Academic Affairs: The largest division of the university which houses all of the academic programs (See organizational chart)

The Office of Academic Affairs webpage is at http://new.ipfw.edu/offices/oaa/

The major academic units are identified at http://new.ipfw.edu/academics/units/.

The Academic Officers include the academic deans and division directors, the Vice Chancellor for Academic Affairs (VCAA), and the associate vice chancellors and OAA fellows who report to the VCAA. http://new.ipfw.edu/offices/oaa/about/

A listing of the deans, department heads and the academic business managers is found at http://new.ipfw.edu/offices/oaa/about/pdfs/DeansDeptHeads1011Feb11.pdf

Admissions http://new.ipfw.edu/admissions/
Please refer any student who contacts you and wants to apply for admission to the university to http://new.ipfw.edu/admissions/apply.html. Former students who wish to return to the university after being absent for two major (Fall, Spring) semesters and also re-enter via this site. Students who have been academically dismissed must wait one semester prior to re-admitting to the university.

Admission requirements are found at http://new.ipfw.edu/admissions/requirements/. While IPFW admits most students who apply, some students are directed to the IPFW – IVY Tech ADVANCE program.

Advising, Academic http://new.ipfw.edu/academics/advising/
A variety of people provide academic advising at IPFW, including faculty, department and school / college advisors, and advisors from ACCS (Academic Counseling and Career Services) and other specialized student service areas. The IPFW Academic Advising Council is the group on campus responsible for reviewing and recommending changes in advising policies and practices. The responsibilities for both student and advisors in the academic advising process are identified at http://www.ipfw.edu/academics/advising/responsibilities.shtml.

The National Academic Advising Association (NACADA) provides a wealth of information about a variety of topics related to advising. Visit their site at http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/index.htm

Talk with your chair about your role in student advising at IPFW. Resources to assist in evaluating your effectiveness as an advisor can be found at http://www.nacada.ksu.edu/Clearinghouse/Links/assessment.htm.

Assessment http://new.ipfw.edu/offices/assessment/
A variety of assessment programs and activities take place at the university. The Office of Assessment provides resources to assist in the assessment process.

Awards (Faculty) http://new.ipfw.edu/offices/oaa/resources/faculty-awards.html
Awards for excellence in teaching, research and advising are given each year. Calls for applications will be sent out early in the Spring semester.
Baccalaureate Framework
The IPFW Baccalaureate Framework identifies that students who earn a baccalaureate degree at IPFW will be able to apply their knowledge to the needs of an increasingly diverse, complex, and dynamic world. To that end, IPFW continually develops and enhances curricula and educational experiences that provide all students with a holistic and integrative education.

The IPFW faculty has identified six foundations of baccalaureate education: Acquisition of Knowledge, Application of Knowledge, Personal and Professional Values, A Sense of Community, Critical Thinking and Problem Solving, and Communication. The Baccalaureate Framework provides a structure for curriculum and assessment at IPFW.

http://new.ipfw.edu/academics/programs/baccalaureate-framework.html

Bookstore: Follett’s Bookstore is located in the ground floor of Kettler Hall. Contact your department clerical staff for your department policies related to ordering textbooks. Faculty hoods for commencement may also be ordered for rental through Follett’s. Also see
http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?langId=-1&storeId=10185&demoKey=d&catalogId=10001

Bulletins http://new.ipfw.edu/bulletins/
The on-line bulletins contain critical information about university policies, programs and degrees.

Bursar http://new.ipfw.edu/financial/contact/
The IPFW Bursar’s office is located on the ground floor of Kettler Hall and is responsible for student tuition and fees billing, account receivables and distribution of student financial aid (also see Financial Aid).

Business Cards:
http://www.ipfw.edu/printserv/IPFWONLY/business_card_form_A.shtml
Ask your chair or department clerical staff about your department’s policy related to ordering business cards. If they ask you to directly order them online, go to the above link. You will need your department’s fund and cost center account numbers.
Operated by Indiana University-Purdue University Fort Wayne, CATV 5 is one of five cable access channels on the Comcast Cable System serving Fort Wayne and Allen County, Indiana. CATV 5 serves as the higher education cable access channel and uses the medium of television to provide higher education opportunities for area residents.

Calendars [http://new.ipfw.edu/calendar/](http://new.ipfw.edu/calendar/)
The academic, student life, sports, Walb Student Union, VPA, and Alumni Relations calendars are available at this website.

CASA (Center for Academic Support and Advancement): [http://new.ipfw.edu/casa/](http://new.ipfw.edu/casa/)
Provides a variety of services in support of student academic success, including academic skills counseling and workshops, supplemental instruction, tutoring, writing assistance, math testing, and free technology short courses.

CELT (Center for Enhancement of Teaching and Learning): [http://www.ipfw.edu/celt/](http://www.ipfw.edu/celt/)
CELT enhances the teaching and learning environment by providing a single “front door” to the variety of resource providers required in order to teach in today’s classroom. CELT has three major service components: faculty development, support for teaching with technology, and media production.

1. FACULTY DEVELOPMENT
   - Especially for New Faculty [http://www.ipfw.edu/celt/especially/administrative.shtml](http://www.ipfw.edu/celt/especially/administrative.shtml)
   - Workshops and Conferences provided by CELT [http://www.ipfw.edu/celt/workshops/default.shtml](http://www.ipfw.edu/celt/workshops/default.shtml)
   - Teaching Consultations [http://www.ipfw.edu/celt/forms/ConsultRequest.shtml](http://www.ipfw.edu/celt/forms/ConsultRequest.shtml)
   - Test Scoring and Test Data Analysis [http://www.ipfw.edu/celt/testscoring.shtml](http://www.ipfw.edu/celt/testscoring.shtml)

2. SUPPORT FOR TEACHING WITH TECHNOLOGY

3. MEDIA PRODUCTION
   - Student Multi Media Lab (Studio M) [http://www.ipfw.edu/studiom/](http://www.ipfw.edu/studiom/)
Centers of Excellence [http://ne\w.ipfw.edu/offices/ores/centers/]
The purpose of the Centers of Excellence Program is to recognize and advance faculty expertise; engage undergraduate and graduate students in experiential learning opportunities through service and research; market those capabilities to the public, private, and not-for-profit sectors; provide opportunities to integrate teaching, research, and service; encourage multidisciplinary collaboration, and; facilitate the administration of externally supported projects. Visit the website to see if your research or service interests align with those of any of the centers.

Center for Women and Returning Adults [http://new.ipfw.edu/cwra/]
The Center for Women & Returning Adults (CWRA) serves as an advocate for women and non-traditional students by providing academic, financial and personal assistance while simultaneously familiarizing them with the network of services available on campus or in the community.

Child Care Center [http://www.ipfw.edu/childcar/]
The IPFW Child Care Center is available for the children of students, faculty and staff ages 2 through 12. It is located on the corner of Hobson Road and Stellhorn Road.

Collegiate Connection [http://new.ipfw.edu/collegiate-connection/]
The IPFW program that allows high school students to earn college credits.

Commencement [http://new.ipfw.edu/commencement/]
Faculty are encouraged to show support for our graduating students by attending Commencement, held once per year on the evening of the second Wednesday of May. Rented faculty gowns are provided by the university for those without their own. Hoods may be rented from the Follett’s Bookstore. You will receive information each Spring about commencement and garb from the Academic Ceremonies Coordinator. Make sure your students remember to register for commencement at [http://www.ipfw.edu/commence/graduates/apply.shtml].

Computer Assistance [http://www.its.ipfw.edu/support/]
You can obtain assistance with technical problems associated with your computer or the network by calling the Help Desk at 16030. Information about short courses in computer skills offered at the university for faculty and staff can be found at [http://new.ipfw.edu/offices/its/training/faculty-staff.html].

Continuing Studies [http://new.ipfw.edu/dcs/]
The Division of Continuing Studies coordinates Weekend College, off-campus credit courses, distance learning courses, the General Studies degree programs, personal and professional continuing education courses, educational travel courses, and the small business development center.

- Distance Learning Grant Applications
  [http://new.ipfw.edu/departments/dcs/decco/coursedev.html]

Cooperative Education [http://www.ipfw.edu/co-op/]
Co-op is short for cooperative education, a nationally recognized academic training program that involves partnerships between students, employers, and IPFW. This academic enhancement program gives students the opportunity to explore how classroom theory relates to actual employment opportunities, while remaining an IPFW student.
Copyright Information [http://copyright-information.lib.ipfw.edu/](http://copyright-information.lib.ipfw.edu/)
The IPFW Helmke Library provides assistance with copyright issues in teaching and in scholarly publishing. On campus, contact Cheryl Truesdell, Helmke Library Dean, truesdel@ipfw.edu.
Dean of Students, Office of the [http://new.ipfw.edu/dos/](http://new.ipfw.edu/dos/)
The office of the dean of students provides assistance with: advising students of their rights and responsibilities; representing students in the student complaint process; handling student conduct problems; guiding students in the grade appeal process, and providing resources for personal counseling for students. The Office also oversees the operations of Services for Students with Disabilities (SSD) and the Center for Women and Returning Adults (CWRA) and advises Student Government.

The dental clinic offers complete cleanings, fluoride treatments, and dental sealants, plus full-mouth, bite-wing, and panographic X-rays that can be mailed to your dentist. All services are provided by dental hygiene students. Patients of all ages are welcome, but appointments are required. Call 260-481-6575 for prices and an appointment.

Development, University [http://new.ipfw.edu/development/](http://new.ipfw.edu/development/)
University Development is the department that coordinates financial donations and gifts to the university. You must contact Development prior to approaching a local or national foundation for funding to make sure that multiple or competing requests are not made to the same foundation. You must also contact them prior to engaging in any fundraising activity for the university (see [https://webcms.ipfw.edu/offices/development/forms/fund-request.html](https://webcms.ipfw.edu/offices/development/forms/fund-request.html)).

Disabilities, Office of Services for Students With (SSD) [http://new.ipfw.edu/ssd/](http://new.ipfw.edu/ssd/)
The Office of Services for Students with Disabilities provides assistance for students with a documented special need. Faculty will be informed by the office of students who may be in their classes that require accommodations. Faculty may also consult with the staff of SSD about particular student situations.

Discrimination (Also see Institutional Equity)
IPFW is committed to addressing discrimination complaints promptly and consistently, using procedures that are effective and fair, and to resolving complaints at the lowest organization level whenever possible. Persons who feel they have been discriminated against should bring their complaints to the attention of their department head or supervisor, or seek assistance from the Director of Institutional Equity or Human Resources.

  - Complaint Form: [http://www.purdue.edu/humanrel/contribute_pdf_docs/complaint_info_for m.pdf](http://www.purdue.edu/humanrel/contribute_pdf_docs/complaint_info_form.pdf)
This guide was developed by the Division of Continuing Studies to assist students who are taking distance learning courses.

Diversity and Multicultural Affairs, Office of [http://new.ipfw.edu/odma/](http://new.ipfw.edu/odma/)
The Office of Diversity and Multicultural Affairs provides support for the success of non-majority students at IPFW through a variety of programs and services.
Emergency Procedures Handbook (Police and Safety)
http://www.ipfw.edu/police/emergency/handbook.shtml

Events http://new.ipfw.edu/calendar/
This website provides a calendar of campus events.

Final Exam Policies [http://bulletin.ipfw.edu/content.php?catoid=1&navoid=10#acad_regu_10](http://bulletin.ipfw.edu/content.php?catoid=1&navoid=10#acad_regu_10).
Go to this website to find out the policies surrounding final exams.

Refer students to the Financial Aid Office for resources to help them pay for school. Students who require immediate but small amounts of money to assist them due to emergency circumstances can be helped through the Brown Ink Society [http://www.lib.ipfw.edu/1675+M58d88bfc037.0.html](http://www.lib.ipfw.edu/1675+M58d88bfc037.0.html). Contact Barb Blauvelt at 16686 with referrals to Brown Ink.

