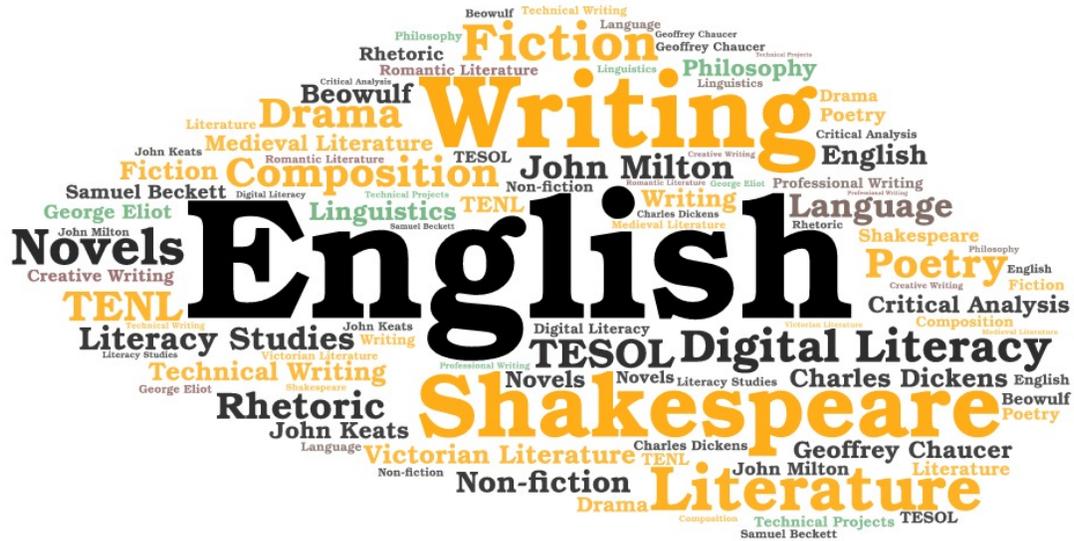


ENCHIRIDION

DEPARTMENT OF ENGLISH AND LINGUISTICS



The material that follows is based on Department and other university legislation and on current English and Linguistics practice.

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PART I: ACADEMIC PROGRAMS

Departmental Mission

The mission of the Department of English and Linguistics is to support the higher education needs of northeast Indiana by offering high quality instruction, and pursuing excellence in research and creative endeavor in the disciplines of writing, literature, folklore, linguistics, and related fields. It offers undergraduate and master's-level degree programs in English, as well as minors in English, creative writing, folklore, linguistics, and professional writing. The Department is committed to developing the intellectual, cultural, economic, and human resources of the community, not only through the intellectual work of its faculty and its course offerings, but also through outreach programs such as the *Appleseed Writing Project* and the *IPFW Visiting Writers Program*.

Program Outcomes

(Revised & Approved: 02/10)

The Departmental outcomes reflect the Baccalaureate Framework of IPFW's General Education program. Each concentration has outcomes that reflect the infusion of the institutional outcomes throughout the program. Please see page 7 for this alignment of Departmental outcomes and institutional outcomes.

Assessment

(Revised & Approved: 02/3/09)

- 1. Elements of student academic achievement:** Assessment will be integrated with the Department's regular course offerings. To this end, instructors will be expected to define outcomes for all courses. These outcomes should be consistent with the course descriptions listed in the undergraduate and graduate bulletins, with programmatic outcomes described in this *Enchiridion*, and with the goals of the university's framework for the baccalaureate degree. These outcomes should be included as a regular feature in the course syllabi. Examinations, essays, and other assignments that form the bases of course grades should reflect the outcomes set forth in course syllabi.

In their annual or five-year reports, faculty should evaluate one or more of their courses by (1) linking course outcomes to the baccalaureate framework; (2) describing how one or more of those outcomes are achieved and evaluated; (3) reflecting on how well their students are meeting those outcomes; and (4) describing any curricular or pedagogical changes resulting from that assessment. Additionally faculty should include syllabi and copies of the major assignments (final examinations, term papers, etc.) on which grades are based. These materials will be reviewed by the Faculty Review Committee and the Department Chair, who will make separate comments and recommendations as appropriate. The Composition Committee will review the syllabi and major assignments of limited term lecturers and graduate aides assigned to teach in the writing program.

All faculty and instructors will deliver copies of their most recent syllabi to the Departmental office, which will maintain copies of these syllabi for ten years.

- 2. Interim Assessment** is based on an evaluation of materials collected from students in a two-hundred level course populated by students in the major. This course will be designated by the Department Chair at the beginning of the academic year. Course materials will be collected by the assigned instructor and delivered to the Chair. The Undergraduate Studies and Assessment Committee will review these materials, evaluate student achievement using rubrics consistent with the Department's programmatic outcomes, and report their findings and recommendations to the Department Chair. Interim Assessment of MA and MAT candidates will be based on at least one individual conference annually with Director of Graduate Studies.

- 3. Internal Exit Assessment** is based on an evaluation of materials collected from students in a three-hundred or four-hundred level course populated by students in the major. This capstone course will be designated by the Department Chair at the beginning of the academic year. Course materials will be collected by the assigned instructor and delivered to the Chair. The Undergraduate Studies and Assessment Committee will review these materials, evaluate student achievement using rubrics consistent with the Department's programmatic outcomes, and report their findings and recommendations to the Department Chair.

Pedagogical Framework for the IPFW Baccalaureate Degree Correspondence between Program and Framework Learning Objectives	
Department: English and Linguistics Degree Program: A.A. students; English Language; English Literature; Writing Concentration: Teacher Certification Baccalaureate Framework	
Program's Student Learning Element	Objectives
Acquisition of Knowledge: Students will demonstrate breadth of knowledge across disciplines and depth of knowledge in their chosen discipline. In order to do so, students must demonstrate the requisite information seeking skills and technological competencies.	English majors demonstrate literary, historical, linguistic, and rhetorical conventions and traditions of English through critically sound oral and written expression reflective of this integration of curriculum material. <i>English Language Concentration:</i> Students demonstrate their familiarity with the fundamental rules of operation and the social connections of natural languages, especially English; the evolution and transformation of the English language; and the analytical and descriptive tools of English linguistics. <i>English Literature Concentration:</i> Students demonstrate their acquisition of essential literary skills: familiarity with a broad range of American and English literary texts through the application of a variety of critical approaches to the analysis of literary texts. <i>Writing Concentration:</i> Students demonstrate their ability to read and write clearly and persuasively in various rhetorical contexts in the production of original compositions. <i>Teacher Certification Concentration:</i> Students will demonstrate their acquisition of the fundamental skills necessary for the secondary education classroom; knowledge of American and British literary texts; fundamental rules of oral and written communication; acquisition of pedagogical methodologies necessary for the instruction of literature and language in a secondary education environment.
Application of Knowledge: Students will demonstrate the ability to integrate and apply that knowledge, and, in so doing, demonstrate the skills necessary for life-long learning	Students use analytical and rhetorical skills to produce persuasive, critically precise essays that reveal an integration of research skills with the acquired curriculum. <i>English Language Concentration:</i> Students apply analytical and descriptive linguistic tools in evaluated coursework that measures the acquisition of fundamental language skills: knowledge of the evolution and essential nature of language as a means of communication. <i>English Literature Concentration:</i> Students apply their knowledge of critical strategies in the production of analyses of essential literary texts. <i>Writing Concentration:</i> Students apply the fundamental principles of writing and rhetoric in the creation of original works of fiction, nonfiction, and/or poetry. <i>Teacher Certification Concentration:</i> Students engage in activities (classroom instruction, portfolios) that reflect their acquisition of the fundamental literary, language, and communication skills necessary for a successful secondary education instructor.
Personal and Professional Values: Students will demonstrate the highest levels of personal integrity and professional ethics.	Students demonstrate through peer review of written work and sound use of sources in research essays a respect for their colleagues and for the intellectual property used in their research. Student respect for class attendance and for critical engagement in dealing with secondary sources reflect personal integrity and a responsible acquisition of ethical values in literary and rhetorical studies. <i>(All concentrations)</i>
A Sense of Community. Students will demonstrate the knowledge and skills necessary to be productive and responsible citizens and leaders in local, regional, national, and international communities. In so doing, students will demonstrate a commitment to free and open inquiry and mutual respect across multiple cultures and perspectives.	Students come to recognize diverse communities and beliefs through literary studies that expose them to a multitude of heterogeneous voices. Students write essays and respond verbally to questions that have abiding historical and culture significance (e.g. consequences of war, racism, nationalism, personal bias). <i>English Language Concentration:</i> Students engage in projects that demonstrate their familiarity with the evolution of the language and the social connections of language that reflect the essential integration of English with the global community that contributes to its linguistic richness. <i>English Literature Concentration:</i> Students engage diverse communities and beliefs through literary studies that expose them to a multitude of diverse voices. <i>Writing Concentration:</i> Students engage in a number of interrelated reading and writing activities that ask them to evaluate, analyze, and contribute to the discursive community. <i>Teacher Certification Concentration:</i> Students acquire the fundamental rhetorical, literary, and pedagogical skills necessary to contribute to a secondary education environment as reflected in portfolios and classroom supervision.
Critical Thinking and Problem Solving: Students will demonstrate facility and adaptability in their approach to problem solving. In so doing, students will demonstrate critical thinking abilities and familiarity with quantitative and qualitative reasoning.	<i>English Literature Concentration:</i> Students integrate literary and cultural analysis of a broad range of literary texts to produce argumentative or analytical writing that responds to questions of genre, character analyses, literary style, and historical significance of various American and British texts. <i>English Language Concentration:</i> Students demonstrate critical thinking skills by the direct application of linguistic and descriptive tools to the study of the evolution and transformation of English as a global language. <i>Writing Concentration:</i> Students demonstrate the critical thinking necessary for developing rhetorically precise, persuasive writing. <i>Teacher Certification Concentration:</i> Students demonstrate critical thinking and problem solving skills in analyses of the characteristics, the history, and the development of our multicultural world.
Communication: Students will demonstrate the written, oral, and multimedia skills necessary to communicate effectively in diverse settings.	Students integrate written, oral, and multimedia skills to produce rhetorically sound essays, original creative works, and literary analyses that reflect rhetorical precision, clarity of thought and critical understanding of a wide range of historical, cultural, and ethnic texts and situations.

Assessment of MA and MAT candidates will be based on materials collected from courses designated by the Director of Graduate Studies at the beginning of the academic year. The Graduate Studies Committee will conduct an annual review of these materials and report their findings to the Department Chair.

4. **External Exit Assessment** will be conducted by the Department Chair in conjunction with the Undergraduate Studies and Assessment Committee and the Graduate Studies Committee. The two committees will prepare questions for an annual survey of students who completed undergraduate and graduate degrees during the previous academic year. The Chair will collect survey responses and deliver them to Undergraduate Studies and Assessment Committee and the Graduate Studies Committee. The committees will review the survey responses, and report their findings and recommendations to the Department Chair
5. **Review of the Program** will occur annually. The Department faculty will meet annually to review the various reports generated by the program, with particular concern to the recommendations they contain. The Department Chair will report the faculty response to the assessment data in his annual assessment report prepared for the College of Arts and Sciences.

PART II: THE DEPARTMENT AND ITS GOVERNANCE

Administrative Positions

(Revised & Approved 04/30/09)

Chair, (re)appointed triennially by the Dean of Arts and Sciences on the recommendation of the Department's faculty (see policy **appendix A-2**).

Director of Writing, (re)appointed triennially by the Chair.

Associate Director of Writing, Outreach (re)appointed annually by the Chair.

Associate Director of Writing, Instructor Development, (re)appointed annually by the Chair.

Director of Graduate Studies, (re)appointed annually by the Chair.

