTL)

1. Presenting SOTL papers or posters at conferences
2. Published in proceedings of SOTL conferences
3. SOTL articles published in peer-reviewed publications
4. Submissions to teaching resources

O. Teaching Awards

1. Campus awards: FACET membership, Trustee's Teaching Award, Claude Rich Award, Amicus Award, other IU Kokomo teaching awards
2. University awards (awarded across IU campuses)
3. Organizational, regional, national, international awards

P. Clinical Teaching Activities

1. Developing workshops related to area of clinical expertise
2. Developing community sites for practica
3. Supervising clinical placements/experience
4. Developing degrees or courses related to area of clinical expertise
5. Hosting and collaborating to support continuing education programs

6. Attending continuing education programs in support of teaching and licensure
7. Developing and producing public education programs
8. Bringing in practitioners
9. Providing clinical-related consultation
10. Mentoring students regarding licensure
11. Conducting research on clinical issues with students
12. Supervising of clinical student projects

Q. Other

1. Peer or compensated review of textbooks
2. Special enhancement of student learning opportunities such as accompanying students to conferences, and sponsoring students for undergraduate research conferences
3. Teaching activities of special distinction
4. Serving as external reviewer of other departments/programs/disciplines

1.2. Evaluation

The evaluation of teaching will be as follows:

At minimum, faculty must provide syllabi, a listing of courses taught, course evaluation data, and a teaching narrative for their annual review. The evaluation of teaching will be as follows:

An individual will be judged to be **Outstanding** in teaching when sources of evidence provide multiple measures of their engagement in teaching, rather than a single instrument or scale of success. The evidence presented will indicate engagement both with quantity and quality of the measures used. The results of such varied measures will be favorable, illustrating innovative methods in instruction; improvements in student performance; and may include engagement with students beyond the traditional classroom or studio (for example, by supporting or guiding student research; aiding students in applied learning settings; mentoring outside of classes; and so on). Faculty members will be available for consultation outside of classes. Student evaluations will reveal positive feedback from students, and/or the faculty member will illustrate that they have engaged in a feedback loop that produced demonstrably strong results.

An individual will be judged to be **Excellent** when sources of evidence indicate that the faculty member met listed criteria for reviewing teaching. Candidates seeking a rating of Excellent should provide multiple measures of their engagement in teaching, rather than a single instrument or scale of success. Candidates will likely provide materials that illustrate self-review, student review, and peer review and they often engage in a feedback loop to engage in a conscientious effort to improve. The faculty member will demonstrate availability for student consultation outside of

classes and they may assume additional responsibilities in mentoring students. In addition, candidates may establish themselves as leaders among their peers by providing peer reviews or mentoring other faculty members (on and off campus); publishing articles that contribute to the Scholarship of Teaching and Learning; or providing teaching resources and presentations for other faculty members. Student evaluations will include positive feedback, and/or will document the ways in which the faculty member has engaged in a feedback loop to evaluate and improve courses (as necessary) over time.

An individual will be judged to be **Satisfactory** when sources of evidence indicate that they have contributed to discipline/program needs for quality teaching and that they make a consistent effort to review and improve their teaching. The faculty member will demonstrate that they have read and considered student course evaluation feedback. The faculty member will be available for student consultation outside of classes (this may include office hours and electronic communication). Candidates seeking a rating of Satisfactory for Tenure and Promotion will, at a minimum, be able to provide a cumulative summary of documentation required on Faculty Annual Reports.

An individual will be judged to be **Unsatisfactory** when sources of evidence fail to meet the minimum standards for a Satisfactory rating. For example, an individual's materials may indicate that the faculty member is unable to document fully their contributions in teaching. Evidence may indicate that the faculty member is unresponsive to external feedback (for example, from peer reviews of teaching, student evaluations of teaching, or other feedback); the faculty member does not provide course materials (such as syllabi or class handouts) for review; that they are unavailable for consultation with students; and/or that they are unable to demonstrate that they have engaged in self-review of their teaching.

2. Scholarly and Creative Activity

Faculty members are expected to maintain expertise in their discipline. Further, faculty members are expected to contribute to their discipline by communicating their ideas to colleagues beyond the campus. The expectation for faculty producing research is the publication of research in a peer-reviewed journal suitable to the discipline. However, other forms of publication are acceptable. These may include, but are not limited to book reviews; conference presentations; encyclopedic entries; or scholarly workshops, among other things. Several of these items can contribute in a cumulative way to a candidate's overall portfolio of scholarly activity. One peer-reviewed journal publication, book chapter, or equivalent at least every three years, steady progress on a long-term project, or an appropriate combination of other activities enumerated below, constitutes satisfactory progress in research.

