



## INDIANA UNIVERSITY

SCHOOL OF CONTINUING STUDIES

*Recommitted*  
 10/16/89  
 DIVISION OF LABOR STUDIES  
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TO: James Haw, Chair  
 Agenda Committee - IPFW Senate

FROM: *MA* Mark A. Crouch, Associate Professor and Coordinator  
 Division of Labor Studies

DATE: August 25, 1989

SUBJECT: Promotion and Tenure Procedure

Attached you will find copies of the Division of Labor Studies Statement on Promotion and Tenure (II-A, 3-a) and Promotion and Tenure Dossier Examination Routes for School of Continuing Studies Faculty (II-A, 3-b) from the Division of Labor Studies Policy Manual.

A Labor Studies faculty member's Promotion and Tenure case must first pass through the Labor Studies faculty committee and the Labor Studies Director before it arrives at the School of Continuing Studies system-wide Promotion and Tenure Committee. After passing through the School Committee and through the School of Continuing Studies Dean, the case is brought to the campus Promotion and Tenure Committee and passes through the campus Dean of Faculty or Academic Vice Chancellor, and through the Campus Chancellor before it goes to the IUPUI Vice President for system-wide schools.

This is the procedure that has been used to tenure faculty members within the Division of Labor Studies on the campuses of IU Kokomo, IU Northwest, IUPUI, IU South Bend, and IPFW.

Tenure for Labor Studies faculty members is campus specific and not tenure for the IU system. We have had one case where a tenured faculty member transferred from a regional campus to the IU Bloomington campus and took their tenure with them, but only with the permission of the IU Dean of Faculties.

If I can provide more information, don't hesitate to contact me.

## II-A, 3-a

DIVISION OF LABOR STUDIES (DLS) SUPPLEMENT  
To the Indiana University Academic Handbook  
and the School of Continuing Studies (SCS)  
Statement on Promotion and Tenure

The Academic Handbook states that in applying the traditional criteria of teaching, research and creative activities, and service, "promotion considerations must take into account differences in mission between campuses, and between schools within some campuses, as well as the individual's contribution to the school/campus mission. The relative weight attached to the criteria above should and must vary accordingly." Also, "tenure considerations must take into account the mission of the particular unit and the individual's contribution to that mission."

The SCS statement on Promotion and Tenure states that "the academic program of Continuing Studies differs substantially from that of other academic areas of the University with respect to program content, clientele, teaching methods, and financing. Therefore, consideration for appointment and promotion must be relevant to the areas in which performance will be evaluated."

The mission of the DLS is "to provide university-level non-credit and credit labor studies programming to meet the needs of workers, as members and leaders in their employee organizations, as active and interested citizens in their communities, and as free and responsible individuals in a democratic society." Labor Studies is an atypical academic discipline. It exists because a labor movement exists and Labor Studies was created to serve the educational needs of that movement. Thus, as we strive to serve a particular segment of the population (organized labor), our working environment differs greatly from that of the academic community as a whole.

DLS faculty are on 12 month appointments and must assign a significant percentage of FTE to program development and administration. Also, in the absence of standard "texts" for many courses and programs, the DLS faculty must prepare special manuals and materials for classroom use. In order to cover our program service areas, DLS faculty responsibilities often involve considerable travel time. Finally, DLS faculty are Program Coordinators for their service areas. Program coordination involves: outreach related to contact with and servicing our constituency; planning curriculum; counselling students; interviewing, hiring and training part-time instructors; and other administrative tasks.

The following sets forth the DLS criteria related to promotion and tenure considerations and provides guidelines for appraising the contributions of DLS faculty in the areas of:

I. Teaching

## II-A, 3-a

## II. Researchg and creative activities

## III. Service of the Division of Labor Studies, School of Continuing Studies, Indiana University, the community, and the profession.

## I. TEACHING

Division of Labor Studies faculty must be effective teachers. In order to be effective, a DLS coordinator needs the ability to relate to working adults, and skill in the use of a variety of adult education methods and techniques of instruction. According to the SCS Governance Statement, "teaching excellence in continuing education is more than imparting knowledge available in texts or from research. A requisite for excellence in teaching, therefore, is the ability of collect, organize, and present information or research findings that are useful and meaningful to the continuing educationsadult clientele." In addition to the guidelines given in the SCS Governance Statement, the following are suggestions for documenting the level of performance of DLS faculty in the area of teaching. This listing is not meant to be all-inclusive, or in order of priority.