Coordinator, TENL License/Certificate Program, (re)appointed annually by the Chair

Coordinator, W129 (Intro. To Elementary Composition) Coordinator, (re)appointed annually by the Chair

Internship Coordinator, (re)appointed annually by the Chair on the recommendation of the Committee on Committees

Library Coordinator, (re)appointed annually by the Chair on the recommendation of the Committee on Committees

Publications Coordinator, (re)appointed annually by the Chair on the recommendation of the Committee on Committees

Readings Coordinator, (re)appointed annually by the Chair on the recommendation of the Committee on Committees

Visiting Writers Coordinator, (re)appointed annually by the Chair on the recommendation of the Committee on Committees

Web Coordinator(s), (re)appointed annually by the Chair on the recommendation of the Committee on Committees

Faculty Governance

(Approved 10/17/88)

Resident Faculty

Definition: All persons holding full-time teaching or research appointments in the Department of English and Linguistics, who have either permanent tenure or expectation of renewed appointment leading to permanent tenure, who are not on extended unpaid or medical leave of absence, and who are not retired from active service.

Governance Roles: Resident Faculty shall have full rights and responsibilities of governance, including but not limited to voting in any elections conducted by the Department, and eligibility to serve on all Department committees.

Emeritus Faculty

Definition: All persons holding emeritus appointments in the Department of English and Linguistics.

Governance Roles: The governance rights of Emeritus Faculty shall be limited to attendance at and speaking in Department meetings.

Non-Tenure-Track Faculty, including Continuing Lecturers

Definition: All persons holding full-time teaching or research appointments in the Department of English and Linguistics, of whatever academic rank, including Visiting Faculty and Continuing Lecturers, who do not have permanent tenure or expectation of renewed appointment leading to permanent tenure.

Governance Roles: The governance rights of Non-Tenure-Track and Visiting Faculty and Continuing Lecturers shall be identical to those of Resident Faculty, except that Visiting Faculty shall not vote at Department meetings and in mail ballots, and shall not serve on the Committee on Committees or the Faculty Review Committee (10/26/98). The governance rights of Continuing Lecturers shall be identical to those of Resident Faculty, which includes voting rights but excludes serving on the Committee on Committees or the Faculty Review Committee (08/15/06).

Associate Faculty (Limited-Term Lecturers)

Definition: All persons, including Associate Instructors, holding part-time teaching, research, or professional service appointments in the Department of English and Linguistics.

Governance Roles: The governance rights of Associate Faculty shall be limited to attendance at Department meetings, eligibility to serve on the Composition Committee and any subsidiary

committees dealing with the writing program, and to addressing the Department meeting by arrangement with the presiding officer.

Persons on Leave

Resident Faculty on sabbatical leave, and on unpaid or medical leave of not more than one academic year, shall not have their governance rights abridged. Resident faculty on any other types of leave, definite or indefinite, shall have the governance rights of Emeritus Faculty and Administrators.

Change in Status

For the purpose of determining an individual's governance rights, changes in status from one category of faculty to another, except those due to resignation or other termination, shall become effective at the conclusion of the semester prior to the one in which the new terms of appointment become effective. In cases of resignation or other termination, changes in status shall become effective on the actual date of termination.

Department Committees

With the exception of the Committee on Committees, standing committees are appointed by the Chair on the recommendation of the Committee on Committees. Committee assignments are rotated regularly, with attention given to faculty preferences and the need to represent the Department's diverse interests and composition. Unless otherwise indicated, the Chairs of standing committees are elected by the committee members at their organizational meeting. Conveners of the initial meeting of each committee will be chosen at random by the Chair at the beginning of the academic year.

Committees report their actions to the Department and the Department Chair on a timely basis. In addition, committees also provide the Chair with a brief summary of their activities and actions during the year for distribution to the faculty at the end of the spring semester.

Visiting faculty do not vote at Department meetings or on Department ballots. Visiting faculty are exempt from committee service. (revised: 10/26/98)

Standing Committees

(Revised & Approved 04/1/86; 05/1/89; 03/26/90; 03/2/09)

With the exception of the Committee on Committees, and the Associate Faculty and Graduate Aide Council, standing committees are appointed by the Chair on the recommendation of the Committee on Committees. Committee assignments are rotated regularly, with attention given to faculty preferences and the need to represent the Department's diverse interests and composition. Unless otherwise indicated, the Chairs of standing committees are elected by the committee members at their organizational meeting.

Committees report their actions to the Department and the Department Chair on a timely basis. In addition, committees also provide the Chair with a brief summary of their activities and actions during the year for distribution to the faculty at the end of the spring semester.

Committee on Committees

Consists of three faculty members (excluding visiting and non-tenure-track faculty) elected for one-year terms by secret ballot, the terms to run from 1 July to 30 June, with elections to be held before 15 April. The Department Chair is an *ex-officio* member without vote. The Chair of the committee is the one receiving the most votes; in the case of a tie, a coin flip decides. The Committee on Committees conducts mail ballots and committee preferences, holds meetings for faculty comments if it wishes, but ultimately exercises its best judgment on committee assignments. It then advises the Department Chair on the recommended committee structure of the Department and committee membership, based on the principles of faculty interest and rotation. (10/15/76)

Promotion/Tenure/Sabbatical Leave Committee (for Sabbatical Policies, see Appendix B)

Consists of seven tenured members appointed to one-year terms by the Chair on the recommendation of the Committee on Committees. When formulating its recommendation, the Committee on Committees will consider both balanced representation, as for example with respect to academic specialization, and potential conflicts of interest. In the event a conflict of interest does arise, the afflicted member shall recuse himself or herself from further participation in that year's committee business. The majority of the committee shall be persons possessing the same or higher rank to which a candidate aspires.

Functions

The committee is charged with reviewing and voting on nominations for tenure and/or promotion. The committee shall elect a chair. A candidate's case shall be made available to all tenured and tenure-track faculty of the department, who shall have the opportunity to review and comment on each case by writing to the committee chair. The deliberations of the committee shall be strictly confidential, and only the committee chair may communicate the committee's decision to the candidate. Within the confidential discussions of the committee, each member's vote on a case shall be openly declared. No abstentions or proxies are allowed.

The committee chair shall inform the candidate in writing of the vote or recommendation on the nomination, with a clear and complete statement of the reasons therefore, at the time the case is sent forward to the chair of the department of English and Linguistics. When the vote is not unanimous, the written statement must stipulate both the majority opinion and the minority opinion.

(revised 05/1/89; 03/26/90; 02/19/96; 9/2012; approved 5/2013)

Undergraduate Studies and Assessment Committee

Consists of five full-time faculty members appointed to staggered two-year terms. This committee advises the Department and the Department Chair concerning undergraduate courses (except composition--see note under Composition Committee) and undergraduate programs, including the Department's honors program. It provides advice concerning student recruitment, Departmental publications, policies for authorizing independent-study courses and for establishing credit by examination, curriculum, and course staffing and scheduling; it is also involved in preparing

materials for program review. This committee also develops, recommends, and administers methods to assess teaching and program effectiveness and student learning. (revised 03/27/00)

General Education Committee

Composed of five full-time faculty members appointed to staggered two-year terms. This committee will set the policy on what we need for assessment and coordinate collecting items from each course area.

Graduate Studies Committee

Composed of the Director of Graduate Studies and two other faculty who are members of the Graduate School Faculty of at least one of the two universities occupying this campus. This committee advises the Department, the Department Chair, and the Director of Graduate Studies concerning graduate courses and programs. It provides advice concerning student recruitment, Department publications, policies for authorizing independent-study courses and for establishing credit by examination, curriculum, and course staffing and scheduling; it is also involved in preparing materials for program reviews. This committee also develops, recommends, and administers methods to assess teaching and program effectiveness and student learning. (04/28/97)

Composition Committee

Consists of three full-time faculty members appointed to staggered two-year terms, the Director of Writing, the two Associate Directors of Writing, the Coordinator of W129, and two members recommended by the committee from among associate faculty and graduate aides. This committee advises the Department, Department Chair, and director of writing concerning composition courses. It provides advice concerning course philosophy, design, and pedagogy; and policies for authorizing course exemptions, for establishing credit by examination, for part-time staffing, and for course scheduling.

Note: Writing courses and programs intended primarily for English and Linguistics majors or graduate students are the joint responsibility of the Composition and Undergraduate Studies or Graduate Studies Committees. Proposals relative to these courses or programs should be reviewed by both appropriate committees.

Associate Faculty and Graduate Aide Council

Consists of five members and three alternates, elected to two year terms (initially staggered) by mail ballot. Should interim vacancies in excess of the number of alternate members occur, new members will be appointed by other Associate Faculty and Graduate Aide Council members to serve terms lasting until the next election. Members of the Associate Faculty and Graduate Aide Council shall elect a Chair to serve a one-year term. Those who serve on the Associate Faculty and Graduate Aide Council will not necessarily serve on the Composition Committee. The Council advises the Department, the Department Chair, the Director of Writing, and the Composition Committee of issues that concern associate faculty members and graduate aides, including but not limited to teaching effectiveness, assessment, professional development, compensation, and working environment.

Faculty Review Committee

Consists of three to five tenured faculty members (excluding the Department Chair and visiting and nontenure-track faculty) appointed by the departmental Committee on Committees to staggered two-

year terms. Committee membership reflects the distribution in the Department of persons in senior and junior ranks. No more than sixty percent of the committee membership may come from either the junior ranks or the senior ranks. No member may serve more than two consecutive terms. This committee advises the Department and the Department Chair concerning faculty matters not subject to review by other standing committees. It conducts annual reviews of all nontenured, tenure-track faculty, voluntary reviews of tenured faculty, and mandatory Third-Year Reviews of all probationary faculty. It also makes recommendations to the Chair concerning the reappointment of untenured faculty.

- The committee additionally works with the Peer Review Committee to arrange peer reviews of teaching for reappointments and Third-Year Reviews.
- The Department Chair may, if mutually acceptable, meet with the committee for exchange of views and information, but the Chair may not participate in its work—specifically, may not vote, assist in the drafting of recommendations in individual cases, or argue cases before the committee.

Coordinating Committee

Consists of the Chair of the Faculty Review Committee, the Chair of the Committee on Committees, the Chair of the Undergraduate Studies Committee, the Director of Graduate Studies, the Director of Writing, and the Chair of the Department, who also serves as committee Chair. This committee coordinates committee activity within the Department and advises the Department and the Department Chair concerning jurisdictional matters involving committees and the Department. It serves, if needed, as mediatrix during the preparation of proposed schedules of classes, after initial advice from the Composition Committee, the Graduate Studies Committee, and the Undergraduate Studies Committee.

Library Committee

Consists of at least three faculty members, including the library coordinator. This committee develops recommendations to and administers policies adopted by the Department's faculty relative to the allocation of library funds. When necessary, it functions as a liaison between the Department and the library.

Grade Appeals Committee

Consists of three regular and two alternate members from the instructional staff (including associate faculty and graduate aides) of the Department. Alternates serve when regular members are unavailable due to absence or involvement in assigning the grade under appeal. This committee reviews student grade appeals and makes recommendations to the appellant, the instructor, the Chair of the Department, and the Dean of Students.

Peer Review and Mentoring Committee

Consists of three faculty members. This committee coordinates peer review of classroom instruction for formative and summative reviews.

Scholarships and Awards Committee

Consists of three faculty members. This committee publishes scholarship opportunities to students, screens and awards Department scholarships/awards based on eligibility of the student nominees.
(Revised & Approved: 04/09)

Student Advising, Recruitment, and Retention Committee

This committee consists of three faculty members appointed to staggered two-year terms. This committee assists the faculty lead advisor (committee member ex-officio) in developing advising strategies. This committee also develops efforts to establish a program that promotes student recruitment and retention for the purpose of enhancing student success in the department

Ad Hoc Committees

In consultation with the Committee on Committees, the Chair establishes ad hoc committees when he/she or the Department believe them necessary or useful.

By tradition, separate search and screen committees are appointed for each full-time position the Department has been authorized to fill [see **appendix A.**]. These committees are composed of no fewer than three and no more than five full-time faculty. Membership is generally representative of the Department as a whole; however, if possible, the committees include at least two members whose area of expertise is apposite to the search. Search and screen committees assist the Chair in publicizing the job opening, screen applicants to determine those who will be brought on campus for interviews, supervise the interview process, solicit faculty responses, and provide the Chair with a prioritized list of candidates. If mutually agreeable, the Chair may participate in the deliberations of the committee.