Food and Beverages (for meetings and special events)
The university limits the occasions when department funds can be used to supply food or beverages. Please refer to [http://www.acct.ipfw.edu/hospitality/index.htm](http://www.acct.ipfw.edu/hospitality/index.htm)
Health and Wellness [http://www.ipfw.edu/life/health/]
IPFW offers several resources for promoting and maintaining your health and wellness and that of your students.

- IPFW Parkview Health and Wellness Clinic [http://new.ipfw.edu/clinic/]
  Provides health screening, education and treatment for minor illnesses.
- Personal Counseling for Students [http://new.ipfw.edu/counseling/]
- Personal Counseling for Faculty and Staff (Employee Assistance Program) [https://www.ipfw.edu/health/resources/assistant.shtml]
- IPFW Wellness Programs [http://new.ipfw.edu/wellness/]

Help Desk  16030  Place to call for assistance with information technology.

Honors Program [http://new.ipfw.edu/honors/]
The Honors Program (WUG25, 481-6924) is an undergraduate certificate program that seeks to create learning opportunities and an environment of intellectual excitement and discovery through enriched courses of study and activities within a learning community. Honors courses supplement and enrich studies in any academic major. Students can take as many or as few honors courses as they choose.

Housing (Student) [http://ipfwwstudenthousing.com/]
The Waterfield Student Housing is located across Crescent Avenue and is connected to the campus via the beautiful Willis Family Bridge.

Human Resources [http://new.ipfw.edu/hr/]
Located on the ground floor of Kettler Hall, the office of Human Resources is involved in all areas of hiring, personnel actions, and benefits.
Information Technology Services
You can obtain assistance with technical problems associated with your computer or the network by calling the Help Desk at 16030. See also Computer Assistance and CELT.

Institutional Equity, Office of (IE) - formally known as the Office of Equal Opportunity and Affirmative Action (EO/AA) [http://www.ipfw.edu/eoaa/](http://www.ipfw.edu/eoaa/)
IPFW is strongly committed to providing all students and employees with fair and equal treatment in a diverse and inclusive environment free of discrimination and harassment. The Office of Institutional Equity provides leadership to the IPFW community in upholding those practices and policies consistent with this commitment and with state and federal laws regarding equal access, equal employment and educational opportunity for all persons regardless of age, race, religion, national origin or ancestry, color, gender, disability, sexual orientation, marital status or parental status. Also see Discrimination.

Institutional Research, Office of [http://new.ipfw.edu/ir/](http://new.ipfw.edu/ir/)
The Office of Institutional Research is part of the Office of Academic Affairs and is responsible for providing data about the university to internal and external stakeholders. A variety of statistical reports about the university, the university organization chart, and information about department and university accreditation can be found at the IR website.

International Student Services, Office of [http://new.ipfw.edu/iss/](http://new.ipfw.edu/iss/)
The International Student Services Office serves as the initial contact for all students from abroad and remains a point of reference during their years on campus. Services include assistance with admission, advising, and information about immigration protocols,
Learning Commons http://learning-commons.lib.ipfw.edu/
Opening fall 2011, the IPFW Learning Commons will bring together, in phases, multiple
campus partners working together with faculty to foster academic success at IPFW. The
first phase involves librarians and support staff from IPFW's Walter E. Helmke Library,
Writing Center consultants, and student computer-lab technicians from Information
Technology Services (ITS). The SPOT Learning Center tutors and STEPS student
technology trainers from the Center for Academic Support and Advancement (CASA),
and Studio M lab consultants from the Center for the Enhancement of Learning and
Teaching (CELT) may join the initiative in future phases.

Library (Walter E. Helmke Library) http://www.lib.ipfw.edu/
IPFW faculty will find excellent services and quality collections at Walter E. Helmke
Library (260-481-6512). Subject librarians offer research consulting and information
literacy instruction in collaboration with faculty teaching goals. The library provides 24/7
access to a vast array of scholarly information through our electronic collections and
responsive Document Delivery Services for materials not owned by IPFW. Discover
these resources and much more on the library’s homepage at lib.ipfw.edu.

- Services for Faculty (http://libguides.lib.ipfw.edu/servicesforfaculty) – online
guide to library resources and services for faculty.

- Document Delivery (http://www.lib.ipfw.edu/624.html) – online service to obtain
materials not owned by the Helmke Library, but are needed to fill the research
needs of IPFW's faculty, students, and staff.

- E-Journal/E-Book Finder (http://e-journal.lib.ipfw.edu/) – online index to the
library’s electronic collections.

- Find Your Librarian (http://librarian.lib.ipfw.edu/) – contact information for
department librarians.

- Find Resources By (http://mdb.lib.ipfw.edu/) – online directory of the library’s
databases and other research resources.

- Opus: Research & Creativity at IPFW (http://opus.ipfw.edu/) – IPFW’s
institutional repository of faculty scholarship and creative accomplishments.

- ReservesEXpress (http://rex.lib.ipfw.edu/) – online course reserves service of
supplementary course materials for students assigned by faculty.
Maps of the Campus  http://new.ipfw.edu/campus/maps/

Medicine, School of  http://fortwayne.medicine.iu.edu/
Many people do not know that IPFW is home to one of the regional programs of the IU School of Medicine. A new medical education building is currently being developed.

My IPFW  https://my.ipfw.edu/
myIPFW (formerly known as i-Login) is a portal system available to the students, faculty, and staff of Indiana University-Purdue University Fort Wayne. The system allows IPFW students to manage course registration and financial aid, update personal information, access web-based email, and connect to online course materials. IPFW faculty and staff can manage network files and access Web-based email and other online systems.
News and Newspapers

- *El Mexicano* (news related to the northeast Indiana Hispanic community)  
  260) 456-6843; 2301 Fairfield Ave Ste 102, Fort Wayne, IN
- *Fort Wayne Journal Gazette* (Morning and weekend paper)  
  [http://www.journalgazette.net/](http://www.journalgazette.net/)
- *Frost Illustrated* (news related to the northeast Indiana African American community) [http://www.frostillustrated.com/](http://www.frostillustrated.com/)
- *Ink* (news related to the northeast Indiana African American community)  

- University Relations [http://www.ipfw.edu/news/contact/](http://www.ipfw.edu/news/contact/) . The department of the university which coordinates the marketing and dissemination of information about the university
OASIS  (Online Access to Student Information System)  
http://oasislink.ipfw.edu/portal.htm
The OASIS system provides an electronic means for students, staff and faculty to access information needed for advising and registration. Students may: pay tuition and fees, register for classes, view their financial aid information, change their address, view their unofficial IPFW transcript, including credit transfer, view other information in their IPFW record, and connect to WebCT/distance learning. Faculty may: review class lists, submit grades, issue permission into a course, view advisee class schedules, review faculty class schedule, and view advisee records.

OnePurdue https://erp-portal-prd.itap.purdue.edu/irj/portal
OnePurdue is the infamous new computerized data system introduced summer 2007 to facilitate access to your personnel and other financial management information.

Opus: Research and Creativity at IPFW http://opus.ipfw.edu/
Opus: Research & Creativity at IPFW supports the university's mission to raise IPFW's national profile through open access to the academic and creative accomplishments of IPFW faculty and students. Opus is being developed to identify IPFW's published work and to provide access to the full text of that work whenever possible.
Pandemic Flu Information and Planning [http://www.ipfw.edu/pandemic/](http://www.ipfw.edu/pandemic/)

Parking [http://www.ipfw.edu/campus/maps/parking.shtml](http://www.ipfw.edu/campus/maps/parking.shtml)
(See also Maps of the Campus) Parking is free without any need for a parking tag or permit at any “B” parking area on campus. Go to Police and Safety to purchase “A” parking permits or obtain special parking permits. Permits are renewed each year beginning in August.

Physical Plant [http://new.ipfw.edu/physical-plant/](http://new.ipfw.edu/physical-plant/)
The Physical Plant is responsible for maintaining the buildings and grounds of the university. They also administer the university fleet of vehicles and should be contacted via the online request form if you need assistance with moving large items to or from your office.


Presentations (Assistance with Materials for) [http://new.ipfw.edu/offices/urc/design/](http://new.ipfw.edu/offices/urc/design/)
Contact Publications for assistance with posters, etc. for professional presentations. Please allow several weeks notice.

Printing [http://www.ipfw.edu/printserv/](http://www.ipfw.edu/printserv/) Printing Services provides a wide variety of printing, collating and distribution options. Ask your department chair or clerical staff about the procedures for obtaining copies and other printed items for your department. Printing Services usually requires a minimum of 24 hours for simple printed items and up to several weeks for complex print work, such as course manuals (See also Publications).

Promotion and Tenure At IPFW
Administrative activities and information related to promotion and tenure are coordinated through the Office of Academic Affairs. Talk to your chair about your specific department and school / college criteria.

Campus documents and policies related to promotion and tenure at IPFW: [http://new.ipfw.edu/offices/oaa/promotion/](http://new.ipfw.edu/offices/oaa/promotion/)

Publications [http://new.ipfw.edu/offices/urc/design/](http://new.ipfw.edu/offices/urc/design/)
Publications is a part of University Relations and Communications and serves as the gatekeeper for assuring that all publications related to the university have a professional and consistent message and appearance. If you are designing a brochure, poster, or other work that will be shown to the public and represents the university, please contact Publications for design assistance.

University logos, icons, and marks are available at [http://new.ipfw.edu/offices/urc/design/logos.html](http://new.ipfw.edu/offices/urc/design/logos.html)
Reappointment
The Guidelines for Reappointment Review can be found at http://new.ipfw.edu/offices/oaa/promotion/reappointment.html. Time tables for reappointment can be found within the Guidelines.

Registrar, Office of the http://new.ipfw.edu/registrar/
The Office of the Registrar is located on the first floor of Kettler. Student transcripts, probations and dismissals, registration and withdrawals, and student information are some of the many areas of responsibility for this department. Grades are submitted by faculty to the Registrar’s office at the end of each semester via OASIS.

Research Support Services (Office of Research and External Support) http://new.ipfw.edu/ores/
The office facilitates the procurement of external support through research grants, contracts, and technical assistance agreements; administers internal support for research; and documents and publicizes the scholarly achievements of members of the IPFW community.

- Refer to the following prior to developing a proposal:
  http://www.ipfw.edu/ores/FINAL%20Ver.%204_Roles%20and%20Responsibilities(Coeus).pdf

- Remember the following when developing a funding proposal:
  1. Contact ORES for assistance with identifying funding sources.
  2. Information about requirements for research with Human Subjects can be found at http://new.ipfw.edu/offices/ores/support/humans.html

Reasonable Accommodations (Faculty, Staff and Students)
- Information related to reasonable accommodations for faculty / staff can be found at http://new.ipfw.edu/offices/equity/policies/. Faculty and staff should contact Human Resources to discuss requests for accommodations.

- Information related to reasonable accommodations for students is at http://new.ipfw.edu/disabilities/. Students should be referred to the Office of Services for Students with Disabilities to discuss accommodations.

Room Scheduling
- Room scheduling for department courses is arranged by the department with the Registrar’s office. Preferences for rooms cannot be guaranteed. The approved class scheduling patterns document as well as other links related to room scheduling can be found at http://www.ipfw.edu/registrar/faculty/schedule.shtml.