Scholarship can take many forms, and it specifically includes scholarship of teaching and learning. For example, publication of an article in the area of scholarship of teaching and learning that is peer-reviewed and consistent with the rigors of traditional publications in one's academic discipline (e.g., literature review, original

contribution to scholarship, etc.) can count as a peer-reviewed article for the purposes of the annual review as well as promotion and tenure.

NOTE: If listing a multiple authored work, please explain your contribution to the publication. This may include cross-disciplinary research, provided that the faculty member documents the extent to which the publication relied upon their field of expertise.

It is appropriate for faculty in some disciplines to produce creative work instead of or in addition to research. These are generally works of art. Such an option is typically determined during the initial appointment by the faculty member, Department Chair, and the Dean.

Creative works are evaluated by the quality and significance of the dissemination of that work. Credit for a given work is determined by the date of the dissemination of said work, rather than the creation date of the work itself. Faculty are encouraged to indicate the title, location and dates of all exhibitions, art and design commissions, installations, performances, grants, etc. It is recommended exhibitions be clearly identified as juried, invitational, solo, group, local, regional, national or international. Generally, these rankings are used in depicting importance of exhibitions. These dissemination opportunities may include but are not limited to the examples below.

NOTE: IU Kokomo's mission includes community outreach or community engagement, so faculty members are supported in research, scholarship, and creative activity that engages the broader community and through their particular expertise enhances or improves the lives of people in the region.

2.1. Examples of Evidence

Evidence of scholarly activity might include:

A. Books

1. Books published
2. Books accepted for publication
3. Books submitted
4. Essay or chapter in a scholarly anthology
5. Article published in a reference source
6. A review of book candidate has published
7. Significant revision of a text in a later edition
8. Edited book
9. Manuscript reader for publisher

B. Journals

1. Journal articles submitted
2. Journal articles accepted

3. Journal articles published
4. Editor, nonprofessional journal
5. Editor, professional journal
6. Editorial board member, professional journal
7. Referee for a journal

C. Conferences

1. Paper submitted for state, regional, national, or international meeting
2. Paper accepted for state, regional, national, or international meeting
3. Paper presented at state, regional, national, or international meeting
4. Paper presented at conference published in proceedings
5. Poster session presentation—note: indicate if poster session presentations are reviewed
6. Attendee, professional meeting
7. Chairing a meeting or being a respondent
8. Designing a particular panel of presentations
9. Scholarly workshops

D. Research Programs

1. Program grants
2. Program proposed--state, regional, national, or international meeting
3. Program accepted-- state, regional, national, or international meeting

E. Research Grants

1. Grant proposal submitted
2. Grants awarded
3. Grant proposal reviewer

F. Professional Development

1. Discipline-specific research workshops
2. Networking events (e.g., IU regional campus network events)
3. On-campus workshops (e.g., library workshops)
4. Ethics training (e.g., IRB, IACUC)
5. Completing relevant coursework and performing other educational activities relevant to one's appointed position's scholarly activities
6. Earning an advanced degree in an area relevant to one's appointed position's scholarly activities

G. Miscellaneous

1. Work in progress
2. Evidence of official recognition
3. Speech at another college/university or IU campus

4. Local programs/papers
5. Development of new competency
6. Works of practical or applied research
7. Computer applications
8. Projects undertaken in partnership with industry
9. Community-based research
10. Scholarship for the Public Good (see SHSS Promotion and Tenure Criteria, no. 3)

11. Other

Evidence of creative work might include:

A. Exhibitions

1. Juried exhibitions
2. Invitational exhibitions
3. Online exhibitions
4. Automatic (i.e. faculty exhibitions)
5. Group exhibitions
6. One-person exhibition
7. Regional exhibitions
8. National exhibitions
9. International exhibitions

B. Collections

1. Work accepted into a public collection
2. Work accepted into a private collection

C. Commissions

1. Commissioned work, public
2. Commissioned work, private
3. Professional design practice (work done with a client)

D. Reviews

1. Published reviews of creative work

E. Reproductions

1. Published reproductions of creative work

F. Professional Development

1. Discipline-specific creative workshops or conferences (such as on techniques)

2. Completing relevant coursework and performing other educational activities relevant to one's appointed position's creative activities
3. Earning an advanced degree in an area relevant to one's appointed position's creative activities

G. Other

1. Creative writing (where appropriate in the discipline of appointment)

2.2. Responsibility for Ensuring Legitimacy of Publications

Faculty, as professionals, have a responsibility for ensuring that their publications are published by reputable publishers and journals, subject to appropriate peer review and other external validation of quality.