Department Meetings

1. Meetings are called by the Chair on a regular basis and on special occasions when required.
2. The agenda is prepared by the Chair on the basis of carry-over business and new business. Any faculty member may request that any matter be put on the agenda, although more commonly business comes to the Department from standing or ad hoc committees. The agenda is distributed approximately a week prior to the meeting.
3. Meetings are structured by adherence to *Robert's Rules of Order, Newly Revised (24/iii/78)*.
4. Meetings require as a quorum the presence of a simple majority of full-time resident faculty members. If faculty members on leave attend the meeting, the quorum requirement is adjusted to include them.
5. Minutes of meetings (announcements and acts) are taken and distributed prior to the next meeting, where they may be corrected or amended.
6. Meetings are open to anyone, but only Resident faculty and Continuing Lecturers may vote. (See Faculty Governance Document for specific voting privileges.)
7. In meetings, a decision is made by a simple majority of those voting. The Chair votes only to break or make a tie. This decision is final unless three full-time faculty members request, *at that time*, that a mail ballot be conducted.

8. Mail balloting is conducted by the Committee on Committees. The committee prepares a ballot stating the proposition in full and containing the options YES or NO. Ballots are signed or submitted in signed envelopes. The committee gives ample time for faculty members, including, if feasible, those on leave, to vote. It then publishes the results. A decision is made by simple majority of those voting. This decision is final, unless at a subsequent meeting a two-thirds majority vote to take the matter up again.
 9. Meetings normally adjourn seventy-five minutes after the scheduled beginning time, unless a two-thirds majority vote to continue.
-

Faculty Review

Overview of Reappointment Process

Reappointment and Third Year Review

(Approved 4/2018)

Probationary tenure-track faculty undergo reappointment at the designated times specified in OAA Memorandum 04-3 (revised 12 September 2016). This process requires the faculty member to submit a dossier that records their progress (appropriate levels of competency/excellence in teaching, research, and service) to tenure each reappointment period. This department requires recommendations from the department chair and the Faculty Review Committee, both of whom review the dossier and submit their recommendations to the faculty member and to next level of review. The faculty member is entitled to attach a response if there is disagreement with the reviews, which will be included in the recommendations submitted to the next level.

Third Year Review

An important, midway component of the promotion and tenure process is the third-year review of tenure-track faculty. As SD 14-36 notes, “It is in the best interest of IPFW to see its faculty succeed. One way to judge success for probationary faculty is to evaluate progress toward tenure and promotion at the midway point.” Similarly, the Department of English and Linguistics incorporates a third-year review into its annual reappointment of probationary faculty.

A probationary faculty member in her/his third year shall include the following as an appendix in her/his request for a fifth-year reappointment:

- Copies of the summary portions of the annual reports from the first three years of the probationary period
- Copies of reappointment letters by the Department Chair and Faculty Review Committee from the first three years of the probationary period
- Copies of the departmental formative and summative review conducted midway through the third year in coordination with the departmental Peer Review Committee

The Faculty Review Committee will make a recommendation for reappointment to the Department Chair, who will in turn make his or her own recommendation based on evaluations of the submitted reappointment dossiers. In these recommendations, both the Faculty Review Committee and the Department Chair also should include plans to assist the faculty member to address concerns that have arisen since the last reappointment.

In addition to the reviews above, the Promotion/Tenure/Sabbatical Leave Committee will also review the reappointment and vote on the viability of the candidate's third year review based on the reappointment material submitted by the candidate.

- If the chair or the Faculty Review Committee does not recommend reappointment, the case will be resubmitted to the Promotion/Tenure/Sabbatical Leave Committee for its consideration and vote.
- The probationary faculty are entitled to attach a response if there is disagreement with the departmental reviews.

The same procedure used for other reappointment years will be followed with one additional requirement: The Faculty Review Committee will make a recommendation for reappointment to the Department Chair who will in turn make his or her own recommendation. In addition, the Promotion & Tenure & Sabbatical Committee will vote on the viability of the candidate's third year review. If the chair does not recommend reappointment, the case will be resubmitted to the Promotion & Tenure committee for its consideration and vote. The letters from the Faculty Review Committee, the Promotion & Tenure Committee and the Department Chair will include a summation of a faculty member's progress toward tenure along with the usual yearly summation. Any formative comments to mentor the faculty member in developing a future case will be made formally to the faculty member or included in the letter from the Committee or the Chair.

The letters from the Faculty Review Committee, the Promotion/Tenure/Sabbatical Leave Committee and the Department Chair will include a summation of a faculty member's progress toward tenure along with the usual yearly summation. Any formative comments to mentor the faculty member in developing a future case will be made formally to the faculty member or included in the letter from the Faculty Review Committee and the Chair. The candidate has the right to respond to the review.

Promotion and Tenure Process

Overview of Promotion and Tenure

Candidates for tenure and promotion are evaluated in three areas of professional competence: research, teaching, and service. It is recognized that these areas overlap. Research, whether or not it leads to publication, is a prerequisite of effective teaching and may also underlie service to the university, community, or profession. Similarly, course preparation may lead to or support scholarly or creative activity. Hence, the three areas of evaluation do not imply three discrete modes of endeavor, but rather the possibilities of emphasis within a candidate's total performance

Candidates for tenure must demonstrate excellence in **either** research or teaching and competence in the two remaining areas as defined in the criteria section below. Criteria for candidates for promotion from Associate to Full can be found in the relevant section below.

Tenured professorial faculty who request full-time teaching appointments must, in applying for promotion, demonstrate excellence in teaching or teaching-related service. While tenure and promotion decisions are based on many of the same criteria, there is a significant difference in the import of the two decisions. A recommendation for tenure entails the Department's trust that the candidate will continue to develop professionally; a recommendation for promotion acknowledges that a candidate has made an appropriately notable achievement as scholar and teacher.

Tenure decisions are normally made in the candidate's sixth year of probationary service. In cases of unusual distinction, a candidate may be considered for tenure in an earlier year.

Normally, a candidate will be considered for promotion no earlier than the fourth year in rank. Work completed before a candidate's current appointment may be considered in tenure decisions and in the case of the candidate's first promotion at IPFW. However, any case must demonstrate competence in teaching based on work at IPFW, and, for candidates on research appointments, must show a reasonably consistent record of research. Tenure, in particular, will not be granted until a record of teaching at IPFW has been established, and will not be granted largely on the basis of work done elsewhere, especially when little evidence of recent success is offered.

Notably in the case of candidates who bring to IPFW substantial records of publication, promotion may appropriately precede tenure.

The document complies with the relevant IPFW [PFW] documents (Senate Documents and OAA Best Practice memoranda) concerning criteria and procedures:

- SD 14-35 Guiding Principles
- SD 14-36 Procedures
- OAA Memoranda for Best Practices in documenting teaching [03-2 rev. April 2016]/Research [May 2006] /Faculty Service [May 30, 2005]
- COAS Faculty Governance Document [amended 24 April 2017] 12.0 and all subsequent sub-sections

Promotion and Tenure Process

Procedures for Tenure and Promotion to Associate Professor and for Promotion from Associate to Full (Revised & Approved 04/2018)

Faculty who intend to be considered for promotion and/or tenure, and faculty who are seeking promotion from Associate to Full, will be asked to notify the Department Chair in February of the academic year before their cases will be considered, in order that arrangements can be made for outside evaluation. The

candidate must identify the Departmental criteria document that is to be used in the deliberation (this document must have been in effect for the prior six years of the case).

Promotion and tenure cases follow the procedures and guiding principles of the most recent Senate Documents found on the “Promotion & Tenure Resources” website of IPFW.

Dossier Formats [OAA Memorandum 99-1, rev. January 2016] are also prescribed on this [website](#). A faculty member preparing a promotion or tenure case should work closely with the Department Chair or another designated senior faculty member/mentor to ensure that the case conforms to the standards expected by campus committees and administrators. Consideration of cases begins at the beginning of the fall semester, so the case should be completed no later than mid-August of the impending fall semester. Updates can be added to the case after the committee votes but only if the material pertains to material already submitted and is not new. Each deliberative body following the committee decision must decide if additional material is acceptable for inclusion.

Cases for promotion and tenure pass through the following decision levels with the approximate deadlines in parentheses. At each decision level, only a letter with a recommendation is forwarded to the next level:

- The English and Linguistics Promotion/Tenure/Sabbatical Leave Committee (early September)
- The Chair of English and Linguistics (early September)
- The College of Arts and Sciences Promotion and Tenure committee (mid September)
- The Dean of the College of Arts and Sciences (mid September)
- The IPFW Senate Promotion and Tenure Subcommittee (mid November)
- The Vice Chancellor for Academic Affairs (mid January)
- The Chancellor of IPFW, who forwards his or her recommendation to the president of Indiana or Purdue University for submission to the trustees. (mid- to late-January)
- By College policy (A&S 9/15/81), the Chair's evaluation of a candidate for promotion or tenure must include all annual evaluations of the candidate (if the candidate has not included them in the case), along with responses to them, should such exist, since the last promotion or, in tenure cases, since the initial appointment to a tenure-track position.

Campus decisions on promotion and tenure are made near the end of the fall semester in December.

Promotion, Tenure, and Sabbatical Committee Composition and Responsibilities

The Promotion/Tenure/Sabbatical Leave Committee of the Department of English & Linguistics consists of seven tenured members (excluding the Department Chair, who may not serve on the committee or attend meetings and excluding faculty intending to submit promotion/tenure cases) appointed to one-year terms by the departmental Committee on Committees and whose composition is comprised of a majority of persons possessing the same or higher rank of prospective candidates. If fewer than 3 faculty are eligible in the department, the department submits a list of candidates to the dean of the college, who appoints members to complete the committee.

This committee is charged with reviewing and voting on nominations for tenure and/or promotion. The committee shall elect a chair. The committee shall make available a candidate's case to all tenured and tenure-track faculty of the department, who shall have the opportunity to review and comment on each

case by writing to the committee chair. The committee shall review the evidence presented in the case, evaluate it against the departmental criteria, and submit its written recommendations to the next level of deliberation. The deliberations of the committee shall be strictly confidential, and only the committee chair may communicate the committee's decision to the candidate. Within the confidential discussions of the committee, each member's vote on a case shall be openly declared. No abstentions or proxies are allowed.

The committee chair shall inform the candidate in writing (**e.g. formal letter or email correspondence**) of the vote or recommendation on the nomination (**i.e. vote tally, recommendation, and reasons**)-When the vote is not unanimous, the written statement must stipulate both the majority opinion and the minority opinion. Candidates may respond to the recommendations at all levels of deliberation as long as the response is submitted within 7 calendar days of the recommendation. Responses proceed with the case.

The Department Chair will then review the case based on departmental criteria and also evaluate the ongoing deliberative process and report on essential agreement or disagreement with the committee recommendations, providing a rationale for the decision.

Outside Review of Promotion and Tenure Cases

(Revised & Approved 02/26/07; 07/1/08)

Candidates for promotion and tenure in English and Linguistics must include appraisals by a minimum of six (6) outside evaluators. The number is mandated by the most recent OAA document. Outside evaluators are people not affiliated with IPFW. If outside evaluators hold university rank, it should be at or above that sought by the candidate. Naturally, all evaluators should possess credentials appropriate for assessing the candidate. Normally, this assessment will be limited to the candidate's research but may include the candidate's classroom materials for a teaching case.

Because of the time required to solicit and receive outside evaluations, the process must begin in the spring preceding the academic year in which the tenure or promotion case will be reviewed. In February, the Department Chair will request faculty to indicate their intention to be considered for promotion or tenure in the following September. Those who do so will be asked to provide a list of at least six (6) potential evaluators. This list should include the names, titles, and addresses of the evaluators, along with a brief description of their credentials. (e.g., "Professor X's three-volume study of the Spasmodic Poets [1985] is the definitive work on the subject").

The Chair will prepare a similar list of potential evaluators, from which the candidate will be given the opportunity to strike up to three names if he or she wishes. The candidate will also indicate if he or she has had a personal relationship with any of these potential evaluators. The Chair will then prepare a third list composed of names from the first two lists. These reviewers will then be asked if they are willing to serve as outside evaluators of the candidate's credentials. If fewer than six agree to do so, the candidate and Chair will follow a procedure similar to that outlined above to develop a list of additional potential evaluators.