- Room scheduling for meetings and special events: There are a number of conference rooms across campus available for meetings. The room numbers and contact information on scheduling these rooms is inside the back cover of the IPFW Telephone Directory. Rooms at Walb Student Union are available by contacting Walb Union Operations http://new.ipfw.edu/walb/
Schedule of Classes The electronic schedule of classes is available at https://prodoasis.ipfw.edu/pls/PROD/xhwschedule.P_SelectSubject

Sabbaticals
IPFW’s mission includes the search for new knowledge, excellent teaching, and service to the university, profession, and community. In order to maintain and continue the high level of academic excellence necessary to support this mission, it is important for the faculty to periodically update and strengthen their professional skills. A sound program of sabbatical leaves is thus of vital importance to the University in that it provides for this continued professional growth and new or renewed intellectual achievement through significant study, research, and writing that cannot easily be done while engaged in the ongoing duties of a faculty member (SD 06-14).

A call for sabbatical applications for the following academic year takes place early each Fall semester. Documents related to sabbatical leaves (Guidelines, policy, application and report template) can be found at http://new.ipfw.edu/offices/oaa/promotion/sabbatical-leave.html

Senate, Faculty http://new.ipfw.edu/senate/
Senate meetings are open to all faculty members. See the web page for meeting dates, agendas and minutes.

Service Learning http://new.ipfw.edu/service-learning/
Resources for integrating service-learning into your course are available through this department.

Strategic Plan
Strategies for Excellence: The IPFW Strategic Plan, 2008-2014, developed as the successor to the 2001-2007 IPFW Strategic Plan and in conjunction with the planning efforts of Purdue University, contains a vision, goals, and strategies for building on IPFW’s current strengths, for meeting current and anticipated challenges, and for extending our reach into new areas http://new.ipfw.edu/about/strategic-plan/.

Student Affairs http://new.ipfw.edu/vcsa/
Student Affairs is led by the Vice Chancellor for Student Affairs and offers a variety of resources that enhance the educational experience of students through assistance with academic and personal challenges and provision of an engaging student environment. A special emphasis this past year has been the Foundations of Excellence and First Year Experience programs.

➢ Student Services http://new.ipfw.edu/offices/osa/departments/
Testing Services:
- Exam Scoring and Psychometrics
  [http://www.ipfw.edu/celt/testscoring.shtml](http://www.ipfw.edu/celt/testscoring.shtml)
- Student Placement Testing [http://new.ipfw.edu/offices/testing/placement/](http://new.ipfw.edu/offices/testing/placement/)

Travel

Please discuss and gain approval for any potential need to travel for university business (to attend / present at conferences; attend professional meetings, etc.) with your chair well in advance of the travel date. Financial coverage for professional travel expenses as well as the leave required for the travel are at the discretion of the department chair and subject to any departmental, school or university policies pertaining to travel. See the university policy related to travel at [http://www.acct.ipfw.edu/travel/index.htm#policy](http://www.acct.ipfw.edu/travel/index.htm#policy).

- Out-of-state travel affiliated with university business requires completion of Accounting Form 17, found at [http://www2.itap.purdue.edu/BS/Business_Forms/Depart_forms.cfm?department=Travel&submit=Submit](http://www2.itap.purdue.edu/BS/Business_Forms/Depart_forms.cfm?department=Travel&submit=Submit) which must be signed by your chair. You should submit a Form 17 even if your travel expenses are being paid for by an external funder (make note of this on the form) as the approval of the form also extends university travel insurance coverage. The unit clerical staff can assist you in completing this form and helping with travel arrangements. If approved, conference registrations and airfare can be prepaid by the university. Receipts are required for reimbursement of travel expenses with the exception of meals, which are paid according to the current per diem policy.

- Expenses for approved travel within the state do not require Form 17 (except in special circumstances) and reimbursements are made according to the costs approved by the chair with the submission of the appropriate receipts.
IPFW Outstanding Research Award

Purpose
The purpose of the award is to honor a faculty member for outstanding performance in the area of research, scholarly activity, or creative endeavor. In this document, the term research will include all three of these categories. The faculty member so honored will have achieved an exceptional record of contributions to the body of knowledge or creative works in his or her discipline(s). In addition, the faculty member will have had great success in communicating the results of his or her work to a wide audience.

Eligibility
All tenured full-time faculty members at IPFW, except previous recipients, are eligible for the award. No school or departmental quotas exist regarding the number of nominations submitted.

Nominating Procedures

A. The faculty member may be self-nominated or may be nominated by another individual.

B. The nomination package consists of a cover sheet (attached) and a brief. The format of the brief is the responsibility of the author. Suggested topics for inclusion in the brief follow below.

C. The nomination package must be limited to 12 pages, exclusive of the required cover sheet, and be printed in 10-point font.

Suggested Topics of the Brief
The following is a list of possible topics that may be included in the brief. Not all topics will necessarily be pertinent to every brief.

A. Nominator's or nominee's statement: an analysis of the candidate's research that provides a rationale for the nomination

B. A bibliography of significant publication of exhibits, performances, etc. in appropriate citation form
C. Significant presentation at conferences

D. Peer comments: collegial assessments such as those in reappointment recommendations and annual evaluations; outside evaluator comments such as those in promotion and tenure dossiers; published reviews and citations
B. Contributions to the research and creative community such as reviewing, editing, refereeing, and organizing conferences

F. Grants received

G. A list of previous awards or honors

H. Other evidence of excellence in research

The Selection Committee

Composition – The IPFW Outstanding Research Award Selection Committee chooses the award recipient. The committee consists of the Academic Vice Chancellor or designee, three representatives from Arts and Sciences, and one each from the other Academic Schools or Divisions.

The representatives from Arts and Sciences should be one each from the natural sciences, humanities, and social and behavioral sciences. Each Dean/Director will be responsible for selecting the representative(s) from his or her school. Previous recipients of this award should get first priority in being named to the committee. In case there is more than one previous recipient, the most recent should get priority. In case there is no previous recipient, the Dean/Director should select from those faculty members who have themselves been recipients of awards or honors recognizing research, those faculty members who have been promoted to Full Professor based on research, or other senior faculty who have an established body of research. Previous recipients shall not serve for more than five consecutive years. Other members shall not serve for more than two consecutive years.

Ineligibility – If any member of the selection committee nominates an individual for this award, that committee member becomes ineligible to serve that year. If any member of the selection committee has formally evaluated the teaching, research, or service of a nominee, that committee member is ineligible to serve that year.

Questions should be addressed to:

Carl Drummond, Associate Vice Chancellor for Research and External Support
drumming@ipfw.edu x-14101
I. Purpose

The purpose of the award is to honor a faculty member for outstanding performance in the area of teaching. The faculty member so honored will have demonstrated exceptional ability in communicating and stimulating students' desire to learn. In addition, the teacher will have recognized that teaching responsibility to students does not stop at the classroom door and will have aided and motivated students outside as well as inside the classroom.

II. Eligibility

All tenured or tenure-track full-time instructional faculty members who have taught for at least six years at IPFW, except previous recipients, are eligible for the award. No school or departmental quotas exist regarding the number of nominations submitted.

III. Nominating Procedures

A. The faculty member may be self-nominated or may be nominated by another individual. In either case, the nomination package must include a statement of teaching philosophy and goals prepared by the nominee.

B. The nomination package consists of a cover sheet (attached) and a brief. The format of the brief is the responsibility of the author. Suggested topics for inclusion in the brief follow below.

C. The brief must be limited to 12 pages, exclusive of the required cover sheet. The 12 pages must be single-sided, single-spaced, and in 11-point font. Nominations that exceed these guidelines will be returned. No appendices or other supporting materials should be submitted.

IV. Suggested Structure of the Brief

A. Nominator's or nominee's statement: an analysis of the candidate's teaching performance which provides a rationale for the nomination;

B. Nominee's statement of teaching philosophy and goals (one page maximum). This statement is prepared by the nominee.

C. Classroom teaching history: list the courses (number and title) and number of students enrolled in each of the courses taught during the last three years;

D. Classroom influence upon students: organized summaries and analyses of student evaluations, alumni feedback, questionnaire results, student performance on national achievement tests, pre and post measures, and similar measures of recognition by or influence upon students;

E. Course and curriculum development, such as: reports of course, laboratory, and
curriculum innovations; teaching-related administrative or supervisory responsibilities; and contributions to the (re)design of teaching facilities and equipment; with evaluation if available;

F. Publications and productions related to teaching: an enumeration of publications and productions intended primarily for use by students or by teachers in fulfilling instructional roles, with reviews if available;

G. Peer comments: collegial assessments of teaching such as those in reappointment recommendations and annual evaluations, reports of peer reviews produced under a formal system of collegial classroom visitation, teaching awards, and evaluations of seminars or workshops led on teaching;

H. Non-classroom influence upon students, including nontraditional instructional roles such as the direction of student research, academic advising, sponsorship of student organizations, and mentoring; and

I. Non-classroom influence upon the profession: such as workshops presented, consultancies, activities that link public schools and the university, and work with professional societies (asterisk any activity that involved remuneration).

J. Other evidence of teaching excellence not suggested by the foregoing topics.

V. The Selection Committee

A. Composition: The Friends of the University Outstanding Teacher Award Selection Committee chooses the award recipient. The committee consists of the Academic Vice Chancellor or designee, a representative from the Friends of the University, and recipients of the Friends Award for the last five years. Recipients are limited to one five-year term of appointment, and no more than five previous recipients serve at any given time.

B. Additional members: In the event that a nomination is received from a faculty member from an academic unit not represented on the committee, the selection committee, if it sees fit, may ask a previous recipient from that department or division to serve on the committee. If there is no previous winner available from that department/division, then the selection committee, if it sees fit, may ask a senior faculty member from that area to serve.

C. Ineligibility: If any member of the selection committee nominates an individual for this award, that committee member becomes ineligible to serve that year and the next year if the nominee remains under consideration. If any member of the selection committee has formally evaluated the teaching, research, or service of a nominee, that committee member is ineligible to serve that year and the next year if the nominee remains under consideration. When members are ineligible to serve for either of the above reasons, the committee will ask a previous winner of the award to serve in place of each of the disqualified members. Deans and department chairpersons are ineligible for service on the committee unless they have been a recipient of the award.
To: Fort Wayne Senate

From: Faculty Affairs Committee

Date: December 12, 1994

Subj: Teaching Award for Associate Faculty

Disposition: To the Vice Chancellor for Academic Affairs for Implementation

WHEREAS: The faculty of Indiana University Purdue University Fort Wayne are expected to be effective teachers and to demonstrate a significant commitment to teaching; and

WHEREAS: Forms of recognition for full-time faculty who demonstrate teaching excellence include increments, promotion to a higher rank, and campus or system-wide teaching awards; and

WHEREAS: There have been no special forms of recognition for associate faculty who demonstrate teaching excellence;

RESOLVED: That the Senate approve the attached document outlining procedures and criteria for an annual teaching award for associate faculty.
IPFW ASSOCIATE FACULTY TEACHING AWARD
Recognizing Teaching Excellence by Associate Faculty

To reaffirm the value placed on effective teaching at Indiana University-Purdue University Fort Wayne, and to recognize and reward the contributions of excellent associate faculty, we have established the IPFW Associate Faculty Teaching Award, to be conferred annually, for excellent teaching by associate faculty. The award is funded by contributions from full-time faculty. The awardee will receive a certificate of recognition and a one-time cash award in the amount of $500, presented at the annual honors convocation in October.

Nomination dossiers should be submitted to the Chair of the Faculty Affairs Committee by March 15 of each year. The decision will be made by a committee consisting of the Voting Faculty members of the FAC and two most recent, available Associate Faculty Teaching Award recipients. Candidates who were nominated but not selected for an award can be renominated the following year.

Criteria and guidelines for preparing nominations

- To be eligible for nomination, associate faculty should have taught at IPFW for at least five semesters.
- Nominations may be made by any faculty member, and must be submitted to the review committee through the appropriate department chair, dean, or division director. Individuals may not self-nominate.

