

School Standards for Social and Behavioral Sciences

This policy covers all members of the School of Social and Behavioral Sciences faculty, including tenure-track faculty, non-tenure track faculty, and part-time faculty

Preamble

The faculty of the School of Social and Behavioral Sciences support the College standards and intend for the elements of this document to further elucidate the areas of teaching, scholarship, and service from the perspective of the social and behavioral sciences.

6.1 Teaching

- 6.1.1 Our highest priority in the School of Social and Behavioral Sciences is excellence in teaching.
- 6.1.2 Teaching in the social and behavioral sciences is particularly vital and challenging given the constantly changing nature of the subject, emerging research findings, societal implications, and often contentious nature of the issues, as well as the direct and important policy implications of the knowledge and understanding we foster. We are in the business of shaping engaged citizens, trained professionals, critical analysts, scientists, and contemplative scholars, all at the same time.
- 6.1.3 Therefore, the School of Social and Behavioral Sciences recognizes the vital importance of engaged and creative teaching; and we recognize that the role of teacher may extend beyond the classroom to include
 - 6.1.3.1 the development and supervision of internships and student research opportunities,
 - 6.1.3.2 professional and personal precepting, and
 - 6.1.3.3 development and fostering of opportunities for community, social and policy engagement for our students.
- 6.1.4 All of these modes of student engagement, teaching, and guidance are vital to our task, and will be recognized as examples of excellence in teaching.

6.2 Scholarly and Creative Activity

- 6.2.1 The School of Social and Behavioral Sciences recognizes the value of innovative, original, disciplinary, and interdisciplinary scholarship.

- 6.2.2 Scholarship that enriches or advances our understanding of social change and human behavior is clearly valuable, and should not be constrained by disciplinary boundaries.
- 6.2.3 Similarly, scholarship ranging from the theoretical to the empirical that enhances the public understanding of social issues and pressing policy matters or which assesses interventions and resources that benefit the well-being of individuals, families, organizations and communities is also valued and may take the form of books or articles, professional papers, policy documents, innovative curricula, online professional educational teleconferences and journal submissions, and many other printed products or media that help inform citizens, shape public dialogue, inform policymaking, and improve the lives of diverse people across the lifespan.
- 6.2.4 Programs may determine the relative value of these forms of dissemination.
- 6.2.5 Similarly, public or professional presentations may play an important role in this process and will also be valued as examples of engaged scholarship. As a further reflection of our commitment to quality teaching, we believe that research, publications, or other endeavors that help advance pedagogical understanding and develop quality teaching may also be a valued contribution to the faculty member's research portfolio.

6.3 College and Community Service

- 6.3.1 Because the social and behavioral sciences are necessarily entwined with ongoing changes and challenges in society, policy, and culture, community service can be an important aspect of faculty development.
- 6.3.2 Multiple modes of community engagement are valued and consistent with the obligations of faculty members in the school. Service can take many forms and may include
 - 6.3.2.1 the development, enrichment, or leadership of the academic program,
 - 6.3.2.2 service to the college and school through participation or leadership in committees or other formal or informal college initiatives,
 - 6.3.2.3 service to the campus community through the development of engagement or enrichment opportunities for our students,
 - 6.3.2.4 broader community service with local, regional, or national organizations, and
 - 6.3.2.5 professional service of many types.

- 6.3.3 Service which brings a faculty member's skills, analytical abilities, or academic expertise to bear on a social challenge or objective is particularly valuable; similarly, general social engagement that enriches the community, tightens the bonds between campus and community, helps fulfill the college's responsibilities as citizen, or allows the faculty member to form a richer understanding of community issues and bring that understanding to their teaching is also of value.
- 6.3.4 The centrality of community and professional service to the applied research and teaching of many school faculty members may link service with teaching and research in important and indelible ways, and thus enrich multiple aspects of the faculty member's contribution to the college, community, and society.

Summary

Academic programs in the School of Social and Behavioral Sciences may define more specific guidelines for faculty promotion and advancement. Such guidelines may specify particular expectations for teaching, service, or research based in that program's priorities and needs. In addition, program standards might offer contextual details that help frame and define the professional expectations and norms in the respective discipline; this will help frame the individual faculty member's achievements for reviewers outside the discipline and enrich evaluators' understanding of program developments and needs as candidates' files are reviewed.