Those who agree to evaluate a candidate's case will be sent a packet of materials [electronic or hard copy] prepared by the candidate in consultation with the Chair (mid-March). This packet will contain the

Department's promotion and tenure criteria, the candidate's curriculum vitae, and a sample of the candidate's research. If the case is one based on excellence in teaching, a teaching portfolio will also be included in the packet. If unpublished or **unreviewed** material is a component in the candidate's case, it should be represented in the sample. Candidates should be aware that, by school policy, unpublished or published but **unrefereed** research must be evaluated by outside reviewers if it is to be considered an element of a tenure case. Outside reviewers should indicate in their letters the context of their familiarity with the candidate.

The candidate will receive a sample of the letter inviting the evaluations, the names of those supplying evaluations and their signed responses. These should be included in the promotion or tenure case.

Copies of the letters of evaluation will accompany the case at subsequent decision levels.

Promotion to Associate Professor and Tenure Decisions - Teaching, Research, and Service Defined

Promotion and tenure cases are based upon three areas: teaching, research, and service. A candidate for promotion and tenure must provide evidence of excellence in one area (excluding service) and competence in the other two. Below are definitions of excellence and competence in each area for promotion to Associate and tenure. Standards for promotion to Full professor are discussed below.

Teaching – Excellence and Competence Standards

Teaching remains the paramount activity of faculty within the Department of English and Linguistics and is defined as both “advancing student learning and fostering student success” and as “reflected in continual consideration of one’s own teaching effectiveness” (see SD 14-35). The department expects that its faculty will remain current in their fields and promote dynamic learning strategies that reflect best practices for fostering student success. To that end, it is important that the candidate's teaching be assessed by examining a variety of evidence. Such evidence should be drawn from among the following: syllabi, assignments, examinations, and other classroom materials; student evaluations (administered in class or subsequently); evidence of student learning; classroom assessment techniques and their outcomes; contributions to curriculum development; creation or development of teaching materials; pedagogical publications, including textbooks; new course preparations and a record of experimentation in instruction or assessment; contributions to teaching and learning with faculty across campus; scholarship of teaching and learning work; peer review(s) of teaching; and attendance and presentations on teaching at conferences and workshops. All peer reviews and student evaluations should be conducted and their results assembled according to Department guidelines and practice. Encouraged for competence or excellence, but not required, are formative peer reviews conducted by any full-time faculty, including reciprocal peer reviews. Also encouraged are summative reviews from outside the department and/or university.

The rationale for the qualitative and quantitative criteria below meet or exceed criteria for teaching competence and excellence at peer institutions, criteria for teaching competence and excellence in other

departments in the IPFW College of Arts and Sciences, recommendations from IPFW Office of Academic Affairs guidelines on documenting teaching, best practices of Indiana University's Faculty Colloquium on Excellence in Teaching (FACET), and input from faculty and committees in the IPFW Department of English and Linguistics.

1. Competency in Teaching

Competence in teaching means effective teaching. Competent teachers thus continue to study their subject matter and the pedagogy appropriate to it. Cases demonstrating competency must include input from outside the Department, on or beyond campus. While the ultimate measure of any teaching is what students learn and what they are inspired to go on to learn, effective teaching also includes reflective and continual effort toward improvement. Evidence of competent teaching should include the following:

- Carefully prepared classroom materials
- At least two summative peer reviews that include a thorough review of selected course materials, pre-observation discussion, classroom observation, and post-observation discussion and are conducted by tenured faculty or faculty trained in peer review procedures as arranged by the departmental Peer Review Committee
- Acceptable student evaluations administered as per departmental guidelines

In addition, the following materials (list not exhaustive) may be included:

- Results of various means of teaching assessment
- Pedagogical publications and presentations (pedagogical publications involving research may also be counted for research)
- Results of curricular development or other attempts to enrich student learning
- Formative peer reviews, including reciprocal peer reviews

2. Excellence in Teaching

Excellence in teaching for tenure and promotion from assistant to associate professor means communicating with and inspiring students markedly beyond the standards of competence. Cases based on excellence in teaching must include input from outside IPFW. Excellence in research for tenure and promotion from assistant to associate professor requires sustained, ongoing engagement in scholarship or creative endeavor. Cases based on excellence in teaching should require, **in addition to requirements for competency**:

- Course and/or curriculum design, redesign, and consistent improvement of course materials
- Productive reflections on student feedback
- Three summative peer reviews (inclusive of the peer reviews for competency), at least one of which must be a multi-semester longitudinal review as arranged by the departmental Peer Review Committee
- Fostering teaching with other faculty within and beyond the department
- Participation in organizations promoting the scholarship of teaching
- Presentations and/or workshops on teaching at local, regional and national conferences

Evidence of excellence (list not exhaustive) in teaching might also include:

- Evidence of outstanding student learning
- Significant pedagogically related publications
- Exceptional and original classroom materials
- Recognized student achievements
- Internal and/or external recognition and/or awards for teaching
- Former student letters and/or surveys attesting to teaching effectiveness
- Mentoring of colleagues and students

Research – Definition and Standards of Excellence and Competence

Research includes both creative and scholarly activities and, for those on research appointments, is generally evidenced by publication. Unpublished material is not ordinarily considered in reviewing the cases of those on research appointments; if it is included in a case, it must be accompanied by external reviews, secured with the Chair's assistance. Evaluation of material with multiple authors should be based on the candidate's role in the work as well as such criteria as the scope and contribution of the research and the reputation of the forum. Creative works include, for example, poems, short stories, plays, novels, and personal essays, and articles. Scholarly works include articles and books, essays, notes, substantial reviews, editions, and papers delivered before professional organizations. Literature, folklore, film, composition, rhetoric, linguistics, and their pedagogy, as well as other areas of study appropriate to the Department's mission, are equally worthy subjects for serious scholarly research and publication. Grants are a strong indication of scholarly acceptance.

Quality and quantity are both factors in the evaluation of research, but quality is the more important. The body of work offered need not focus on a single topic, but should demonstrate a candidate's long-term concerns as a scholar and teacher. Scholarly work should be useful to other members of the profession, either in making available important materials (as in the case of a biographical study or a critical edition) or in making an original contribution to an appropriate area of study. Evidence of quality includes the standing of the journals (e.g. *PMLA*, *SEL*, *JEGP*, *Journal of Linguistics*, *Kenyon Review*) or presses (university and commercial) that publish the candidate's work or the judgment of evaluators distinguished in the candidate's field of creative or scholarly activity.

The department, based on a 2007 review conducted by the department of research levels within the discipline, has established the following criteria for competence and excellence, which meet or exceed the qualitative and quantitative expectations of the eleven peer institutions (e.g. Northern Kentucky U, Oakland State, Wright State University) identified by IFPW. These criteria provide both a specific number and description of quality that meets or exceeds the terms of the comparable departments at the above institutions.

1. Competence in Research

Competence in research is most readily demonstrated by the quality of work published or accepted for publication by refereed journals or presses and by evidence of the candidate's commitment to an ongoing and promising program of research. As a rule of thumb, three substantial essays or the equivalent might establish competence in research. While it is unlikely that the Department would recommend a candidate holding a research appointment who did not offer such publications, unpublished work might be used to augment a demonstration of research competence. The circumstances under which work published before

a candidate's employment at IPFW may be considered are described on page 3, above. Competence in research is established in the case of a teaching appointee by evidence that the candidate has remained current in the discipline.

2. Excellence in Research

Excellence in research for tenure and promotion from **assistant** to **associate professor** entails the publication (or acceptance for publication) of major scholarly research. Candidates for promotion and tenure must demonstrate that ongoing commitment through the publication (or acceptance for publication) of four or more substantial, scholarly essays, or the publication (or acceptance for publication) of a book. Candidates for promotion and tenure in creative writing (poetry) required sustained, ongoing engagement in creative endeavor as reflected through the publication (or acceptance for publication) of forty or more poems or the publication (or acceptance for publication) of a book (of at least forty-eight pages), all with reputable publishers (e.g. Poets & Writers website provides a roster of both major/small presses).

In addition, supplemental evidence might include reviews of the candidate's writing or a record of service to the profession linked to his or her scholarly or creative achievement (e.g., refereeing manuscripts, reviewing books, providing editorial expertise, holding office in professional organizations, reception of honors and awards).

Service –Definition and Standards

According to Senate Document 14-35, "While faculty are expected to perform service, they are not permitted to pursue promotion to Associate Professor and/or tenure based on excellence in service." Thus, the following description is simply the standards for what comprises competent service in the Department of English & Linguistics.

Service to the Department and university includes participation in committee and nonteaching functions such as student advising or program administration (e.g. serving as a member of committee or task force, participating as a member of university governance, assuming a leadership role in service to students and student organizations). Service to the community refers to activities in which the candidate is a representative of the university (e.g. consulting for public or private organizations, giving presentations to regional or state constituents). Service to the profession includes holding office in professional bodies, organizing conferences or sessions, writing short reviews, refereeing books or articles, reviewing promotion or tenure cases for other institutions, editing journals, and engaging in comparable activities. These criteria are demonstrably comparable to those defined by departments at the peer institutions identified previously.

Promotion to Full Professor

Overview, Process, and Committee

Candidates who hold tenured research appointments must, in applying for promotion to associate professor, demonstrate excellence in one of the following areas (teaching, research, or service) and competence in the remaining two areas.

The process for applying for promotion from Associate to Full is identical to that of applying for promotion to Associate and tenure (see section 2.a). In brief, the candidate should inform the Department Chair in February of the academic year before their cases will be considered so that external/outside reviewers may be identified and solicited. The application moves through the same seven decision levels beginning with the English & Linguistics Promotion, Tenure, and Sabbatical Leave Committee and ending with the president of **Purdue University**.

Candidates for promotion to full professor in English and Linguistics must include appraisals by a minimum of **6** outside evaluators. The number is mandated by the most recent OAA document. Outside evaluators are people not affiliated with IPFW. If outside evaluators hold university rank, it should be at or above that sought by the candidate; naturally, all evaluators should possess credentials appropriate for assessing the candidate. Normally, this assessment will be limited to the candidate's research but may include the candidate's classroom materials for a teaching case. The process for identifying and soliciting outside reviews is identical to the process presented above for promotion to associate professor.

Teaching – Excellence and Competence for promotion to Full Professor

Promotion from associate to full professor based on teaching excellence should be demonstrated over an extended period at rank and reflect significant impact at the regional and/or national levels. Criteria for competence should meet or exceed the standards set forth for promotion to associate and tenure as defined above (see pp. 6-7 above). Criteria for excellence should meet or exceed the standards set forth for promotion to associate and tenure (see p. 8) and include recognition by the profession at the state, regional, or national level.

1. Competence in Teaching

Competence in teaching means effective teaching. Competent teachers thus continue to study their subject matter and the pedagogy appropriate to it. Cases demonstrating competency must include input from outside the Department, on or beyond campus. While the ultimate measure of any teaching is what students learn and what they are inspired to go on to learn, effective teaching also includes reflective and continual effort toward improvement. Evidence of competent teaching should include the following:

- Carefully prepared classroom materials
- At least two summative peer reviews that include a thorough review of selected course materials, pre-observation discussion, classroom observation, and post-observation discussion and are conducted by tenured faculty or faculty trained in peer review procedures
- Acceptable student evaluations administered as per departmental guidelines

In addition, the following materials (list not exhaustive) may be included:

- Results of various means of teaching assessment
- Pedagogical publications and presentations (pedagogical publications involving research may also be counted for research)
- Results of curricular development or other attempts to enrich student learning
- Formative peer reviews, including reciprocal peer reviews

2. Excellence in Teaching

Excellence in teaching for tenure and promotion from associate to full professor means communicating with and inspiring students markedly beyond the standards of competence over an extended, distinguished career. Cases based on excellence in teaching must include input from outside IPFW. Cases based on excellence in teaching should require, **in addition to requirements for competency**:

- Course and/or curriculum design, redesign, and consistent improvement of course materials
- Productive reflections on student feedback
- Three summative peer reviews (inclusive of the peer reviews for competency), at least one of which must be a multi- semester longitudinal review
- Fostering teaching with other faculty within and beyond the department
- Participation in organizations promoting the scholarship of teaching
- Presentations and/or workshops on teaching at local, regional and national conferences

Evidence of excellence (list not exhaustive) in teaching might also include:

- Evidence of outstanding student learning
- Significant pedagogically related publications
- Exceptional and original classroom materials
- Recognized student achievements
- Internal and/or external recognition and/or awards for teaching
- Former student letters and/or surveys attesting to teaching effectiveness
- Mentoring of colleagues and students

Research – Excellence and Competence for promotion to Full Professor

1. Competence in Research

Competence in research is most readily demonstrated by the quality of work published or accepted for publication by refereed journals or presses and by evidence of the candidate's commitment to an ongoing and promising program of research. As a rule of thumb, three substantial essays or the equivalent since the last promotion might establish competence in research. While it is unlikely that the Department would recommend a candidate holding a research appointment who did not offer such publications, unpublished work might be used to augment a demonstration of research competence. The circumstances under which work published before a candidate's employment at IPFW may be considered are described on page 3, above. Competence in research is established in the case of a teaching appointee by evidence that the candidate has remained current in the discipline.