The nomination dossier should include the following:

1. A letter of nomination (and, when the nominator is not the department chair, dean, or division director, a statement from that administrator endorsing the nomination). The letter should explain what it is that makes the nominee an excellent teacher, and not simply a competent or popular one.

2. The nominee’s CV.

3. A list of courses taught by the nominee at IPFW, by semester and enrollment.

4. Several measures of teaching effectiveness, such as:
   - a summary of student evaluations for courses taught (with a statement of how and by whom the summary was prepared);
   - the nominee’s self-evaluation;
   - copies of course syllabi, handouts, exams, and other teaching materials developed by the nominee, or descriptions of successful original techniques used by the nominee in class;
   - reports from students that indicate the nominee’s effectiveness as a teacher (if these reports were solicited, indicate by whom and under what circumstances);
• contributions to course or curriculum development;

• reports of observation visits to the nominee's classroom by colleagues (either full-time or part-time faculty) and/or the supervisor of the nominee (e.g., coordinator of multiple-section courses, department chair);

• other evidence that supports the nomination. For example, teaching-related service and presentations or publications related to teaching may be used as supporting evidence of effective teaching.

These guidelines shall be reviewed annually by the Faculty Affairs Committee.
Leepoxy Plastics, Inc.
Award For Excellence in Undergraduate Teaching
Established in September 2003
By Lawrence Lee, President of Leepoxy Plastics, Inc.

PURPOSE

The Leepoxy Plastics, Inc. Award for Excellence in Undergraduate Teaching will benefit faculty at Indiana University-Purdue University Fort Wayne who demonstrate excellence in undergraduate teaching. The accomplishment can result from a single activity, project or course to encourage innovative teaching and learning experiences. Examples include:

- Specific course modifications or curriculum development
- New methods for dealing with extraordinary teaching/learning situations such as large enrollments or special audiences
- Innovative laboratory experiences

The awardee receives a one-time cash award of $1,000.

ELIGIBILITY

All members of the IPFW full-time and part-time instructional faculty who teach undergraduate classes are eligible for this award.

DEADLINE AND RECOGNITION

Applications are due Monday, March 17, 2008. The winner will be notified in April, and the award will be formally announced at the Chancellor’s Convocation in August.

NOMINATING PROCEDURES

Faculty may be self-nominated or nominated by another individual. Nominees will prepare their own materials for submission.

THE SELECTION COMMITTEE

The selection committee will consist of one administrator, two faculty and two students. One faculty member and one student should be from the School of Arts and Sciences. Committee members will be appointed by the Vice Chancellor for Academic Affairs from a slate of nominees selected in consultation with the academic deans and with appropriate student groups on campus.
NOMINATION PACKAGE

The nomination package, not to exceed six pages (exclusive of cover sheet and CV) shall consist of the following information in the order outlined below.

1. A cover sheet (see attached) that includes the nominee’s and nominator’s name, rank and department and the endorsement signature of the department chair/director.
2. The nomination summary statement (Pg. 2 of the cover sheet).
3. A statement of the need the activity addressed
   
   On what basis was the design or approach to teaching selected? What needs or objectives of the nominee’s course/program were addressed and how? Describe the pedagogical justification for the approach.

4. A description of the activity
5. Unique features of the activity
6. The date the activity was undertaken and if the activity is ongoing
7. Objective evidence of how learning was enhanced
   
   Supporting materials may include the following: examples of student work or projects (with permission of student); presentations of student research; learning materials generated by candidate (with analysis/discussion of effects on student learning); letters from departmental chairs, peer reviewers or colleagues of team-taught courses; publications analyzing the validity and effectiveness of the approach/activity.

   All materials should help demonstrate how learning was enhanced.

8. Names of colleagues or students able to provide evaluative statements
9. A copy of the nominee’s CV.

Incomplete applications will not be considered.
Leepoxy Plastics, Inc.
Award For Excellence in
Undergraduate Teaching

Return completed applications to Kathleen O'Connell, KT 174 by
3/16/2007

Cover Sheet

The Nominee

Name: _________________________________________

Title: _________________________________________

Department: ___________________________________

Phone: ______________________  E-mail ____________

The Nominator (if applicable)

Name: _________________________________________

Title: _________________________________________

Department: ___________________________________

Endorsement by the department chair/director

I support this candidate's application for the Leepoxy Teaching Award

__________________________________________
Signature of the department chair/director

__________________________________________
Date
Nomination Summary: In no more than 100 words, summarize the nominee's accomplishment and state why the activity merits the award.
# REQUEST FOR ABSENCE FROM CAMPUS

Employee: Complete Sections 1 and 2, then sign and route the form for approval (Section 3).

**Select One:** ☐ New  ☐ Revised

<table>
<thead>
<tr>
<th>A. Name:</th>
<th>D. PUID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Org Unit Name:</td>
<td>E. CUL (FTE):</td>
</tr>
<tr>
<td>C. Org Unit #:</td>
<td>F. Hire Date:</td>
</tr>
</tbody>
</table>

**G. Type of Leave:** (For leaves not qualifying as FMLA leave)

- □ Vacation (V)
- □ Personal Holiday (Non-Exempt) (PH)
- □ Personal Business Day(s) (Exempt) (PBD)
- □ Unpaid Personal Leave (22 days or less), Provide explanation in Section 2) (ABUP)
- □ Unpaid Personal Leave (More than 22 days), Provide explanation in Section 2) (ABUP)
- □ Illness (For leave not qualifying as FMLA leave) (SE)
- □ Illness in Family (For leave not qualifying as FMLA leave) (SF)
- □ Jury Duty/Witness Duty (attach copy of summons) (CL)
- □ Military (Attach copy of orders) (MIPD [Paid]) (MUP [Unpaid])
- □ Bereavement (Specify the relationship of the deceased in Section 2) (BV)

Cost Center/Fund to Charge Benefits to while on unpaid leave for more than 22 days:

**H. Leave Compensation:** ☐ With Pay  ☐ Without Pay - First Day ☐ Without Pay

**I. Days Absent:**

- First Day: _______________ through _______________ Last Day: _______________

**Number of Work Hours Absent:** _______________

(Note: Exempt Staff record in increments of no less than one-half workday)

**J. Source of Salary Funding While on Leave:** (For Military Leaves Only)

<table>
<thead>
<tr>
<th>Cost Center/Fund</th>
<th>Percent</th>
<th>Cost Center/Fund</th>
<th>Percent</th>
</tr>
</thead>
</table>

**Section 2 - ADDITIONAL COMMENTS (Provide required explanation as noted above):**

**Section 3 - SIGNATURES (Provide approved copy to Business Office and Employee):**

<table>
<thead>
<tr>
<th>Individual Requesting Leave:</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head / Supervisor:</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Dean or Administrative Officer:</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Human Resources Director or Designee:</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

**APPROVED PRESIDENT'S OFFICE**: Purdue University

Not valid unless dated and signed by Authorized University Officer

Policies regarding absence from University duty are found at https://www.purdue.edu/cop/policies/pages/human_resources/human_res.html#leaves

*required approval: Supervisor
required approval: Department Head

*Required Approvals: Clerical/Service - Department Head and Campus Human Resources Director or Designee; Faculty, Continuing Lecturers and Administrative/Professional - Department Head; Dean or Director; and employee's Vice President, Chancellor, or designee; Human Resources distributes completed copies to Business Office (provide copy to employee) and HR Data Entry. Central File retains original and employee's personnel file.**
FORM 32A
Purdue University
Application for Permission to Engage in an Outside Activity and/or Disclosure of Potential Conflict of Interest

The regulations of the Trustees provide the following: No employee of the University shall be permitted to engage in any business, employment, or vocation or to accept appointment to other positions of trust or responsibility, or otherwise direct his interest and attention from University duties without the consent of the President of the University. In particular, the regulations are intended to cover: (1) connection with any business enterprise as owner, partner, officer, director, consultant, or agent; (2) connection with any public office either by election, appointment, or employment; (3) connection with any professional association, educational institution, or foundation as trustee, officer, or public representative. No member of the Faculty, Administrative or Professional staff of the University is permitted to engage in an outside activity unless prior approval has been obtained from this form from the President of the University or his designee. This form will also be used to report potential conflicts of interest as outlined in the University Policy on Conflicts of Interest and Consulting. Submit this form through normal Academic or Administrative channels to secure the appropriate approval. After notice has been taken on the request, the original will be retained for the individual's personnel record. The remaining copies will be returned to the dean, director, or administrative officer who should retain one copy and forward two copies to the department. The department will be responsible for retaining one copy to the applicant.

NAME
TITLE
NATURE OF APPOINTMENT: FISCAL YR__ ACADEMIC YR__ FULL TIME__ PART-TIME (INDICATE %)
DEPARTMENT
SCHOOL
DATE
TELEPHONE

PART 1: OUTSIDE ACTIVITY (One form per activity submitted)
NAME AND ADDRESS OF OUTSIDE ORGANIZATION CONCERNED:

DESCRIPTION OF OUTSIDE ACTIVITY:

Estimation of time to perform this activity __ Day(s), per week, per month, per semester, per academic year
At what intervals is this activity performed? __
When will this activity be performed during the year? __
☑ YES ☐ NO In this activity, will you be acting as a fact witness in any litigation involving Indians, citizens, corporation, or state agency?
☐ YES, PLEASE EXPLAIN __
☑ YES ☐ NO Will you use any University facilities while performing these Outside Activities?
☐ YES, EXPLAIN AND TELL WHAT FACILITIES HAVE BEEN MADE TO USE THESE FACILITIES __
☑ YES ☐ NO Does the proposal request ownership of rights in inventions and materials developed in this activity? If yes, ownership must be established in accordance with policies and procedures set forth in Researched Monographs and by the Board of Trustees.
☑ YES ☐ NO Does the proposal include the signing of an agreement concerning rights in inventions and materials? If yes, attach a copy of the proposed agreement for review and approval by the President or his designee.

PART 2: POTENTIAL CONFLICTS OF INTEREST
PLEASE CHECK APPROPRIATE AND ANSWER THE FOLLOWING QUESTIONS:

☑ YES ☐ NO If the above organization sponsors research or has other contractual relationships with the University, are you a director, officer, partner, trustee, employee of, or do you hold ownership or a management position in that organization or have you been a consultant to any of these organizations?
☑ YES ☐ NO If you are a number of years ago, has a financial interest in the above organization, do you anticipate in the future to participate in any way on a technology assigned to or construed to be owned by the University?
☑ YES ☐ NO If the above organization has a contractual relationship with the University that has been terminated, and you are currently involved in the activity, then do you or will you in the future receive any income from the University, consulting fees or other income from the University?
☑ YES ☐ NO If the above organization has a contractual relationship with the University that has been terminated, and you are involved in the contractual activity, then do you have a consulting relationship with the organization as is this a request to establish such a relationship?
☑ YES ☐ NO If you or one immediate family member has a financial interest in the above organization, do you or will you in any capacity serve on a committee of any governmental agency or industrial trade association which may review and/or make recommendations for the award of contracts or the purchase of goods or services?
☑ YES ☐ NO Do you listen to publish, present formal results, or provide expert commentary on any conference or meeting or publication or product in which you or a number of your family has a financial interest?

IF THE ANSWER TO ANY OF THESE QUESTIONS IN SECTION A OF THIS FORM IS "YES," MUST BE FILLED OUT AND ANY AMENDMENTS TO THE "YES.

Approval Requested – Applicant

Approval Recommended – Head of Department

Approval Recommended – Dean, Director, or Admin. Officer

FOR THE PRESIDENT

APPROVAL OF THIS APPLICATION EXPIRES AUTOMATICALLY AT THE END OF THE FISCAL YEAR (June 30) – IF A RENEWAL IS DESIRED, A NEW APPLICATION MUST BE FILLED.

