



**DEPARTMENT OF
ENGLISH AND LINGUISTICS**

INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE

**Department of English & Linguistics Criteria for Teaching, Research, and Service Effectiveness
Faculty Workload Evaluation Criteria**

Teaching Load (See SD 10-14)

- A. The normal teaching load for full-time faculty is twenty-four (24) hours an academic year.
- B. The normal teaching load is eighteen (18) hours an academic year for full-time faculty members who
1. Both hold a Ph.D. (or have a record of published research) and are currently engaged in research, or
 2. are newly appointed and engaged in completing a Ph.D. thesis during their first year of service

Either after the award of tenure and promotion, or at least five years after the award of tenure, faculty at the rank of Assistant Professor or above may choose one of the following:

- a) The equivalent of three (3) lecture courses each semester and execution of a research program.
- b) The equivalent of four (4) lecture courses each semester.

Other adjustments in the workload of individual faculty may be made from time to time after consultation between the department chair and the faculty member and with the approval of other appropriate administrators.

Senate Document 10-14 requires that “Criteria for teaching, research and service effectiveness shall be established by departments in consultation with deans. These department criteria shall be available to all faculty in the department. Criteria shall be filed with OAA for information and evaluation shall be based on those criteria. Other expectations for faculty shall be clearly articulated so that 1) faculty know what is expected of them and how evaluation will take place and 2) others involved in evaluation understand the process and their roles in it.” We interpret “effectiveness” as described in SD 10-14 as parallel with what the department has agreed upon as “competence” for promotion. Thus, these criteria for effectiveness are drawn from the department’s promotion and tenure criteria addressing competence in teaching, research, and service for promotion from associate to full professor. Because a case for promotion is summative, some language has been changed to create a sense of ongoing efforts in the direction of those quantified targets.

Evaluation Criteria for Teaching, Research, and Service Effectiveness

Teaching

A faculty member will establish competence in teaching by providing evidence of effective teaching in his/her summary statement, which may include reference to the following: carefully prepared classroom materials, summative or formative peer reviews, acceptable student evaluations, other means of teaching assessment, pedagogical publications and presentations, or curricular development or other attempts to enrich student learning.

Research

A faculty member will establish competence in research by providing evidence of continuing engagement in the field as well as work toward achievement of scholarly and/or creative endeavor commensurate with achieving competence at the level of associate professor. In any given year, a faculty member will demonstrate a pattern of scholarly engagement, which may include peer-reviewed scholarly publications; unpublished work such as lectures, conference presentations, and the like; work that contributes to the faculty member's ongoing scholarly or creative agenda, such as grant applications, research in progress, or manuscripts in progress; and/or non-peer-reviewed publications that contribute to the field, such as encyclopedia articles or book reviews.

Service

A faculty member will establish competence in service by demonstrating that s/he works constructively with colleagues and performs responsibilities in a timely, intelligent manner.

Evaluation Procedures Starting with the annual report for the year 2016, faculty members will demonstrate their ongoing competence in teaching, research, and service in the three paragraphs forwarded to the department chair (or teaching and service sections for faculty members without a research assignment). For faculty members with a research assignment, the annual report format will henceforth include an additional paragraph summarizing plans for the upcoming year to demonstrate the ongoing nature of the research program. The chair has the discretion to request additional materials in support of the faculty member's case for competence in any of the areas.

Note: Nothing in this policy shall be interpreted as superseding or contradicting promotion and tenure policies of the department, college, or university.