2. Excellence in Research

Excellence in research for tenure and promotion from associate to full professor requires sustained, ongoing engagement in scholarship or creative endeavor with an evaluation of the cumulative research accomplishment during the faculty member's professional career. Criteria for excellence in research should meet or exceed the standards set forth for promotion to associate and tenure and reflect an impact recognized by the profession at the state, regional, or national level. Thus, a minimum of 4 substantial essays or a book since the last promotion is expected, or for creative writing faculty since the most recent promotion, an ongoing engagement in creative endeavor as reflected through the publication (or acceptance for publication) of forty or more poems or the publication (or acceptance for publication) of a book (of at least forty-eight pages), all with reputable publishers (e.g. Poets & Writers website provides a roster of both major/small presses). Further, the candidate's material should reflect appropriate national or international recognition for a sustained record of scholarly/creative contributions (reception of national/international honors and awards, leadership in professional organizations, providing peer review and/or editorial expertise for publications). The criteria for competence in research should meet or exceed the standards set forth for promotion to associate and tenure.

Service – Excellence and Competence for Promotion to Full

As per SD 14-35, service can be the basis of promotion only from associate professor to professor: "IPFW faculty are expected to take an active role in the campus beyond teaching and research or creative endeavor; they are encouraged to contribute their expertise to the community, state, and nation and to participate in professional organizations. If service is the primary basis for promotion, it should represent a unique achievement of special value to the campus, community, or profession."

1. Competence in Service

Competence in service entails working constructively with one's colleagues and performing one's responsibilities in a timely, intelligent manner. All candidates for tenure or promotion are expected to show evidence of some service to the university. Competence is measured by the active engagement on committees that serve the campus well-being; active service on community boards that enhance the vitality of Fort Wayne and the region; participation and engagement in professional organization that further the discipline.

2. Excellence in Service

Excellence in service entails extraordinary, significant expenditure of time, effort, and initiative, possibly rendering the achievement of excellence in research or teaching difficult. Excellence in service must include input from outside the university. Such service would normally involve campus, university, community, or extra-university professional activities and reflect a record of service over time. In addition, such service might necessitate a leadership role (departmental or administrative service) that engenders programmatic changes that improve either the campus or the constituents of that service (see most recent OAA document for "Documenting and Evaluating Faculty Service" for a list of recommended activities and performance rubrics). For this department, the quality of the service is as important as the number of service activities. As defined by OAA, excellence can be determined if the faculty member's collective service activities have generated an outcome that benefits the university's mission of providing the "intellectual, social, economic, and culture advancement" of our students and region. Such excellence

should be assessed based on the representation of that work to the university and its dissemination to the region.

Annual Reports and Annual Reviews

(Revised and Approved 03/30/09)

Annual Reports

Each full-time faculty member submits an Annual report in mid-December, describing his or her accomplishments during the previous calendar year and following the outline found on the Chair's website—

<http://users.ipfw.edu/aasandh/Annual%20Reports/2012%20Template%20for%20Annual%20Review%20and%20Annual%20Report%20Submissions.pdf>.

Materials submitted with the report (copies of research, course syllabi, etc.) are returned to the faculty member. The report itself is kept on file and used chiefly for the Department's own annual report and occasionally for faculty reviews. The format of the report reflects the institutional strategic plan.

Annual Reviews

Faculty annual reviews will consist of a three-paragraph narrative highlighting research/creative work, teaching, and service (see **Performance Evaluation Procedure** section below). **Faculty on twelve-hour teaching appointments will provide a narrative highlighting the effectiveness of their teaching and service performance (consult the recommendations on page 16-18 for evaluating teaching and service effectiveness) .**

Tenured faculty are encouraged to submit student evaluations for the year to assist the chair in the annual review process. Tenure track faculty and continuing lecturers should refer to the new *Enchiridion* wording regarding submission of additional documentation. Annual reviews form the basis for the Chair's subsequent review and deliberation on merit pay.

***Nota bene:** The annual review and ancillary materials correspond roughly in format and content to tenure and promotion cases, and to the bases for reappointment recommendations for nontenured faculty. Maintaining a personal file of annual reports makes preparing a tenure or promotion case relatively simple.*

Procedures

1. **All continuing lecturers, tenure track, or tenured faculty** should write a short three paragraph narrative highlighting their primary accomplishments for the year in research and creative endeavor, teaching, and service. All other information provided should conform to the Annual Report Template updated in 2007.
2. **All tenure-track faculty** should include relevant documentation, such as syllabi, pedagogical materials, letters of acceptance for forthcoming materials, publications, and student evaluations. Tenured faculty or continuing lecturers who have taught the same courses for many years need not include these materials, unless they reflect a significantly new or innovative departure from past

practices. A tenured faculty member may request to be reviewed every fifth year, or more often, upon request. Copies of these reviews are sent to the faculty member and to the Department Chair.

3. **Continuing lecturers** will submit annual reports to the Faculty Review Committee and the Chair during the first four years of their appointment. After that, they will submit annual reports to the Chair only for a period of five years. At the end of that five year period, the Faculty Review Committee will review the annual reports of continuing lecturers, the Chair's annual review of them, and the current annual report of the faculty member. This review process will be repeated every five years.

4. **Continuing lecturer or tenured faculty** members not required to submit their annual reports to the Faculty Review Committee may request a review from this committee.

After the committee completes its reviews, the Department Chair writes an annual review of each full-time faculty member who holds a continuing appointment. Copies of this review are supplied to the faculty member; a copy is also sent, along with the Faculty Review Committee's reviews, to the dean.

PERFORMANCE EVALUATION PROCEDURES

The primary principle guiding the performance evaluation of faculty will be the quality of work produced rather than the quantity. There is no substitute for sound professional judgment in the evaluative process. Half point increments will be used to offer qualitative rankings based on subtle differences between the whole numbers (e.g. essays accepted but not yet published, submitted but not yet accepted; teaching in which a faculty member shows a level of performance that moves one between whole number assessments). Performance evaluations for tenured and tenure-track faculty will be based on a rating scale as follows:

WEIGHTING OF FACTORS

Tenure-track Faculty:

50% -- Research

40% -- Teaching

10% -- Service

Tenured Faculty with Research Appointments:

40% -- Research

40% -- Teaching

20% -- Service

Tenured Faculty with Teaching Appointments/ Continuing Lecturers

70% -- Teaching

30% -- Service

SCALE

- 4 Superior (S)
3.5
- 3 Exceeds Expectations (EE)
2.5
- 2 Meets Expectations (ME)
1.5
- 1 Needs Improvement (NI)
.5
- 0 Unsatisfactory (U)

The following rubrics are meant to provide general, but not all-inclusive, description of the five-level rating scale within the three faculty performance areas. Being rated at any level on the rating scale is contingent upon exceeding the requirements of the lower categories. These descriptions should not be considered a checklist. They are intended to guide faculty in general terms about performance expectations within the department.

Teaching:

4 Superior: Superlative teaching ratings at the highest ranking. Extraordinary events, projects, accomplishments (e.g. development of exceptional pedagogical materials, acquisition and implementation of a teaching grant, teaching awards, publications, etc.)

3 Exceeds Expectations: Outstanding teaching ratings, well above the median; very active in improving teaching effectiveness (such as submission of a teaching grant, workshop attendance, etc.); extensive contribution in curriculum review/revision; incorporation of learning outcomes reflective of the baccalaureate framework

2 Meets Expectations: Good teaching ratings; achieves course objectives; active efforts to improve teaching effectiveness; appropriate design and delivery of course materials; appropriate course content; upgrades individual courses as necessary; makes positive contributions to curricular review/revision as necessary; maintains appropriate office hours (punctual and available), work in curriculum review/revision as necessary.

1 Needs Improvement: Attempts to achieve course objectives, substandard design and delivery of course materials; course content needs review; lack of contribution to curricular review/revision as requested; course materials outdated

0 Unsatisfactory: Does not achieve most course objectives; unacceptable design and delivery of course materials, course materials outdated.

Research and Scholarship/Creative Work

4 Superior: Publication of a Major Research or Creative work:

- 1) Publication of a book, monograph, or CD
- 2) 2 or more research or comparable creative works appearing in rigorously refereed national/international journals
- 3) Recipient of faculty, regional or national research or writing award

3 Exceeds Expectations: Publication of Research or Creative works

- 1) Nationally/internationally refereed publication and/or book chapter(s) or a sampling of creative projects published
- 2) Award of external grant or active external grant
- 3) Conference papers or readings performed at the national level

2 Meets Expectations: Publication of Research or Creative works

- 1) A national/international refereed publication plus one or more state/regional refereed publications or refereed research/creative presentations
- 2) Award of an internal research/creative grant, submission of an external research/creative grant which was not awarded.
- 3) Submission of research or creative works not yet published or accepted for publication

1 Needs Improvement:

- 1) One or more state/regional refereed publications
- 2) Refereed research presentation(s); submission of an internal research grant which was not awarded.

0 Unsatisfactory:

- 1) Not actively engaged in research/scholarly activity at any level, with no active submissions or research agenda.
- 2) No publications or professional presentations.

Service: This comprises university service (committees or task forces), student service (advising, student organization engagement, supervising internships or other educational activities) and professional service (reviewing manuscripts, textbooks or serving as external reviewer for P&T or program accreditation).

4 Superior: Significant national professional service, significant university service, significant community service related to the profession; recognition at local, state, national level; additional service productivity such as acquisition of a service grant, service award recipient.

3 Exceeds Expectations: Active role in professional leadership in area of interest; additional efforts such as submission of a service grant, strong community service related to the profession, active participant in professional meetings.

2 Meets Expectations: Participant in university/college/department committee work. Demonstrates some activity in professional service.

1 Needs Improvement: Limited committee work in department and/or community service

0 Unsatisfactory: Not actively engaged in service activities; fails to meet minimal service standards.

Salary Increment Recommendations

Recommendations originate with the Chair late in the spring semester. They do not become official until approved at all higher administrative levels, including the board of trustees. Faculty usually receive formal notification of their salary for the next academic year in June.

Increment recommendations are based on merit in research, teaching, and service as reflected in the faculty member's annual **report and the nature of their appointment (research or teaching appointment)** (see rubrics above). Gender inequity and salary compression are also grounds for recommending special increments.

Mentoring

(Revised and Approved: 2/2010)

It is the intent of this Department that all junior faculty be assigned to a mentor who will guide that faculty member through the early years of development. To that end, the Chair assigns a mentor (an Associate or Full Professor) to junior faculty at the point of their hire. It is imperative that mentors take the initiative to meet regularly with their mentees and offer assistance on all aspects of the professional duties (teaching pedagogy, research agendas, committee responsibilities) that lead to a productive, professionally enriching career. To that end, the Department embraces philosophically and in practice the principles espoused by a number of academic Departments (e.g. UCLA, UC San Diego, Michigan State University, and the University of Wisconsin) and follows the guidelines of the College of Arts and Sciences distributed in the fall 2010 semester:

Role of the chair

From OAA 05-1 (The Authority and Responsibilities of the Department Chair) and from OAA 04-3 (Guidelines for Reappointment):

“The chair has primary responsibility for explaining the department’s expectations to pre-tenure faculty and for ensuring that the faculty receive appropriate mentoring assistance. The chair and mentors must make clear to faculty the level of performance/productivity needed to document excellence in teaching, research/creative endeavor, and service.”