DISTRIBUTION: WHITE – Personal Record; YELLOW – Dean/Director; PINK – Department; GOLD – Applicant

SPECIMEN - NOT FOR ACTUAL USE – THIS IS A CARBON-COPY FORM: AN ORIGINAL OBTAINED FROM THE BUSINESS OFFICE.
Instructions for obtaining and competing Form 32A:

All faculty and staff engaged in outside professional activities that may be considered to be a conflict of either interest or commitment in relation to their employment at the university must complete a Form 32A for each activity annually. Please refer to the policy link for Purdue University Executive Memorandum C-39 for details.

An example of Form 32A is provided on this site but you must obtain the actual form (last updated 4/96) from your department or the department’s business manager. Due to the fact that the form has multiple attached copies for distribution, no downloadable copy of the form is available.

Complete the form by filling in your personal and outside activity information then answering the associated questions. Because the form allows only limited space for information and consequently results in multiple ways answers may be interpreted, please also attach a word-processed paragraph to the top white copy that summarizes in more detail the outside activity. This paragraph should include a description of:

- The outside activity
- How often and how long this activity takes place (Example: 4 hours per week, once per week throughout the entire year)
- Make sure to identify whether or not the activity takes place during normal work hours (weekdays) versus weekends or evenings. If both, please identify how many hours of each and when.
- Make sure to identify whether or not this activity takes place only during the academic year, all year, or only during the summer.
PURDUE UNIVERSITY EMPLOYEE

REQUEST FOR STAFF, CHILD, SPOUSE/DOMESTIC PARTNER, OR GRADUATE AIDE FEE REMISSION
FOR ATTENDANCE AT
INDIANA UNIVERSITY—PURDUE UNIVERSITY FORT WAYNE

Please Print Clearly

Student's Name ________________________________ Student ID Number _______________________

Employee Name (if different) __________________________ Employee Dept _______________________

Employee Status: ___Faculty ___Staff ___Graduate Aide

Academic Year (Fall - Spring - Summer I - Summer II): 20__-___ Dept Acct Number _____________

__ Fee remission is for staff member:
   ___ Graduate or ___ Undergraduate
   ___ I am taking no more than 7 credit hours per semester/4 credit hours per summer.
   (Exception to this policy must be approved prior to submission; use request form on reverse side.)
   Per credit hour remit varies due to admit status and enrollment in distance learning courses.

__ Fee remission is for child/stepchild:
   ___ My child/stepchild is under 26 years of age (unless continuously enrolled since before age 26).
   ___ My child/stepchild is an undergraduate who does not already have a baccalaureate or professional degree.
   ___ This is my first baccalaureate degree at IPFW or another Purdue Campus.
   Per credit hour remit varies due to admit status and enrollment in distance learning courses.
   Graduate Staff, Part-time Lecturers and Visiting Scholars are not eligible for the staff child fee remission.

__ Fee remission is for spouse/domestic partner:
   ___ My spouse is taking no more than 7 credit hours per semester/4 credit hours per summer.
   ___ I have been regularly employed half time or greater for at least two years.
   ___ Graduate or ___ Undergraduate
   Per credit hour remit varies due to admit status and enrollment in distance learning courses.
   Part-time Lecturers and Visiting Scholars are not eligible for the staff spouse fee remission.

__ Fee remission is for graduate aide, graduate assistant or graduate administrative professional

REQUESTED: ________________________________ RECOMMENDED: ________________________________

Employee Date Employee's Dept Date
Head or Supervisor

Employee must submit a new request at the beginning of each academic year (fall semester) or if changing employing department during the year. By signing this form the employee is certifying the relationship between the applicant and employee. If a staff appointment terminates within six weeks after the start of a semester or prior to July 1 during the summer period, and course work is continued, full fees will be assessed for the semester or summer period. The staff member is to contact the Bursar's Office in the event of a change in family status or termination.

Human Resources Use Only:

___ Employee is a regular, benefitted employee; retiree; on permanent disability; graduate aide, graduate assistant or graduate administrative professional, of the department listed above.

___ If the fee remission request is for a spouse/domestic partner, employee has been continuously employed half time or greater for at least two years.

VERIFIED: ________________________________

Human Resources Date

Revised 3/07
Office of Academic Affairs Memorandum No. 02-1  
April 12, 2002

OAA GUIDELINES FOR MONITORING  
RESEARCH/CREATIVE ACTIVITY ASSIGNMENTS  
Shared Principles and Practices for Implementing  
SD 97-8 and OAA 96-10

1. A 100% FTE faculty assignment is based on a 12-credit hour teaching load.

2. Tenure-track faculty who have a 25% research/creative activity assignment must present evidence of meeting department, school, and university requirements as a condition of reappointment during the probationary period.

3. Tenured faculty who have a 25% research/creative activity assignment must document the "pursuit of an active research program" (SD 97-8) in the annual productivity report and are expected to complete research/creative activity project(s) within a time period as appropriate for the discipline and/or the project.

4. Chairs and deans are responsible for monitoring faculty research/creative activity progress based on a review of annual productivity reports and in keeping with school/department criteria. Chairs will provide each faculty member with a written evaluation of their research/creative activity progress as part of the annual performance review. These reviews will be made available annually to the dean.

5. Adjustments in individual workload assignments for tenured faculty are determined in discussion with the department chair. The chair will, after due notice, assign faculty who do not demonstrate progress in their research program a 12-hour teaching schedule or, in consultation with the dean, other duties beneficial to the department and the university. Faculty may also request to move from a 9-hour to a 12-hour teaching assignment for personal or professional development. Faculty who are on a 12-hour teaching assignment may, if appropriate under the terms of their appointment, apply to the chair for a research assignment based on the presentation of a satisfactory research plan.

Spring 2002
ADMINISTRATIVE GUIDELINES FOR DEANS/CHAIRS TO ASSESS OPTION 1 FACULTY ON CREATIVE/RESEARCH/SCHOLARLY ACTIVITIES

The following guidelines have been reviewed by AOC and University FAC. They are for the purpose of assisting deans and chairs in assessing the nature of "an active research program" as specified in Senate Document 93-9, amended and approved 12/13/93.

1. A general principle is that Option 1 faculty have to continue to exercise an active agenda of scholarly/creative activities typical of the kind which enabled them to earn tenure, i.e., their scholarship has to be at least adequate, focused and on-going.

2. A faculty member who has not had his/her scholarly work published or displayed/exhibited in any one year, is expected to be able to show the presence of a substantive, on-going set of research/creative activities which are likely to lead to publication/exhibition performance within a reasonable time period.

3. An active agenda of scholarship includes the publication of articles in scholarly/professional journals, books and book chapters, and/or the presentation of creative works and refereed or invited papers at artistic/scholarly gatherings of peers.

4. Another venue of scholarly/artistic activities which would qualify for continuing Option 1 status is the active pursuit of grants, fellowships, or awards recognizing scholarly substantive/writing/research/creative work.

5. The question of sole or jointly authored works as a measure of adequacy is best determined by the research/scholarly/artistic traditions in the faculty member's field and peer colleagues in the department.

6. If the Dean/Chair has a concern regarding research or scholarly adequacy of the efforts or outcomes of a faculty member's work that demonstrate an "active research program," the Dean/Chair should be guided by the advice and counsel of peer colleagues in the discipline and specific departmental criteria adopted by the respective academic sub-unit which should define "an active research program."
7. It should be noted that significant scholarly/creative work cannot be determined by a simple formula. It can, however, be assessed for quality and quantity through the usual channels of peer review.

Fenwick W. English
Vice Chancellor for Academic Affairs

Reviewed AOC 7/96
Reviewed Senate FAC 9/26/96
Examples For Documenting and Evaluating Teaching

This document was developed in consultation with the Faculty Affairs Committee of the Senate and various other groups on campus. Faculty and administrators who read the document were thoughtful in their criticisms and generous with suggestions for improvement. The document, having gone through numerous revisions in response to those suggestions, is now being published as an OAA P&T Resource for easy accessibility to faculty and chairs wishing to consult it. It is up to each department to decide whether or how to adapt these examples to their specific needs.

Purpose
The attached table is intended to assist IPFW faculty and chairs in establishing departmental standards for evidence and criteria for documenting and evaluating teaching. The categories of evidence, criteria, and rubrics are based on standards defined in current Senate Documents on promotion and tenure. The standards are applicable to the evaluation of teaching for other purposes as well.

The table is not meant to be an exhaustive list of possibilities for documenting teaching effectiveness or teaching excellence; rather, it is a set of examples based on the kinds of evidence customarily seen in IPFW promotion and tenure cases. It should also be clear that no individual is expected to document accomplishments in all the categories, and that there may be multiple routes that could lead to a record of teaching excellence. This document is intended to serve as a set of examples of items that might be used to support competence and excellence but is not intended to supersede or set the departmental criteria for competence and excellence.

Sources
SD 88-25 ("Criteria for Promotion and Tenure") specifies the criteria for excellence in teaching in Section C (Criteria for Promotion) and Section D (Application of Criteria to Different Ranks). Following the organization of SD 88-25, the attached table divides the criteria into three components—one focusing on teaching performance, one on course/curriculum contributions, and one on documenting external recognition of one's teaching accomplishments. SD 94-3 (Promotion and Tenure Guidelines) articulates standards that are “applicable to all who hold faculty appointments [at IPFW].”

Multiple Methods of Evaluation
Employing and documenting the results of multiple methods of evaluation is considered a cardinal principle for demonstrating teaching competence and/or excellence.

Evidence of Teaching Effectiveness:
Satisfactory (Competent) Performance
SD 94-3 expresses the baseline expectation for all IPFW faculty:
"IPFW faculty are expected to be effective teachers and to have demonstrated a significant commitment to teaching."

This expectation provides the basis for the criteria and rubrics suggested for satisfactory teaching.

Excellent Performance
SD 88-25, Section C.1., defines excellence as follows:
"A candidate who excels in teaching is one who guides and inspires students and stimulates their intellectual interest and enthusiasm; one who displays a spirit of scholarly inquiry which leads him/her to develop and strengthen course content in light of developments of the field, as well as to improve methods of presenting material."

Promotion to Rank:
Promotion to Associate Professor
SD 88-25, Section D.2, articulates expectations for achievement for promotion to Associate Professor:
"Promotion to Associate Professor is based upon actual performance and the potential for continued professional growth."

SD 94-3 goes beyond the above by specifying standards for teaching excellence:
"If teaching is the primary basis for promotion to Associate Professor, the candidate’s performance should be clearly superior to the standard of acceptability at IPFW and comparable institutions."

Promotion to Professor
SD 88-25, Section D.3, states the following
"Promotion to Professor is awarded to individuals recognized by professional peers as authorities in their fields. . . . Candidates will be recognized and respected in state, regional, or national educational and professional circles."

SD 94-3 has a parallel statement specific to teaching:
"[If teaching is] the primary basis for promotion to Professor, the candidate should not only have established a record of excellent teaching but also have contributed to the general improvement of instruction at IPFW or in the discipline."

Compared to promotion to associate professor, promotion to professor requires increased evidence of depth and growth in teaching documented through multiple methods of evaluation.

The above statements guided the formulation of rubrics in the attached table. That is, the demonstration of "a significant commitment to teaching" is the baseline for a rating of satisfactory/good, and the respective statements about excellence guided the formulation of the rubrics for excellence.