If an administrator or promotion committee has doubts about the legitimacy of a publication, it is up to the faculty member to make the case that the publication is legitimate. Publications found to be lacking proper peer review and other recognized indications of external validation of merit and quality shall not count as evidence of achievement for any purposes, such as annual evaluation, promotion, and tenure.

What follows is a list of basic guidelines for judging journals and publishers. If after using these guidelines anyone continues to have doubts about a publication venue, they should consult with our campus librarians.

Journals

Note, while faculty may publish in journals with varying levels of impact, prestige, and quality, the school draws a distinction between legitimate publishers and disreputable publishers. Works from disreputable publishers will not be recognized by the school.

While this is not an exact science, some positive indicators of journal and publisher quality are:

- Journals published by a university or well-established professional organization
- Journals indexed in a reputable index with established review processes, such as ABI INFORM, PSYCINFO, Scopus, and so on

Negative indicators of journal and publisher quality would include:

- Being included in lists of predatory publishers, such as Beall's List of Predatory Publishers (available online)
- Being included in news stories concerning predatory publishers

- Displaying obvious, significant quality issues in websites and publications

Books

A substantial part of why books are weighted heavily for purposes of annual evaluation, promotion, and tenure, comes from a respected publisher selecting the book as worthy of publication. Respected publishers have a review and vetting process to ensure quality and provide external validation of merit of the work.

A variety of book publishing opportunities exist that do not employ a careful process for ensuring the quality of the publication. When venues lack controls to ensure the academic quality of the work, publishing in such a venue does not provide the necessary external validation of merit necessary for annual evaluation, promotion, and tenure purposes.

If a faculty member wishes to claim a self-published, print on demand, or other such work for the purposes of annual evaluation, promotion, and tenure, they must provide substantial evidence of external validation of the merit of the work. Examples of such external validation would be receiving an outstanding book award from a major professional organization, or other substantial external, professional recognition of merit. Note, a book self-published to serve as a work of art could be externally validated as any other work of art would be, such as being accepted into art shows.

2.3. Evaluation

The evaluation of scholarly activity will be as follows:

A rating of **Outstanding** will be given when a faculty member publishes multiple, significant scholarly peer-reviewed articles, book chapter(s), or equivalent in a single year; when the faculty member publishes a book in an appropriate academic press; and/or when their research products are accepted (or printed) in scholarly resources that generate a significant positive response.

Faculty will be rated as **Excellent** in research when a publication occurs within a given year. A publication may be counted for research credit either when it has been accepted, or when the article appears in print (and candidates should specify when they wish for credit to be applied). A multi-chapter or book-length publication may be counted twice: when a contract is assigned, and also when it appears in print.

A **Satisfactory** rating will be given when a faculty member publishes at the rate of a paper every three years, makes steady progress on a long-term project, or provides evidence of an appropriate combination of other activities as enumerated above.

An **Unsatisfactory** rating will be given when a faculty member does not publish at

the rate of a paper every three years, fails to make steady progress on a long-term project, or fails to provide evidence of an appropriate combination of other activities as enumerated above.

The Evaluation of creative work will be as follows:

An **Outstanding** rating will be given when four or more instances of dissemination of creative work meeting the definition of Excellent are achieved in the annual review. (Examples for excellence are listed below.)

An **Excellent** rating will be given when two instances of dissemination of creative work meeting the definition of Excellent are achieved in the annual review.

A **Satisfactory** rating will be given when no instance of dissemination of creative work meeting the definition of Excellent was achieved in the annual review, but appropriate progress is being made on one or more creative works.

An **Unsatisfactory** rating will occur when no instance of dissemination of creative work meeting the definition of Excellent was achieved in the annual review, and there is little or no evidence that appropriate progress is being made on one or more creative works.

Some examples of evidence for Excellence in Creative Work

- Work presented at venues with a regional, national, or international mission
- Work presented at a venue with a regional, national, or international reputation, or work invited by recognized artists or critics
- Work refereed, adjudicated, or juried by an appropriate expert
- Work placed in the collection of any organization or institution known for their collection
- Public or private commissions recognized by professional peers, journals, or textbooks
- Art works selected for reproduction in regional, national, or international journals, textbooks, or catalogs

3. Service

Service is

- involvement in department, division, campus, and university activities,
- involvement in professional societies/organizations, and/or
- involvement in the community, provided that it is related to one's own discipline/profession.