COAS chairs are expected to provide mentoring to all their untenured faculty in all three areas of endeavor to the degree possible for the particular chair and faculty member, and/or to ensure that others are available to do so.

Mentors

Where possible, faculty should receive mentoring in all three areas from tenured departmental faculty in addition to the chair (in very small departments, this may not be possible). Some departments prefer mentoring committees, or different mentors for teaching and service, and some prefer a single mentor.

Any of these models may work well. Departments may wish to find external mentors from other departments, especially for teaching. The department chair should facilitate making these connections for the junior faculty member, and monitor their effectiveness.

It serves the untenured faculty member if the mentor or mentors, internal and external, remain with them throughout the probationary period, but both the untenured faculty member and the mentor should have the opportunity to end the arrangement during the probationary period if it is not satisfactory to either.

Role of the Person Being Mentored

1. To be an active participant in the mentoring process, to seek out assistance when needed, to be willing to listen to advice, but to recognize that one is ultimately responsible for one's own success.
2. To recognize if one is having difficulties in teaching, scholarship, or service and to take steps to improve.
3. To acquire an understanding of the requirements for promotion and tenure.
4. To be willing to reflect on whether the mentoring relationship is effective for both parties, and if not, to seek to improve it if possible, or to terminate it otherwise.

Role and Typical Activities of the Mentor

These are intended to provide general guidelines about reasonable or possible activities; mentors are not necessarily expected to perform all of them.

General

1. To understand the department, college, university, and disciplinary requirements for promotion and tenure, and to communicate them to the junior faculty member.
2. To be willing and available to answer questions about the department, college, and university, and to refer the junior colleague to other resources, if needed.
3. To assist the faculty member in learning about the departmental and university culture.
4. To be willing to provide feedback on documentation needed for reappointment, third-year review, and ultimately the promotion and tenure dossier.
5. To be able to respect differences between oneself and the junior faculty member in the areas of teaching, research, and service, and to be able to recognize that there are many ways to teach effectively, to do one's scholarship well, and to serve the university, community, and profession.
6. To be willing to reflect on whether the mentoring relationship is effective for both parties, and if not, to seek to improve it if possible, or to terminate it otherwise.

Teaching

1. To be able to provide information about teaching, improving teaching, and documenting teaching for reappointment, promotion, and tenure.
2. To make class visits (or view online classes) on a somewhat regular basis, and to provide oral and/or written reports of those visits to the untenured faculty member for formative (improvement) purposes.

3. Depending on department practices, to prepare regular written reports to the department for purposes of reappointment, third-year review, and promotion and tenure.¹
4. To be willing to review and provide feedback on class materials such as syllabi, exams, handouts and the like, especially when such review is requested by the junior faculty member.
5. To be willing to engage in informal discussions about teaching and improving teaching.
6. To be willing to provide referrals to appropriate campus resources in support of teaching (e.g., CELT, IT Services), and thus to be familiar with such resources.

Research, Scholarship, and/or Creative Endeavor

1. To be able to provide general advice about expectations for scholarship for promotion and tenure.
2. To provide advice about how to organize one's time to be able to be productive in scholarship.
3. To be available for discussions that facilitate the junior faculty member's progression in scholarship, such as how to develop a research plan, how to find resources to facilitate scholarship, how to make connections in the scholarly community, and how to find outlets for scholarly publication and grants, and the like.
4. To be willing to provide feedback on grant proposals and manuscripts, even if that feedback is only about grammar and clarity of writing.
5. Ideally, mentors will have some familiarity with the junior faculty member's general area of scholarship, and will thus be able to provide constructive feedback about the work. However, because many departments in the college have faculty members whose areas of scholarship don't overlap, this might not always be possible.
6. Where possible, mentors should be willing to collaborate on scholarship with junior faculty. This area has been identified as one of the most helpful things that research mentors can do to help junior faculty members.

Service

1. To be able to provide general advice about expectations for service for promotion and tenure.
2. To provide advice about how to choose meaningful and reasonable service activities for an untenured faculty member.

Teaching

Staff Assignment Policy

(Approved: 02/17/78)

I. Teaching Load (for Summer Teaching, see appendix D)

(Revised and approved 04/2016)

- A. The normal teaching load for full-time faculty is twenty-four (24) hours an academic year.

¹ Some departments seek to separate the roles of summative and formative review. Whether mentors can combine these roles well depends greatly on the individuals involved, and especially on the department culture.

- 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.

The policies for assigning and maintaining teaching loads in the department follow the policy stipulated in **Senate Document SD10-14** as elaborated below:

The standard faculty workload at IPFW is twelve semester credit hours. At the time of their initial appointment, unless otherwise provided in writing, tenure track faculty with the rank of instructor will teach the equivalent of four lecture courses each semester, and tenure-track faculty with the rank of assistant professor or above will teach the equivalent of three lecture courses each semester and will receive the equivalent of one lecture course of released time for research.

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.

Faculty may change their workload by notifying chairs and deans before the next semester's schedule is finalized. Faculty may initiate discussions with the department chair regarding the adjustments described above, but adjustments approved shall not be implemented until this can be done without serious inconvenience to the department. Faculty not yet eligible to make these choices shall continue to be responsible for their current workload. Evaluation of faculty performance will determine the ongoing viability of Option A status of research release. The chair may suggest Option B status for faculty who fail to demonstrate competence in their research agenda as defined in the criteria below:

Evaluation Criteria for Research Effectiveness

Research

A faculty member will establish competence in research by providing evidence of continuing currency in the field as well as work toward achievement of one of the following benchmarks: 1) three substantial essays, or (2) 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; written work that contributes to the faculty member's ongoing scholarly agenda, such as grant applications or manuscripts in progress; and/or non-peer-reviewed publications that contribute to the field, such as encyclopedia articles or book reviews.

Evaluation Procedures

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 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.

II. Course Preparations (also see Appendix C)

- A. An effort shall be made to ensure that every full-time faculty member will be allowed at least one term a year in which she is responsible for only two different course preparations. Under normal circumstances, a faculty member should be assigned no more than one new preparation in a term, unless she specifically requests it.
- B. Faculty members with twenty-four-hour loads will not be assigned more than three different course preparations a semester, and will be assigned only two different preparations when feasible.

III. Assignments

- A. Specialized courses at the 300 level or above will be staffed by qualified faculty with a Ph.D. or the equivalent in published research. Qualifications for assignment to a course at this level may include:
 - 1. a record of successful teaching in the area, or
 - 2. training (e.g., the Ph.D., extensive course work, or publications) in the area of specialization. (However, faculty members who wish to develop new courses or new areas of specialization are encouraged to do so.)
- B. In the event that more than one faculty member is qualified and wishes to teach in an area of specialization, course assignments will be rotated among the qualified faculty. Every effort shall be made to ensure that every faculty member qualified to teach courses above the 200-level will be assigned at least one course in his/her area of specialization or preference during an academic year.
- C. It is assumed that members of the Department are eligible to teach any course below the 300 level and that these courses should rotate among all faculty members who express a desire to teach them.
- D. Ideally, unless she so wishes, no faculty member with an eighteen-hour load will be assigned more than two 100- or 200-level writing sections a semester. Faculty members with primary credentials in writing are expected to teach a heavier load of writing courses than other faculty. The more desirable writing courses (e.g., L202, W140) will rotate among the faculty members who express a desire to teach them.

IV. Release Time

The Faculty Review Committee, in consultation with the Curriculum Committee, will advise the Chair in the granting of four kinds of release time:

- A. Research (for University Travel reimbursement policies, see appendix E)
 - 1. The normal course load reduction as set forth in I.B. above.
 - 2. Additional course load reductions granted for other proposals.
- B. Departmental Program Development, special projects, or significant professional service.

- C. Departmental Office, including Chair, Director of Writing, Associate Director of Writing, and Director of Graduate Studies.
- D. Funded Activity Underwritten by Non-Departmental Budgets, including research, journal editing, service, extra-Departmental teaching, and post-doctoral education.

V. Responsibilities of the Department

It is recognized that the policies relating to teaching assignments (section III above) are at best firm guidelines along which the Department Chair must exercise discretion and judgment.

VI. Independent Study

Supervision of independent study courses may be treated as evidence of teaching excellence; however, under current procedures, it constitutes an uncompensated overload. For this reason, the Department neither encourages nor, in most instances, discourages supervision of these courses. Application to supervise an independent study course should be made by means of the Departmental form available for that purpose. Approval by the Chair of the Undergraduate Studies Committee or the Director of Graduate Studies and the Department Chair is required.

Applications for independent study are expected to contain a detailed, explicit plan of work. Courses that duplicate regular courses offered in the same or the next semester are discouraged.

VII. Student Advising

All tenured or tenure-track faculty members are assigned students to advise on a regular basis. Faculty advisors should be familiar with the university's academic regulations and with Department and school requirements for graduation. Faculty advisors sign student registration cards and other materials related to course registration or withdrawal.

As a student advisor, you are not only a student's main source of information about university requirements; you may also be his or her closest faculty contact. Time spent in advising is an important element in a faculty member's service to the university.

Faculty Absence from Scheduled Classes

1. Instructors are expected to meet their classes on the day and time and in the room designated in the *Schedule of Classes*. If temporary room changes are made, they should be announced in advance both to the students and to the Department secretary. No permanent room changes should be made without permission of the Department Chair.
2. It is understood that the time scheduled for class meetings may be used for a variety of alternative pedagogical purposes, such as conferences with students, library exercises, and field trips. Because the Department is regularly called upon to locate faculty and students, all such activities should be announced in advance to the Department secretary.
3. Beginning fall 1990, the IPFW calendar designates the fifteenth week of classes as an optional reading period. English and Linguistics faculty who choose this option are expected to hold regular campus office hours during the reading period and to schedule a final assignment (e.g., a final examination) during the last week of classes.

4. From time to time faculty may be away from campus during the academic term for professional purposes (e.g., presenting a conference paper, service on a system committee). Since such absences from class are normally known well in advance, faculty are expected to arrange for a substitute instructor or alternative classroom activity and to notify the Department Chair of the arrangements made.
5. Occasionally, the ravages of disease or the malevolence of nature may result in an unexpected faculty absence from class. Under these circumstances, the faculty member should notify the Department Chair or the Department secretary, who will attempt to find an emergency replacement or, if unsuccessful, will post notices announcing the cancellation of the class.
6. If an emergency causes a faculty member to miss a class, secretarial assistance is limited to announcing the cancellation, distributing hand-outs, picking up class papers, and, if a test is scheduled, handing out the test at the beginning of class and picking it up at the end. Secretaries may not monitor the actual taking of quizzes or examinations.

Student Evaluation of Teaching (for tenure and promotion cases)

(adopted by A&L, 09/15/81)

The evidence for effective teaching is most persuasive, especially at stages of review beyond the Department and the unit, when it is clear that students had full freedom to respond and that a representative survey of student opinion had been made. Furthermore, the case is best presented, not with a great deal of unstructured evidence, but, rather, with valid summaries and compilations.

In-Class Student Evaluations

- A. Freedom of student response is best demonstrated when the process has these characteristics:
 1. The candidate is absent from the class during the evaluation
 2. The evaluation form provides for student anonymity
 3. A student, selected beforehand, delivers the evaluations directly to the Department secretary or to the Department via campus mail
 4. The results are returned to the instructor after final grades are in.
- B. The results of many evaluations should be compiled by the candidate's Department as concisely as possible and by type of class. The candidate or the Department Chair should explain in writing how the results were obtained and compiled.
- C. While no particular form for in-class student evaluations is mandated, a reliable statistical base is desirable. It is the responsibility of the candidate to explain the significance of the evaluation results.
- D. The representativeness of in-class evaluations is best demonstrated when it is shown that students from each type of class the candidate teaches have been surveyed over a number of years. Four or five sections of each type spread over three or four years may be considered a reliable minimum range of response. The candidate should describe the range of evaluations involved in the evidence.