Susan B. Hannah
Vice Chancellor for Academic Affairs

DEFINING, DOCUMENTING, AND EVALUATING TEACHING

-2-
EVALUATING TEACHING PERFORMANCE

"A candidate who excels in teaching is one who guides and inspires students and stimulates their intellectual interest and enthusiasm..." (Section C.1., SD 88-25)

"IPFW faculty are expected to be effective teachers and to have demonstrated a significant commitment to teaching." (Teaching, paragraph 1; SD 94-3)

<table>
<thead>
<tr>
<th>Category of Evidence</th>
<th>Types of Evidence</th>
<th>Rubrics--satisfactory/good</th>
<th>Rubrics--excellent/outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of Student Achievement / Student Learning</td>
<td>successful completion of coursework</td>
<td>the success rate of the candidate's students is satisfactory, based on recognized norms, and one or more of the following apply: satisfactory based on a standard appropriate to the discipline results document acquisition of content (factual) knowledge and/or skills as appropriate to program level goals for the course results document individual student development of a deeper understanding or philosophy of practice in their discipline professors or employers evaluate preparedness as adequate as appropriate to program level goals for the course</td>
<td>the success rate of the candidate's students is satisfactory to excellent based on recognized norms, and one or more of the following apply: excellent based on a standard appropriate to the discipline results document acquisition of both factual and conceptual knowledge and/or skills as appropriate to program level goals for the course results document a deeper understanding or philosophy of practice in their discipline on an individual and collective level multiple raters (student, student peers, faculty peers, others) document student development professors or employers evaluate preparedness as excellent significantly above expected achievement level</td>
</tr>
<tr>
<td>Students' Evaluation of Teaching</td>
<td>ratings on key categories</td>
<td>numerical ratings consistent or improving AND evidence that the professor has used evaluation ratings/comments to improve course design and delivery</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>student comments that address learning</td>
<td>consistently evaluated as satisfactory per department standards; type of course and course goals must also be taken into account</td>
<td></td>
</tr>
<tr>
<td></td>
<td>comments that address the faculty member's impact on the student</td>
<td>comments are substantive and reflect learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>comments are consistent over time</td>
<td>comments are consistent over time, or improve over time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>comments are substantive and reflect learning</td>
<td>comments are consistent over time, or improve over time</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Advising</th>
<th>student evaluations of advising using a standardized and reliable methodology (Example: College of Arts and Sciences Academic Advisor's Evaluation and the Academic Advising Council survey [See <a href="http://www.ubc.ca/registry/evaluations/advising">http://www.ubc.ca/registry/evaluations/advising</a>])</th>
<th>evaluations indicate student satisfaction per departmental standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>evaluations from chair or dean</td>
<td>evaluations indicate competency per departmental standards</td>
</tr>
<tr>
<td></td>
<td>contributions to advising practices</td>
<td>participates in improving department/school/college advising</td>
</tr>
<tr>
<td></td>
<td>peer review of advising</td>
<td>documents satisfactory impact on student achievement</td>
</tr>
<tr>
<td></td>
<td>publications and presentations related to advising</td>
<td>internal reviews of advising practices that document competence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>publications in peer-reviewed journals, and presentations at peer-reviewed local or regional workshops and conferences related to advising, with evaluations that document dissemination of knowledge that advances the field</td>
</tr>
</tbody>
</table>

|                                                                                 | evaluations indicate advising exceeds departmental/school/college standards and incorporates a philosophy of advising as teaching |
|                                                                                 | leadership role in improving advising at school/campus level or beyond |
|                                                                                 | documents noteworthy impact on student achievement |
|                                                                                 | Internal and external reviews of advising practices that document excellence |
|                                                                                 | publications in peer-reviewed journals, and presentations at peer-reviewed state and national/international workshops and conferences related to advising, with evaluations that document dissemination of knowledge that advances the field |
| Peer Evaluations | Summative peer evaluations of teaching performance based on standard procedures such as those developed by CELT (See http://www.ipfw.edu/cell/index.html). These include but are not limited to: classroom observations, reviews of classroom teaching, distance teaching, course syllabi and other teaching materials, reviews of teaching approaches and innovations, reviews of other innovations (e.g., use of technology, course transformations related to diversity) | content is current and appropriate to level(s) content is purposeful, appropriate to discipline and to learning objectives of course evaluations and internal or external review documents evidence of effectiveness | content reflects ongoing scholarly attention to new research findings and to inclusiveness; Internal and external review content is purposeful, appropriate to discipline, aligned with objectives, and have been systematically assessed for effectiveness through internal and external review |
| Supervision of Student Research and/or Other Creative Endeavor | Independent study/grad or undergraduate research student presentations, publications, projects, initiatives presentations, publications, projects, initiatives co-authored or co-led with a faculty member | student work meets appropriate criteria acknowledged favorably by appropriate audiences, according to standards in the discipline | student work above average or outstanding when compared to relevant standards AND candidate's influence is documented acknowledged favorably by audiences beyond IPFW, according to standards in the discipline |
| Competitions | student participation in project-based academic competitions | mentors/advise students in a local or regional competition | mentors/advise students in a state, national or international competition student learn achieves award |
| Other Evidence Related to Teaching Performance | Quantitative and qualitative information about teaching and learning outcomes | | |
### EVALUATING CURRICULUM CONTRIBUTIONS

"One who displays a spirit of scholarly inquiry which leads him/her to develop and strengthen course content in light of developments of the field, as well as to improve methods of presenting material." (Section C.1, SD 80-25)

"Teaching includes not only classroom instruction, but all other activities with a direct bearing on student learning." ("Teaching", SD 94-3)

<table>
<thead>
<tr>
<th>Category of Evidence</th>
<th>Types of Evidence</th>
<th>Rubrics—satisfactory/good</th>
<th>Rubrics—excellent/outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Improvement of Courses Taught on a Regular Basis</td>
<td>syllabi; course materials, instructor reflection; peer review of materials</td>
<td>evidence of continuing review and reflection on teaching practice in light of student feedback, peer review, and developments in the field</td>
<td>evidence of continuing review, reflection on, and changes in teaching practice in light of student feedback, peer review and developments in the field AND those changes are successful</td>
</tr>
<tr>
<td>New Courses/ Curriculum / Programs Developed</td>
<td>proposals for new courses, curricula, programs syllabi, other course materials</td>
<td>curricular development clearly reflects an informed knowledge base, clear instructional goals, and assessment of outcomes course, curriculum or program is approved, offered and well received syllabi, other course materials developed have been peer reviewed</td>
<td>course is integrated into curriculum (dept. major or General Education) course/curriculum/program attracts new audience course/curriculum/program helps university meet strategic goals (e.g., diversity; regional needs) syllabi, other course materials developed have been peer reviewed dissemination of ideas related to curricular development within the profession</td>
</tr>
<tr>
<td>First Year Experience Courses Developed or Transformed</td>
<td>course materials; files (electronic, CD, video, etc.), instructor reflection, peer review</td>
<td>course reflects purposeful incorporation of first year theories AND there is evidence that the course impacts student success</td>
<td>course reflects best practices in first year theory and engagement application AND there is evidence that the course impacts student success</td>
</tr>
<tr>
<td>Distance Learning Transformation of Course(s) for DL or new course developed for DL</td>
<td>Pedagogical practices: course materials: files (electronic, CD, video, virtual labs, etc.), instructor reflection, peer review</td>
<td>course or hybrid components reflect purposeful use of technology to support learning goals AND there is evidence that the course positively impacts student success. If this is a distance learning transformation, student success in course is equal to that in traditional courses.</td>
<td>course or hybrid components reflects best practices in DL, teaching per appropriate standards AND significant positive impact on student learning is documented. Using distance learning or hybrid pedagogy to provide learning and student outcome benefits that are unavailable in face-to-face instruction. If this is a distance learning transformation, student success in course is equal to or exceeds that of traditional courses. course is a model for others, as evidenced by internal and external peer evaluation and dissemination of outcomes.</td>
</tr>
<tr>
<td>Diversity Transformation of Course(s)</td>
<td>course materials: files (manual, electronic, CD, video, etc.), instructor reflection, peer review</td>
<td>course reflects change and purposeful incorporation of diversity to support learning goals. Positive impact on student learning is documented.</td>
<td>course reflects best practices in diversity engagement. Significant positive impact on student learning is documented. course is a model for others, as evidenced by internal/external peer review and dissemination of outcomes.</td>
</tr>
<tr>
<td>Teaching Methods/ Pedagogical Practices</td>
<td>methods used consistently. new methods developed and/or applied. Integration of technology active learning techniques (e.g., projects, case method, group/team learning, hands-on, etc.) service learning or other experiential learning.</td>
<td>favorably received by students, favorably reviewed by peers (same as above, as appropriate.) new methods are successfully used by colleagues on campus use of technology is aligned with learning goals. techniques are appropriate to course, level, discipline, and linked to learning outcomes. activity is appropriate to course, relevant to service agency or other environment, and linked to learning outcomes.</td>
<td>methods are selected by a reflective process evidence that multiple methods have been incorporated or attempted evidence that methods are innovative and effective as evidenced by outcome measures and internal/external peer review new methods are successfully used by peers beyond IPPW evidence that use of technology is effective in achieving goals technique meets criteria for “satisfactory” and demonstrates positive impact on learning activity meets criteria for “satisfactory” and demonstrates positive impact on learning.</td>
</tr>
<tr>
<td>Assessment of Student Learning</td>
<td>syllabi and assessment instruments; instructor reflection; peer review</td>
<td>clear link between assessment methods and learning objectives</td>
<td>use of assessment results for continuous improvement of student learning</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td><strong>Program Assessment</strong></td>
<td>development of assessment activities</td>
<td>participation in the development of effective program assessment activities</td>
<td>leadership in the development of effective program assessment activities</td>
</tr>
<tr>
<td></td>
<td>professional development workshops and conferences</td>
<td>participation in on or off campus assessment professional development opportunities</td>
<td>presentation in on or off campus assessment conferences</td>
</tr>
<tr>
<td></td>
<td>Implementation of assessment activities</td>
<td>Implementation of departmental assessment activities</td>
<td>analysis and use of results of assessment to improve student learning</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>conferences, workshops attended</td>
<td>participation in activity record of participation in, reflection of, and pursuit of knowledge related to teaching and learning</td>
<td>extensive record of participation in, reflection of, and pursuit of knowledge related to teaching and learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>peer assessment of activity</td>
<td>evidence of impact on one's teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>peer assessment of activity</td>
</tr>
<tr>
<td><strong>Mentoring of Colleagues</strong></td>
<td>peer review of colleagues' teaching mentors colleagues new to a particular course</td>
<td>has contributed to understanding and application of peer review as a means of improving teaching active participation as a peer reviewer (if mentoring process was confidential, no data are available)</td>
<td>has demonstrated leadership in understanding and application of peer review as a means of improving teaching evidence of impact</td>
</tr>
<tr>
<td></td>
<td>peer evaluation of colleagues' teaching-related products</td>
<td>(see above)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>developing/conducting training workshops</td>
<td>workshops favorably received by colleagues, as documented by evaluations</td>
<td>independent evidence that workshops were effective, as evidenced by evaluations / peer review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>colleagues report favorable impact on their teaching</td>
<td></td>
</tr>
</tbody>
</table>

-8-
<table>
<thead>
<tr>
<th>Category of Evidence</th>
<th>Types of Evidence</th>
<th>Rubrics—good/satisfactory</th>
<th>Rubrics—excellent/outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional/Content Publications and Works</td>
<td>Peer reviewed textbooks, articles, edited volumes, workbooks, CDs, digital works, manuals, distance and virtual materials</td>
<td>Evaluated as satisfactory by knowledgeable peers on-campus or within the profession according to recognized standards; Disseminated internally</td>
<td>Evaluated as excellent by knowledgeable peers internally, externally and within the profession according to recognized standards; Disseminated internally</td>
</tr>
<tr>
<td>Pedagogical Publications</td>
<td>Peer-reviewed articles, publications, presentations</td>
<td>presented at local or regional conferences, workshops</td>
<td>published and presented at state, national or international conferences</td>
</tr>
</tbody>
</table>