3.1 Examples of Evidence (not exhaustive)

A. All-university Committees

1. Chair, all-university committee
2. Member, all-university committee
3. Chair, professional school committee
4. Member, professional school committee
5. Chair, search and screen committee (all-university)
6. Member, search and screen committee (all-university)
7. Chair, university task force (or similar designed group)
8. Member, university task force (or similar designed group)

B. Campus committees

1. Chair, IU Kokomo committee
2. Member, IU Kokomo committee
3. Chair, IU Kokomo search and screen committee
4. Member, IU Kokomo search and screen committee
5. Chair, IU Kokomo task force (or similar designated group)
6. Member, IU Kokomo task force (or similar designated group)

C. School of Humanities and Social Sciences committees

1. Chair, school committee
2. Member, school committee

D. Departmental committees

1. Chair, departmental committee
2. Member, departmental committee
3. Chair, departmental search and screen committee
4. Member, departmental search and screen committee

E. Assessment

1. Assessment of courses
2. Assessment of the major
3. General education assessment

F. Advising

1. Student advising (e.g., graduate school expectations or applications, career options, etc.)
2. Advising during registration
3. Advising a student organization

G. Departmental Spaces (labs and studios)

1. Setting up a space
2. Substantial renovation of a space
3. Reorganization or maintenance of a space

H. Other Activities

1. Faculty Senate officer, UFC officer, or campus UFC representative
2. Providing development opportunities for other faculty
3. Mentoring a junior faculty member
4. Raising funds for programs/activities/scholarships
5. Public lectures in one's field
6. Field trips NOT associated with a particular course
7. Coaching an IU Kokomo Athletics Team
8. Website development/maintenance and other technological contributions
9. Work in achieving institutional goals of diversity, equity, and inclusion

I. Administrative Service

1. Coordinator of course taught by others
2. Director of programs such as International Studies, Honors, MALS, Writing Center, Applied and Community Research Center, etc.
3. Department chair
4. Discipline coordinator
5. Other duties as assigned

J. Professional Organizations

1. Chair, national, regional, state, or local committee
2. Member, national, regional, state, or local committee
3. Officer, national/state/regional level
4. Member, professional association
5. Chair a session in a professional meeting
6. Conduct or organize a training workshop/course on or off-campus
7. Consultant visit
8. Sponsor, student organization/activity

K. Community Service

1. Leadership in city, county, regional, state, national, or international service organizations
2. Recognized achievement for service by an organization in the university's service area
3. Working as a consultant for public, private, nonprofit, or other community organizations

4. Service on an advisory board, advocacy group, or other community agency
5. Appointment to service or advisory committees
6. Building relationships with community constituents or agencies

L. Professional Development

1. Workshops or conferences for leadership or administration
2. Required training (i.e., FERPA, sexual harassment)

M. Student Recruitment and Retention Activities

1. Organizing departmental events
2. Participating in departmental events
3. Participating in campus events and activities
4. Participating in off-campus events and activities
5. Participating in conferences or workshops
6. Supporting campus marketing campaigns

3.2 Evaluation

A faculty member's service is **Outstanding** when it can be demonstrated that the faculty member has extensive and varied contributions to multiple areas listed above, with evidence of leadership or participation with distinction. These activities will show that the individual participated in numerous service obligations; that their service load is recognized as heavy; and/or that their role in enumerated activities was substantial and valuable (i.e., not solely sitting on a committee, but making demonstrably strong contributions that required time and effort in multiple arenas).

A faculty member's service is **Excellent** when it can be demonstrated that the faculty member made significant contributions in one or more areas, with evidence of leadership or participation with distinction.

A faculty member's service is **Satisfactory** when it can be demonstrated that the faculty member has participated actively in departmental, divisional, campus, university, community, or professional life.

A faculty member's service is **Unsatisfactory** when the faculty member has not participated actively in departmental, divisional, campus, university, community, or professional life and/or has not contributed appropriately to the mission and/or work of the department, division, campus, university, community, and/or professional life.

4. Reporting

HSS faculty are expected to provide the same information in their Annual Reports as are required for IU Kokomo faculty generally. However, it is particularly important for HSS

faculty to provide the following information as part of their report (at a minimum):

- Regarding teaching: All course evaluation data; a listing of all student comments from course evaluations; all syllabi from courses taught that year; a reflective teaching narrative (e.g., a written statement where the faculty member describes their past teaching efforts and their plans for continued improvement of teaching); evidence and/or description of how diversity, service learning, and/or civic engagement are incorporated in courses as appropriate; and any other evidence necessary to support their arguments regarding their teaching quality.
- Regarding research (if applicable): Copies of all works accepted or published, if applicable (or evidence thereof); a narrative statement describing ongoing research work; a completed Capacity Model Form.
- Regarding service: A listing of all service activities; a brief description of the various service efforts.