Other than In-Class Student Evaluations

- A. Candidates may request that mail solicitations of representative groups, such as graduating majors or the candidate's past students, be conducted by the Department Chair. The Chair should contact students in the group, or a representative sample of students chosen at random, or students from representative classes, or a combination of all these (over a range of classes such as given in I.D. above). If the anonymity of all responses is not provided for, the respondents shall be assured that their names will remain confidential from the candidate if they so request.
- B. The candidate and the Chair shall agree on the types of students contacted, on the form that the Chair's letter will take, and on the time of the survey and the deadlines involved.
- C. After the survey is completed, the candidate shall be given copies of all letters received (with the names blocked out or removed in the case of students who requested anonymity). If there are a great number of letters, the candidate may request the Chair to write a summary of responses (as stated in the headnote, it is an advantage not to burden the reviewers with a great deal of unstructured evidence). The Chair should attach a signed form certifying the manner in which the survey was conducted and the number of letters that were received. If the candidate uses such letters in the case, the certification should be present. If it is not present, the candidate should explain the manner in which the survey was conducted and the manner in which the candidate is using the letters.

Peer Review of Teaching

(12/4/78)

1. The Department encourages its faculty to have colleagues assess their teaching and offer suggestions for improvement. In addition to their contribution to the development of effective teaching, evaluations may also be useful in summative decisions, such as reappointments, annual reviews, and promotion and tenure recommendations. However, faculty who so desire may receive peer comments on their teaching with the assurance that the evaluation will not be used for these summative purposes. Individuals may arrange for such peer evaluations or have the **Peer Review Committee** arrange them. [It should be noted that, for summative purposes, peer evaluations arranged by a third party are sometimes treated as more reliable than evaluations arranged by the faculty member herself.]
2. Upon request by faculty members, the **Peer Review Committee** will arrange evaluation visits of their classes. Members of the committee may, but will not necessarily, be the evaluators. The **Peer Review Committee** does not arrange evaluation visits performed by the Department Chair; such requests should be made directly to the Chair.
3. The instructor may submit the names of potential evaluators to the **Peer Review Committee** and may request that a specified number of evaluators visit the classes which the instructor wishes evaluated.
4. The instructor should provide the evaluator with copies of the syllabi or current class schedules for all courses to be evaluated.
5. The instructor may indicate whether she wishes to be informed in advance of an evaluator's visit. Normally the evaluator will visit the class at least three times.
6. The evaluator's report should be detailed and based on the usual criteria for evaluating effective teaching. The report should specify all conditions pertaining to the evaluation (date of visits, announced or unannounced, etc.).

7. The evaluator will send a letter summarizing her evaluation to the instructor. If the instructor requests, the evaluator will also send a copy of her letter to the Department Chair, for use in evaluations of the instructor. The instructor will decide whether such a letter will become part of a promotion or tenure case.
8. Faculty members who do not choose to use these procedures for peer review will not be penalized for their choice. However, faculty are reminded that the Department's tenure and promotion criteria urge assessment of teaching by several different methods. Moreover, under some circumstances, the Department Chair or the **Peer** Review Committee may recommend that a faculty member provide peer reviews of her teaching.

PART 3: The Classroom

Student Attendance

Department faculty are encouraged to note that regular class attendance is essential to students' academic success. Students, therefore, should be expected to attend each class meeting for all English courses in which they are enrolled, and to comply with whatever additional attendance policies might be stipulated on course syllabi. (Approved 04/24/00)

Grades

Faculty should familiarize themselves with the statements concerning grades and grading policy in the IPFW *Bulletin* and the most recent edition of the Indiana University *Academic Handbook*. The following requirement should be noted:

Faculty members are expected to give each undergraduate a written evaluation of performance as early as compatible with the nature of the course, but not later than after two-thirds of the semester or summer session has elapsed. This evidence will normally consist of a letter grade, but it could also be recorded in a different manner (e.g., written critique of a paper, written evaluation of the student's total performance). In certain types of courses such as senior or honors seminars, the evaluation might be given orally.

Grade appeals (see below) most frequently occur when the instructor has not clearly stated a grading policy or has changed the policy during the semester. Faculty are urged to provide students with a written statement (presumably on the course syllabus) detailing the factors that will determine their final grades and to treat the statement as a contractual understanding with the students, to be altered only with their knowledge and agreement.

Grade Appeals

(Approved 03/10/84)

The appeals process can be used by any undergraduate student who has evidence or believes that evidence exists to show that a course grade was assigned as a result of prejudice, caprice, or computational error. In appealing, the student must support in writing the allegation that an improper decision was made and must specify the remedy sought. The student is encouraged to seek the assistance of the dean of students in pursuing the appeal. During an appeal, the burden of proof is on the student, except in cases of alleged academic dishonesty, in which case the instructor must support the allegation.

Timing of Appeals: An appeal must be initiated no later than the fourth week of the fall or spring semester immediately following the session in which the decision was made. Each successive step in the appeals procedure must be initiated within three calendar weeks of the completion of the prior step.

Steps in the Appeal Process:

1. Course instructor: The student makes an appointment with the instructor to discuss the matter. (If the instructor is unavailable, the Department Chair shall authorize an extension of time or allow the student to proceed to step 2.)
2. Department: If the matter has not been resolved at step 1, the student makes an appointment with the Chair of the Department, who will direct the student procedurally in making an appeal to the Department Grade Appeals Committee (GAC).
3. Academic Appeals Subcommittee: If the matter has not been resolved at step 2, the student makes an appointment with the Dean of the Faculty, who will direct the student procedurally in submitting the case to the campus Academic Appeals Subcommittee.

Department of English and Linguistics Appeals Procedure (Step 2)

Each year the Department Chair will, with the advice of the Committee on Committees, appoint three regular members and two alternate members to the Grade Appeals Committee (GAC). All members shall come from the instructional staff (including associate faculty and graduate instructors) of the Department. Alternates shall serve when regular members are unavailable for service due to absence or to involvement in assigning the grade under appeal.

If an appeal has not been satisfactorily resolved between the student and the instructor (step 1), the student shall request the GAC to receive evidence and make a recommendation.

After receiving written documents and oral testimony relevant to the appeal, and after providing due process and complying with the time limits described above, the GAC will vote on whether the appeal is valid and, if so, on what remedy should be provided. A written statement of findings and recommendations will be given to the appellant, the instructor, the dean of students, and the Chair of the Department. At this point, the instructor may change the appealed grade, the student may withdraw the appeal, or the student may proceed to step 3. (Grades may be changed only by a university authority upon the decision of the campus Academic Appeals Subcommittee or by the instructor any time prior to the decision of the Academic Appeals Subcommittee.)

Credit by Examination

(Approved 04/14/80)

Students may seek exemption without credit from composition requirements by contacting the Director of Writing. If the requisite conditions are met, the Director will write a memorandum recommending such exemption. Exemption is possible for students who

because of work experience, feel that they may be able to test out of such advanced courses as business writing or technical writing, or

have transferred from another university at which they were exempted from composition requirements.

Students may seek exemption (without credit) from other 100- and 200-level courses taught by the Department by contacting the Chair of the Department.

Note: The Office of Admissions currently grants course credit in composition to students who either score 4 or 5 on the English Language/Composition Advanced Placement Examination offered by the Educational Testing Service. Students who score a 4 or 5 on the English Literature Advanced Placement Examination receive 3 credits of undistributed English course credit.

Academic Misconduct

The *Academic Handbook* and IPFW's own academic regulations [see the most recent version of Fort Wayne Senate Document SD 89-28 (rev. 18 April 2016) --IPFW Code of Student Rights, Responsibilities, and Conduct--and the current IPFW *Bulletin*] define these terms and the campus procedures appropriate for dealing with them. Because the Department is responsible for teaching students the style and conventions of academic writing, it is also our responsibility to see that students understand the nature of academic dishonesty and the penalties associated with it. Because what we call *plagiarism* is standard practice in other discourse communities, it is sometimes difficult for students to understand that in the university recycling constitutes cheating. Instructors should explain plagiarism and its consequences when they make the first assignment of outside written work in a course.

Given the seriousness of the charge, an accusation of plagiarism must be based on concrete evidence. Often a faculty member suspects plagiarism when a student assignment is markedly different in style or quality from her previous work; however, a formal charge of plagiarism must be based on more than suspicion. For this reason, one is often obliged to go to extraordinary lengths to track down the source of suspected plagiarism.

While, strictly speaking, misuse or misunderstanding of the appropriate citation system can be construed as plagiarism, it is important to maintain the distinction between cheating and ignorance or negligence. (The distinction between premeditated murder and accidental homicide provides a useful analogy.)

Before charging a student with plagiarism or cheating, you may wish to consult with the director of Writing (for writing courses), the Director of Graduate Studies (for graduate courses or students), or the Department Chair (for other circumstances or if the appropriate director is unavailable). Then, before imposing any penalty, you must meet informally with the student, within ten days of discovering the alleged misconduct, in order to allow the student to present a defense or explanation.

If you choose to notify the student by letter, you might wish to use the general form suggested by the Indiana University Counsel:

<p>Dear Mr/Ms _____:</p> <p>I have a paper entitled " _____ " submitted by you to me in partial fulfillment of the requirements of [Course Number], section _____. I have read your paper [and discussed it with other faculty members].* My present belief is that this paper is not written wholly by you, as required by the standards of the course.</p> <p>Please make an appointment to see me soon so that we can discuss this situation. [Pending our discussion and a resolution of the matter, I am recording an Incomplete as your grade in this course.]**</p> <p style="text-align: center;">Very truly yours,</p> <p style="text-align: center;">_____</p> <p>*If you did. **If at semester's end.</p>
--

Please note that the word "plagiarism" is not recommended for use.

After discussing the situation with the student, you may deem it proper to impose a penalty. This may take many forms:

- a lower or failing grade for the assignment in connection with which misconduct occurred;
- an injunction to repeat or supplement the assignment;
- a lower or failing grade for the course.

After you determine the penalty, you must write a complete report, with all particulars spelled out, including the exact nature of the penalty. A copy of this report should go to the student, to the Chairs of the Department of English and Linguistics and of the student's major Department, to the Deans of Arts and Sciences and of the student's school or division, and to either the Dean of Students (in the case of an undergraduate) or the Director of Graduate Studies and the Dean of the Indiana University Graduate School (in the case of a graduate student). If the case involves a writing course, a copy should also go to the Director of Writing. This report should inform the student that he or she may appeal to the Department Chair and, subsequently, to higher administrators if unsatisfied with actions taken at the Departmental level. (The current *Student Handbook* details these procedures.)

In addition to the academic misconduct defined above, the department also insists that students adhere to the professional and ethical standards that govern Departments of English and Linguistics: respect for one's colleagues and for the practice of using resources in the production of academic work. When engaged in peer reviews or in classroom activities, students are expected to demonstrate respect for colleagues and to practice a "critical engagement" in dealing with secondary sources in a manner that reflects personal integrity and a responsible acquisition of ethical values (see Part II. A.9 of the IPFW Bulletin).

APPENDICES

A. Hiring and Appointment of Faculty

Procedures for Hiring New Faculty

The hiring process for the Department provides an opportunity for all Department members to express their opinions about the candidates who come to campus for an interview. For each candidate, the Search Committee, appointed by the Department Chair, makes evaluation forms available in the Department office. Candidate evaluation forms are to be completed and returned as soon as possible after the interview and before the next candidate is interviewed. After all interviews are conducted, faculty members may send a memo to the Committee in which they express their opinions about the strengths and weaknesses of candidates relative to each other.

While the Search Committee considers the faculty members' opinions, it makes a recommendation to the Chair based upon all the credentials the candidate provides and relevant qualities.

Responsibilities of the Chair

- Appoint a Search Committee composed between three and five Department members in consultation with the Committee on Committees. If possible, at least two members should have the same specialization as the prospective appointment (Literature, Composition, Creative Writing, Linguistics, or Folklore).
- Announce and advertise the position in the appropriate venues. The job announcement should include all relevant qualifications. Once the qualifications are established and published, neither the Chair nor the Search Committee may alter them to favor or exclude a particular candidate.
- Choose the successful candidate from a prioritized list provided by the Committee. If mutually agreeable, the Chair may participate in the deliberations of the committee.
- At the end of the process, inform all candidates of the results of the search.