**DOCUMENTING EXTERNAL RECOGNITION**

"If teaching is the primary basis for promotion to Associate Professor, the candidates' performance should be clearly superior to the standard of acceptability at IPFW" ("Teaching", SD 94-3)

"Promotion to Professor is awarded to individuals recognized by professional peers as authorities in their fields" (Section D.3., SD 88-25)
<table>
<thead>
<tr>
<th>Pedagogical Research</th>
<th>peer reviewed publications, presentations</th>
<th>presented at local or regional conferences, workshops</th>
<th>published and presented at state, national or international conferences outside reviewers identify work as advancing the field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes papers / presentations that are informed by teaching or about teaching methods and are based on primary or secondary research</td>
<td><em>Generally, pedagogical publications that have a conceptual/theoretical orientation and that provide evidence that the efficacy of the pedagogy has been systematically studied and evaluated may be cross-referenced under research (OAA Memorandum 98-1)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Accreditation</th>
<th>review documents; report from accreditors</th>
<th>participates in accreditation process (committee member; contributes to activities of review)</th>
<th>leadership role in the accreditation process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Awards</td>
<td>peer reviewed award</td>
<td>nominated for award but did not receive</td>
<td>received award (department, school/college, IPFW system, state, regional, national) selectivity of award</td>
</tr>
<tr>
<td>Grants for course/curriculum transformation or innovation</td>
<td>peer reviewed grant proposal</td>
<td>proposal submitted but not funded (peer reviewed) grant received from local / regional funders project successfully completed</td>
<td>grant received from state / national funders project successfully completed evidence of significance from outside reviewers</td>
</tr>
<tr>
<td>Involvement in Professional Organizations Devoted to Teaching</td>
<td>Officer in the organization</td>
<td>Review of performance by peers</td>
<td>Impact of the individual’s contributions on the goals of the organizations</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>editor of pedagogical journal or newsletter</td>
<td>quality and quantity of issues edited</td>
<td>quality and quantity, plus impact</td>
</tr>
<tr>
<td></td>
<td>reviewer for refereed pedagogical journals, conference; textbook reviewer, etc.</td>
<td>Invitation to review materials</td>
<td>reviewer activities are ongoing and serve multiple venues</td>
</tr>
<tr>
<td></td>
<td>organizer of conferences or conference sessions</td>
<td>success of events; quality of resulting products</td>
<td>success and quality, plus impact</td>
</tr>
<tr>
<td></td>
<td>manage electronic discussion forum related to teaching</td>
<td>peers who participate in forum find it useful, user-friendly</td>
<td>peer responses, plus impact</td>
</tr>
<tr>
<td></td>
<td>member of task force</td>
<td>significance of role (chair? responsible for major part?), etc.</td>
<td>significance of role, plus impact</td>
</tr>
<tr>
<td></td>
<td></td>
<td>significance of outcome</td>
<td>significance of outcome, plus impact</td>
</tr>
<tr>
<td>Other evidence of teaching accomplishments recognized by peers</td>
<td>Teaching artifacts</td>
<td>local</td>
<td>regional; national; international</td>
</tr>
</tbody>
</table>
Examples for Documenting and Evaluating Faculty Research, Scholarship, and Creative Endeavor

This document is intended to provide examples for documenting and evaluating faculty research, scholarship, and creative endeavor. The goal is to help faculty, chairs, and administrators distinguish between satisfactory and excellent research activity. Faculty, chairs, and deans/directors are encouraged to discuss the rubrics and modify or adapt them as appropriate in accordance with the standards and traditions of their disciplines. Differentiation in rubrics related to promotion to associate professor with tenure and promotion to the rank of professor is left to the interpretation of the academic departments.

For the purpose of evaluation, the University does not view research, scholarship, or creative endeavor as ends unto themselves. Rather, it is only through the processes of external peer review and dissemination that society derives tangible benefits from its investments in these activities. Therefore, in all cases, the ultimate measure of satisfactory or excellent achievement in research, scholarship, and creative endeavor is provided by appropriately peer-reviewed venues, such as an exhibit, performance, presentation, publication, or show.

Given the wide range of faculty activities that fall within the bounds of research, scholarship, and creative endeavor, the creation of rubrics defining a satisfactory or excellent record across all disciplines is extremely difficult. The scope of rubrics used must be broad enough to embrace all scholarly activities. Additionally, faculty, department chairs, and administrators should recognize that not all disciplines can be measured by the same rubrics. Therefore, this document presents a framework for consideration and not a definitive standard.
<table>
<thead>
<tr>
<th>Category of Activity:</th>
<th>Types of Documentation:</th>
<th>Evaluation Criteria:</th>
<th>Summative Evaluation of Category:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications</td>
<td>Book</td>
<td>Publication in an appropriate, peer reviewed outlet.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Book Chapter</td>
<td>Invited by recognized authorities for publication in an appropriate, peer reviewed outlet.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Article</td>
<td>Impact or significance assessed by: influence of the work on others' research as measured by citations, scholarly reputation of the publication outlet, recognition as a seminal or pivotal work in the field or other appropriate criteria as defined by the unit.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proceeding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Abstract</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Importantly, assessment of quality is a subjective union of qualitative and quantitative review. As such, distinction between satisfactory and excellence in the category of publications is based first upon the impact or significance of the contributions and secondly upon the number of contributions.

Academic units have primary responsibility in defining metrics for satisfactory and excellent for the following: the quantity of publications, the range of acceptable publication types, the scholarly reputation of various outlets, and the equivalency between publication types.
<table>
<thead>
<tr>
<th>Category of Activity:</th>
<th>Types of Documentation:</th>
<th>Evaluation Criteria:</th>
<th>Summative Evaluation of Category:</th>
</tr>
</thead>
</table>
| Poster or Oral Presentation | Paper or poster presentation
Conference proceedings | Paper or poster presented at regional or national conference.
Invited by recognized authorities for presentation in an appropriate, peer reviewed outlet.
Paper or poster presented as part of a thematic, keynote, plenary or special session.
Author invited to submit a full manuscript based upon paper or poster presentation. | In some disciplines oral or poster presentations may be supported by written abstracts and/or proceedings. Academic units have primary responsibility in defining metrics for satisfactory and excellent in the following: the reputation of the conference, the significance of the presentation, the impact of the presentation. |
<p>| Category of Activity: Creative Products, Performances, Exhibits | Types of Documentation: Creative products, performances, exhibits, Master classes and workshop lectures, Inclusion in collections or publications | Evaluation Criteria: Work is presented at a refereed, adjudicated, juried, or curated venue. Work is included or cited in special collection or reproduced in publication/textbook, including electronic or digital media. | Summative Evaluation of Category: The creative and professional arts are evaluated by criteria that closely parallel those used in other disciplines: peer-review, impact, and professional recognition. Academic units have primary responsibility in defining metrics for satisfactory and excellent in the following: the significance/impact of the venue or event, the selectivity of the peer review process, and the equivalency between numbers and types of creative expression. Several additional factors unique to the arts must be considered. Completion of a work is not in and of itself, a satisfactory measure of productivity. Rather, the work must be presented, evaluated, reviewed, or critiqued in some way. Conversely, a single work can be presented, performed, or exhibited multiple times. The specific circumstances of those multiple showings must be considered when evaluating satisfactory versus excellent activity. |</p>
<table>
<thead>
<tr>
<th>Category of Activity:</th>
<th>Types of Documentation:</th>
<th>Evaluation Criteria:</th>
<th>Summative Evaluation of Category:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants and other Research Support Awards</td>
<td>External support of research</td>
<td>Number, frequency, consistency of external support.</td>
<td>For those disciplines where significant opportunities for external support for research are available, procuring such support is a critical measure of research activity.</td>
</tr>
<tr>
<td></td>
<td>equipment/instrumentation</td>
<td>Total dollar value of award.</td>
<td>External support of facilities, equipment, travel, and students is, however, available to nearly all disciplines and therefore is also an important measure of faculty productivity.</td>
</tr>
<tr>
<td></td>
<td>External support for travel</td>
<td>Amount of facilities and administration costs born by</td>
<td></td>
</tr>
<tr>
<td></td>
<td>External support of undergraduate students</td>
<td>award.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>External support of graduate students</td>
<td>Number of students (graduate or undergraduate) supported by the award.</td>
<td>While important, grants that are linked specifically to pedagogical enhancement should be used as measures of teaching excellence, unless the faculty member's primary research area is pedagogical research in the discipline.</td>
</tr>
<tr>
<td></td>
<td>Internal awards from university</td>
<td>Competitiveness of the award program.</td>
<td>Academic units have primary responsibility in defining metrics for satisfactory and excellent for the following: relative significance of the magnitude of the award, the competitiveness of the award process, the impact of the award upon the researcher's career.</td>
</tr>
<tr>
<td>Category of Activity:</td>
<td>Types of Documentation:</td>
<td>Evaluation Criteria:</td>
<td>Summative Evaluation of Category:</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------</td>
<td>----------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Professional Reputation</td>
<td>Providing peer review through proposal or manuscript review, serving as juror or curator Editorial responsibilities Seminar, workshop, symposia organization/leadership Honors and awards External letters or other evaluations Leadership in professional organizations</td>
<td>Number, frequency, consistency and impact of peer review or editorial activity. Nature, source, significance of award or honor. Reputation of and relationship with source of external letters or evaluations. Nature, significance, impact of leadership activity.</td>
<td>Reputation is an abstract integration of successful accomplishment of activities described elsewhere in this document. Taken as an independent category here, the rubrics establish a process for evaluating a candidate’s reputation. Academic units have primary responsibility in defining the concept of professional reputation as understood for the discipline. Likewise, they are charged with establishing metrics of professional reputation that define satisfactory and excellent. Importantly, professional reputation is built in a cumulative way throughout a career. As such, candidates for promotion to Associate Professor will be expected to provide evidence that they are establishing a national reputation, while candidates for promotion to Professor will be expected to have a more fully established national reputation.</td>
</tr>
<tr>
<td>Category of Activity:</td>
<td>Types of Documentation:</td>
<td>Evaluation Criteria:</td>
<td>Summative Evaluation of Criteria:</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------</td>
<td>----------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Engagement and Proprietary Research</td>
<td>Patents and technological innovation</td>
<td>Outcome of patent process (provisional, full).</td>
<td>A significant challenge faced by all universities is measuring and evaluating the intellectual impact of work performed in a non-profit, government, industrial, or proprietary setting. The traditions of the land-grant university and the urban regional university combine at IPFW and as such, applying the intellectual capital of the University to the needs of the region is central to our mission.</td>
</tr>
<tr>
<td></td>
<td>Technical assistance agreements (TAAe)</td>
<td>Commercialization of technological innovation.</td>
<td>That being said, it remains a significant challenge for academic units to adequately evaluate the scholarly significance of these activities. It is suggested that units consider the process for evaluating faculty service (OAA Memo 04-2) as a model for collecting evidence of and assessing the impact of proprietary and commercial activity.</td>
</tr>
<tr>
<td></td>
<td>Proprietary research</td>
<td>External assessment of contribution relative to accepted industry standards.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaborative commercialization</td>
<td>Significance, impact, extent of testimony.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expert witness testimony</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category of Activity:</td>
<td>Types of Documentation:</td>
<td>Evaluation Criteria:</td>
<td>Summative Evaluation of Category:</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------</td>
<td>----------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Technical Reports, Professional Reference Books, Manuals</td>
<td>Technical reports Professional reference books Manuals and other technical documents</td>
<td>Evaluator/supervisor provides an assessment of the contribution relative to accepted professional standards. Document or report recognized as an industry or professional standard.</td>
<td>There exists a wide range of professional publications that have limited or specific audiences and which are subject to various levels of peer-review. In all cases, however, the significance of the work is judged by its impact to the profession, to the client, or to the student. Note: many scholarly products that could be listed under this category could also be described in either the teaching or service documents. Academic units have primary responsibility in defining metrics for satisfactory and excellent for use in evaluating the significance of contributions of this type. As with any non-traditional evidence of scholarly activity it is essential that the faculty member and the academic unit provide a clear and complete description of the activity and its significance.</td>
</tr>
</tbody>
</table>

Susan B. Hannah  
Vice Chancellor for Academic Affairs
EXAMPLES FOR
DOCUMENTING AND EVALUATING FACULTY SERVICE

Purpose. The purpose of this document is to provide sample rubrics for documenting and evaluating faculty service to the university, to the community, and to the profession. Two points must be emphasized: these examples are not exhaustive, and no one is expected to perform all of the activities listed. Individual departments, divisions, and schools should adapt the examples provided here to their specific circumstances. The goal of this document is to help faculty, chairs, and other administrators distinguish between satisfactory service that is expected of all faculty and service that represents a contribution of some significance. The rubrics can be used to identify individual service contributions that merit recognition and reward; they can also help faculty who wish to do so build a case for excellence in service over time. Faculty, chairs, and deans/directors are encouraged to discuss the rubrics and modify them as appropriate in order to clarify the standard expected in their units.