1. Evaluations of the candidate's teaching by DLS and other faculty, based on classroom visitation.
2. Evidence of efforts by the candidate to improve his/her teaching by actively participating in workshops, seminars or other programs designed to improve teaching effectiveness.
3. Information on the "teaching load" of candidate as related to the mutually agreed upon goals of the director and the candidate.
4. Student evaluations of the candidate's teaching. Such evaluations should consist of letters from former students solicited by the director, unsolicited letters from former students, and end-of-course evaluations.
5. The development and use of labor studies teaching methods and materials which may include student and instructor manuals, classroom handouts, video tape, role playing, visual aids, etc.

## II-A, 3-a

## RESEARCH AND CREATIVE ACTIVITIES

As stated in the School of Continuing Studies document on Promotion and Tenure, "research" is a broad concept which may encompass both innovative programming and the development of instructional materials if such materials require research in their preparation. This is of particular import to the Labor Studies program, as the very nature of our discipline often requires DLS faculty to engage in more than what would be conceived of as traditional academic research.

Given the above, research and creative activities must be broadened conceptually to include forms of research directly related to delivery. For example, a manual developed for a new course or a conference or articles written explicitly for classroom use often require a significant amount of research and represent an original approach to the presentation of subject matter. The development of outlines for new courses should also be considered in this vein. In addition to the guidelines given in the SCS Governance Statement, the following are suggestions for documenting the level of performance of DLS faculty in the area of research and creative activity. This listing is not meant to be all-inclusive, or in order of priority.

1. Comments by colleagues and others concerning the quality, quantity, and effectiveness of the candidate's research.
2. Comments, from experts in the candidate's field, about materials prepared by the candidate.
3. Evidence of research performed to develop new courses and to keep up in the candidate's field...course outlines, course manuals, conference manuals, etc.
4. Evidence of research in connection with invited or competitive papers/presentations at professional meetings, colloquia, seminars, etc.
5. Publication of articles, book reviews and notes in professional journals; independent study syllabi; labor education manuals; textbooks; etc.
6. Use in other labor education programs of materials prepared by the candidate.

## III. SERVICE

All DLS faculty are also administrators in their role as Program Coordinator for a geographic and/or programmatic area.

## II-A, 3-a

According to the Academic Handbook, "the performance of services for the University or for external organizations may retard accumulation of evidence for proficiency in research or teaching even while contributing to the value of the individual as a member of the University community...in such cases effective services should be given the same consideration...as proficiency in teaching or research." This is particularly relevant for labor studies faculty since the student body is non-traditional, non-residential, and must be recruited by activities not required of faculty in most other academic disciplines.

As indicated in the School of Continuing Studies Promotion and Tenure statement, "the evaluation of service should be in terms of the effectiveness with which the service is performed, its relationship to the general welfare of the organization/agency, and its effect on the development of the individual." In addition to the guidelines given in the SCS Governance Statement, the following are suggestions for documenting the level of performance of DLS faculty in the area of service. This listing is not meant to be all-inclusive, or in order of priority.

1. Comments and reports about the candidate's involvement in labor and professional organizations including memberships, committee service, or activities.
2. Comments, documents, and reports which demonstrate the accessibility and interest of the candidate in providing consultive/referral services to labor and community organizations in the candidate's area(s) of expertise.
3. Comments, documents, and reports which demonstrate community involvement--evidence of participation in activities which extend the DLS mission to the labor or larger community.
4. Comments, documents, and reports which describe the candidate's contributions to Division, School Campus or University committees or activities.
5. Comments from colleagues, administrators, program participants, advisory committee members, and others regarding the candidate's effectiveness in program development and administration.
6. Comments, summaries, and reports about enrollment trends, areas serviced and goals met through programs coordinated by candidate.

II-A, 3-a

7. Evidence of fully functioning local or area advisory committees or the equivalent, in terms of program support by labor organization representatives. This could include examples of advisory committee meeting summaries or letters from unionists.

Approved September 1983