Responsibilities of the Search Committee

- Develop a timetable for the hiring process including the receipt of all relevant materials, the compilation of "long" and "short" lists, and the time and place for preliminary interviews and Department visitations.
- After screening applications and supporting material, and after conducting preliminary interviews, develop a short list of candidates to visit the Department. Candidates for preliminary interviews (i.e., those on the "long list") should be asked to provide a teaching portfolio or some other evidence of effective teaching, a sample of writing or research, a placement file or current letters of recommendation, and a transcript or transcripts.
- Seek the advice, but not the consent, of the Department members. If the Department members are asked to fill out an evaluation form for a candidate, it should be explicitly stated on the form that Department members are being asked for advice, but not for votes. The complete job announcement should also be included on the evaluation form with instructions that evaluators are to base their evaluation on the announcement.
- At all levels of the decision-making process, the Committee shall base its decisions on the relevant qualifications of the candidates as they relate to the job announcement.
- Provide the Chair with a prioritized list of candidates.

Other Responsibilities of the Chair and the Committee

The Chair and the members of the Search Committee should both be familiar with and follow all university policies relating to the search. The hiring policies and procedures of Purdue University at the time of the job search should take precedence if there is any conflict between them and Departmental policy.

The Department should respect the privacy and dignity of each applicant. This means that only those involved in the decision-making process (i.e., the Chair and the members of the Search Committee) should have access to all of the application material. Department members who are not on the Search Committee may attend candidate presentations and social events involving the candidates, and they may read the job announcement, letters of application, curriculum vitas, and publications or writing samples. They may NOT read letters of reference, placement files, transcripts, nor any comments, memos, or notes written by other Department members.

All Department members should refrain from asking candidates personal questions. Department members should also not make any written or oral comments about any of the candidates that are personal in nature.

Procedures for Appointment of Department Chair (Approved 11/17/80)

The Committee on Committees initiates the following procedures in the third week in October of the academic year at the end of which the Department Chair's term expires, or at the resignation of the Chair.

Reappointment of Incumbent Chair

1. The committee obtains a statement indicating the incumbent's willingness to serve for another term.
2. If the incumbent indicates willingness to serve, the committee circulates his/her statement to the full-time voting faculty along with a mail ballot on the question, containing the simple alternatives YES and NO.
3. If a simple majority of those eligible to vote, do vote to reappoint the incumbent, the committee informs the dean of Arts and Sciences that the Department recommends the incumbent's reappointment.
4. If the person recommended is unacceptable to the administration, the committee initiates the procedures below for appointment of a new Chair.

Appointment of a New Chair

1. The Committee on Committees implements these procedures if (1) the incumbent Chair succumbs, resigns, or is unwilling to serve an additional term; (2) the incumbent's reappointment is not recommended by a simple majority of the Department; or (3) the reappointment of the incumbent is denied by the dean.
2. The committee asks the members of the full-time faculty if they are willing to serve as Chair.
3. Having established a list of those willing to serve as Chair, the committee prepares a mail ballot on which each full-time faculty member has the opportunity to nominate up to three names from the list.
4. The final candidates for Chair are the larger of the following two groups: the three persons receiving the most nominations or all persons receiving nominations from one-third of those faculty voting.
5. The committee arranges an interview with each final candidate at a time and place convenient to the faculty.

6. Using mail ballots, the committee conducts such elections (including run-offs) as result in one candidate's receiving a majority of the votes of those eligible to vote. Ballots shall include the option "None of the Above."
7. The committee forwards the name of this candidate to the dean.
8. If the administration finds this candidate unacceptable, steps 6 and 7 are reiterated with this candidate's name eliminated.
9. If this process fails to settle upon a final choice acceptable to the Department and the administration, the committee shall recommend to the dean that an outside search be conducted.

Outside Search for Department Chair

1. If permission is granted for an outside search, the Committee on Committees conducts an election for a five-member Search and Screen Committee.
2. The Search and Screen Committee follows established procedures for appointments to faculty positions, being especially careful to make the interview process open and convenient.

B. Sabbatical Proposals

(approved 10/2008)

A proposal for sabbatical leave should include the following:

1. A brief description of the sabbatical project. The description should address the significance of the project to the field, preparation for engaging in the project, the approach to the project, anticipated outcomes of the project in terms of the applicant's research, creative endeavor or pedagogy, and possible benefits to the Department, university or greater community where relevant;
2. A proposed timeline for the project;
3. An understanding that a post-sabbatical report will be submitted to the Department Chair, as indicated in the Vice-Chancellor-for-Academic-Affairs guidelines. (Approved 30/iii/09)

C. Faculty Grievance Procedures

(see Purdue University Memorandum No. C-19 (1 July 1998)

http://www.purdue.edu/policies/pages/human_resources/c_19.html)

IPFW Senate Document (SD 98-14)

<http://www.ipfw.edu/senate/DOCUMENT/1998-99/sd98-14.html>)

Purdue University has a well established tradition of excellence in all of its academic endeavors. The University community realizes that to sustain this standard, its academic personnel must work together in a respectful and collegial manner. To accomplish this, it is essential that we maintain a climate that values

faculty and graduate student employees and fosters prompt and fair resolution of their concerns and grievances.

Purdue encourages its academic personnel to resolve their disagreements through informal, frank, and open discussion. However, the University also recognizes that occasionally more formal processes are needed. All such activities, whether informal or formal, must be carried out by all participants within a framework of good faith collegiality. None of these activities shall be judicial in nature, nor may legal counsel participate. Purdue faculty, staff, or graduate students who happen to be attorneys may take part in the following proceedings in their role as University employees, but not as lawyers.

Everyone participating in the grievance resolution process as outlined in this memorandum may exercise their prerogatives and fulfill their responsibilities without fear of retaliation from any University employee.

—from Purdue University Memorandum No. C-19

D. Third Year Review

(approved by department 10/2008; approved by COAS 4/2018)

An important, midway component of the promotion and tenure process is the third-year review of tenure-track faculty. As SD 14-36 notes, “It is in the best interest of IPFW to see its faculty succeed. One way to judge success for probationary faculty is to evaluate progress toward tenure and promotion at the midway point.” Similarly, the Department of English and Linguistics incorporates a third-year review into its annual reappointment of probationary faculty.

A probationary faculty member in her/his third year shall include the following as an appendix in her/his request for a fifth-year reappointment:

- Copies of the summary portions of the annual reports from the first three years of the probationary period
- Copies of reappointment letters by the Department Chair and Faculty Review Committee from the first three years of the probationary period
- Copies of the departmental formative and summative review conducted midway through the third year in coordination with the departmental Peer Review Committee

The Faculty Review Committee will make a recommendation for reappointment to the Department Chair, who will in turn make his or her own recommendation based on evaluations of the submitted reappointment dossiers. In these recommendations, both the Faculty Review Committee and the Department Chair also should include plans to assist the faculty member to address concerns that have arisen since the last reappointment.

In addition to the reviews above, the Promotion/Tenure/Sabbatical Leave Committee will also review the reappointment and vote on the viability of the candidate’s third year review based on the reappointment material submitted by the candidate.

- If the chair or the Faculty Review Committee does not recommend reappointment, the case will be resubmitted to the Promotion/Tenure/Sabbatical Leave Committee for its consideration and vote.
- The probationary faculty are entitled to attach a response if there is disagreement with the departmental reviews.

The letters from the Faculty Review Committee, the Promotion/Tenure/Sabbatical Leave Committee and the Department Chair will include a summation of a faculty member's progress toward tenure along with the usual yearly summation. Any formative comments to mentor the faculty member in developing a future case will be made formally to the faculty member or included in the letter from the Faculty Review Committee and the Chair. The candidate has the right to respond to the review.

E. Course Level Guidelines

(Approved 2/25/77, 12/5/88)

1. Courses should follow bulletin descriptions.
2. The choice of texts is usually up to the instructor. In a sequence course where specific texts have been agreed upon by the staff of the sequence, the faculty member should respect the agreement.
3. In 300- and 400-level courses, the work and standards should be more demanding than those for 200-level courses. (For example, a long paper could be required in addition to shorter papers and examinations.)
4. If a course is listed as a seminar, it should be run as a seminar. Normally seminars will require at least one class presentation for discussion and critique and an extended research project.
5. Courses carrying graduate credit should maintain graduate-level standards.
Instructors of graduate courses should expect more of graduate students than of undergraduates. Such expectations might include mastery of more material or greater depth of understanding, or both, as demonstrated not only on examinations and in other classroom activities, but also in a research and writing project of significant scope. Normally, such a project will demonstrate awareness of contemporary critical or theoretical contexts, of research strategies, and of appropriate modes of citation and documentation. The Director of Graduate Studies, in consultation with the Graduate Studies Committee, will monitor requirements published in Department brochures and syllabi. He will bring any apparent deviations to the attention of the Department Chair, who will resolve the problem with the instructor. [See also Fort Wayne Senate Document SD 90-29--Guidelines for Graduate Courses.]
6. Graduate seminars should not be cross-listed with any other courses or seminars. Only advanced graduate students should be permitted in these seminars because the effectiveness of the seminar depends on the level of the students participating.

Note: The Composition Committee issues guidelines for some writing classes. Faculty assigned to 100- and 200-level writing courses should familiarize themselves with the most recent edition of the IPFW *Composition Handbook*.

F. Summer Teaching Policy

1. Summer teaching assignments shall be made so as to provide, as nearly as possible, equal opportunity for all full-time Department faculty members to participate in the summer school program.
2. For this purpose, the following point system shall rank the faculty priority for assignment to summer teaching:

For having taught here the previous summer, 4 x the number of credit hours taught.

For having taught here two summers before, 2 x the number of credit hours taught.

For having taught here three summers before, 1 x the number of credit hours taught.

For having been unaffiliated with IPFW the previous academic year, 12 points.

For having been unaffiliated with IPFW one year prior to the previous academic year, 6 points.

For having been unaffiliated with IPFW two years prior to the previous academic year, 3 points.

Assignment priorities will rank inversely to the point count on the above scale. In the case of ties, alphabetical order (from A to Z one year, from Z to A the next) will determine priorities.

3. Two Department members may, with the permission of the Chair, arrange to exchange course assignments for two summers so that each teaches two courses one summer and none the other. (Subsequent assignment priorities will be determined as if no exchange had taken place.)
4. The assignment priority ranking implies priorities with respect to inclusion in the summer teaching program, priorities with respect to the number of teaching hours, and priorities with respect to courses and sessions. Each person who wishes to teach will be assigned one course before any person is assigned two. If the number of courses carried exceeds the number of persons wishing to teach, priority for a full-time load (6 hours) will be given according to the assignment priority ranking.
5. The decision to assign a specific faculty member to a specific course is a matter of the judgment and discretion of the Department Chair. Every effort, however, should be made to effect a long-range fair distribution of courses among members of the summer faculty.
6. Faculty who have resigned or have not been reappointed for the following academic year are eligible to teach summer school; however, they have the lowest priority to do so. (They will be assigned one course only when all other faculty desiring to teach have been assigned a course; a second course, when all other faculty desiring to teach a second course have been assigned one.) (Ruling of A&S Dean)

G. University Travel (Revised & Approved 10/1/76; 03/22/82; 10/7/85)

All full-time faculty are eligible for reimbursement of expenses (see guidelines below) for attending professional conferences; part-time faculty are reimbursed for registration fees at one conference during the academic year. The maximum amounts of reimbursement are determined annually and are based on the funds for travel available in the Department's budget.

Full-time faculty travelling to professional conferences may be reimbursed for:

- a. transportation

- b. lodging
- c. subsistence
- d. registration fees.

University regulations govern the amount reimbursable in some categories. Please consult the Traveling Management site from Accounting Services for all regulations (<https://www.ipfw.edu/offices/accounting/travel/>) and log-in to Concur for travel and reimbursement.

Consult the Department administrative assistant for current regulations.