Service as Faculty Work. Satisfactory service is expected of all IPFW faculty, as stated in SD 88-25 (Criteria for Tenure and Promotion). Also according to SD 88-25, section D.3., service can be the basis for promotion to professor: “Promotion to Professor is awarded to individuals recognized by professional peers as authorities in their fields. It is expected that candidates will have made important and recognized contributions in at least one of the areas: teaching, research, and service. Candidates will be recognized and respected in state, regional, or national educational and professional circles.” SD 94-3 (Promotion and Tenure Guidelines) expands on SD 88-25: “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.” Key concepts for building a case for excellence in service are faculty expertise and an achievement of special value to the constituency/ies served.

Service as part of a Scholarly Agenda. The rubrics used in this document reflect the fact that service is often linked to or integrated with teaching and research/creative endeavor. When a faculty member’s disciplinary expertise is brought to bear on initiatives that serve the community, the profession, or the university, the work may have a scholarly dimension that is evident in the approach to the task, the results of the service (products, policies, organizations, etc.), or in work that feeds back into the discipline (new areas of research, or new approaches to teaching or scholarship, etc.).

The Scholarship of Engagement (Ernest L. Boyer, 1996) is a more specific term within the umbrella of Service that “represents… a commitment to sharing and reciprocity with our community partners… and involves the creation, integration, transfer, and application of knowledge for the direct benefit of external audiences.” It is “the partnership of university, knowledge, and resources with those of the public and private sectors to enrich scholarship and research, enhance curricular content and process; prepare citizen scholars; endorse democratic values and civic responsibility, address critical societal issues; and, in general, contribute to the public good.” (CIC Committee on Engagement).
Institutions that value this kind of service usually give it a specific name, such as Engagement (Purdue), Faculty Outreach and Extension (North Carolina State), Service Scholarship (Penn State), or Outreach (Michigan State).

The nationally recognized term Outreach Engagement is perhaps the most all-encompassing. Outreach Engagement includes both Outreach Research and Outreach Instruction. Outreach Research includes applied research, policy analysis, technical assistance, technology transfer, and activities undertaken with a goal of building community capacity and competency. Outreach Instruction includes the transmission of knowledge to public community members as a representative of the academic community.

Standards for Scholarly Work. Boyer, in Scholarship Reconsidered (1990), expanded the term "scholarship" to include integration, application, and teaching as well as research. In Scholarship Assessed (1997), Glassick et al. proposed standards for evaluation of all types of scholarship; these are: clear goals, adequate preparation, appropriate methods, significant results, effective presentation and reflective critique (p. 36). These standards have been adopted or adapted at various institutions that are seeking ways to recognize and reward service as part of a scholarly agenda. The National Review Board for the Scholarship of Engagement uses a modified version of the Glassick standards; see http://www.scholarshipofengagement.org.

Quality Indicators. It is clear that multiple sources of information must be used to document quality. The following quality indicators were recommended by the IU Strategic Directions task force on defining, documenting, and evaluating service.

1. The impact or significance of the service, indicated by:
   • an identifiable outcome relevant to the university’s mission and goals,
   • a measurable impact upon particular constituencies,
   • relevance of the service to the faculty member’s professional development and/or to the faculty member’s teaching and research.

2. The intellectual work required to perform the service, indicated by:
   • the application of relevant knowledge, skills, technological expertise, etc.,
   • contribution(s) to a body of knowledge,
   • imagination, creativity, and innovation,
   • sensitivity to and application of ethical standards.

3. The importance of the faculty member’s role(s), indicated by:
   • creative and responsible leadership that has an identifiable impact on the project,
   • increasing levels of responsibility,
   • consistent and sustained quality of contributions,
   • taking the initiative to build consensus, solve problems, etc.

4. Analysis of and reflection on the service, indicated by:
   • responsible representation of work during and after completion,
   • communication with appropriate audiences,
     • using audience-appropriate modes of communication and dissemination.
Quantity. As with the other areas of faculty responsibility, both quality and quantity of the contributions must be considered. A single outstanding service activity may play a role in a one-time merit recommendation or other recognition. A record of excellence over time is essential for building a case for promotion.

University Service vs. Service to External Constituencies. According to Driscoll and Lynton, some institutions have concluded that university service such as committee work and faculty governance “typically lacks the intellectual content and other attributes to be ‘scholarly’; that is, it is good citizenship rather than good scholarship.” (Making Outreach Visible. A Guide to Documenting Professional Service and Outreach. AAHE 1999, p. 6). On the other hand, the argument can be made that good citizenship also requires expertise of various kinds – leadership skills, negotiation, understanding of short and long-range planning and much more. In this document, the rubric for excellence in university service is based on effective leadership. An effective leader is defined by the impact her/his work has on the task at hand; thus, the individual may or may not have served as chair/director/coordinator of the unit or initiative for which she/he claims excellence. Documentation of impact, significance of the faculty member’s role and other quality indicators should be the deciding factors.
<table>
<thead>
<tr>
<th>Category of Service</th>
<th>Types of Documentation</th>
<th>Rubrics-Satisfactory</th>
<th>Rubrics-Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Service: Member of a committee or task force, including system-level;</td>
<td>Self-report and/or report from colleague(s) knowledgeable of the activity and the</td>
<td>Candidate participated regularly and contributed to the goals of the committee or</td>
<td>Candidate assumed a leadership role that positively affected the outcome, and one</td>
</tr>
<tr>
<td>responsible role in university governance (e.g., Speaker of Faculty, Presiding</td>
<td>candidate's role</td>
<td>other body, program, or campus.</td>
<td>or more of the following apply:</td>
</tr>
<tr>
<td>Officer, or comparable role); projects for which a faculty member has reassigned</td>
<td></td>
<td>The candidate contributed to the efficient conduct of necessary business.</td>
<td>The candidate’s leadership helped to solve a problem, or develop a plan for a new</td>
</tr>
<tr>
<td>time; contributions to programs that help the university meet strategic goals;</td>
<td></td>
<td></td>
<td>initiative, or implement a plan, or complete other essential work consistent with</td>
</tr>
<tr>
<td>and related activities at the department, school, campus and system level.</td>
<td></td>
<td></td>
<td>the campus mission and strategic goals.</td>
</tr>
<tr>
<td>Report or other product generated; new policy or process created</td>
<td>Candidate and other colleagues involved contributed equally.</td>
<td>The candidate’s leadership shaped the planning, drafting, and completion of the</td>
<td>Candidate helped shape new policy, and/or negotiated satisfactory outcome of a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>report/product.</td>
<td>contentious process.</td>
</tr>
<tr>
<td>Third-party evaluation</td>
<td>Evaluations document the quality and impact of the work (value to constituencies</td>
<td></td>
<td>The evaluations document the significance of the candidate’s contributions, based</td>
</tr>
<tr>
<td></td>
<td>served).</td>
<td></td>
<td>on her/his disciplinary or other expertise, to the work of the group</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Category of Service</th>
<th>Types of Documentation</th>
<th>Rubrics-Satisfactory</th>
<th>Rubrics-Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Service, (Continued):</td>
<td>Documents created or revised; presentations related to new or revised policies, procedures, programs, etc.</td>
<td>Published documents or/and presentations for the university community reflect positively on the candidate’s contributions to the outcome</td>
<td>Reports or presentations for regional or national audiences meet relevant standards of peer review</td>
</tr>
<tr>
<td></td>
<td>Other: other evidence not covered by the above categories of documentation</td>
<td></td>
<td>Presentations or publications are cited as models for others engaged in related work.</td>
</tr>
<tr>
<td>Category of Service</td>
<td>Types of Documentation</td>
<td>Rubrics-Satisfactory</td>
<td>Rubrics-Excellent</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Administrative Service to the University: Department Chair or comparable administrative appointment (Chair duties are described in OAA Memorandum 98-2); Associate Dean or comparable administrative appointment; Program Director, or Director of Multi-Section Course, or comparable appointment</td>
<td>Self-report</td>
<td>Candidate performed necessary tasks on behalf of the unit's normal operations.</td>
<td>Candidate exercised leadership on behalf of the unit's mission.</td>
</tr>
<tr>
<td></td>
<td>Evaluations from colleagues in the unit</td>
<td>Colleagues assess the candidate as satisfactory per the unit's standards.</td>
<td>Colleagues assess the candidate as excellent per the unit's standards and identify specific examples of her/his leadership.</td>
</tr>
<tr>
<td></td>
<td>Evaluations from dean or other administrator</td>
<td>Dean assesses candidate as satisfactory per the unit's standards.</td>
<td>Dean assesses candidate as excellent per the unit's standards and identifies specific examples of her/his leadership.</td>
</tr>
<tr>
<td></td>
<td>Levels of responsibility over time</td>
<td>The candidate accepted responsibility at the level to which he/she was appointed.</td>
<td>The candidate's exemplary performance led to her/his seeking out and/or being asked to assume increasing levels of responsibility.</td>
</tr>
<tr>
<td></td>
<td>Record of accomplishments initiated by the candidate</td>
<td>Accomplishments contribute to the unit's teaching, research/creative, and/or service mission.</td>
<td>Such accomplishments contribute to the unit's mission and advance it in at least one of the three areas.</td>
</tr>
<tr>
<td></td>
<td>Publications or presentations based on accomplishments</td>
<td>Publications or presentations to on-campus audiences enhance communication among units and contribute to effective delivery of programs.</td>
<td>Publications or presentations to regional and/or national audiences contribute to scholarly discourse beyond the campus and document candidate’s growth in the respective area.</td>
</tr>
<tr>
<td>Category of Service</td>
<td>Types of Documentation</td>
<td>Rubrics-Satisfactory</td>
<td>Rubrics-Excellent</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------</td>
<td>-----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Service to Students: Career counseling, mentoring, serving as student organization advisor, activities with goal of recruiting and retaining students or improving the quality of campus life for students.</td>
<td>Evaluation surveys, letters of evaluation</td>
<td>Candidate participated regularly and contributed to the outcome</td>
<td>Participation and contributions stand out for consistently high quality and effectiveness</td>
</tr>
<tr>
<td></td>
<td>Self-report of accomplishments</td>
<td>The activity contributed to the normal and efficient functioning of the department, school, campus, or student organization</td>
<td>The candidate assumed a leadership role that positively affected the outcome, and one or more of the following apply:</td>
</tr>
<tr>
<td></td>
<td>Publications or presentations based on accomplishments</td>
<td>The candidate and other participants contributed equally to the outcome</td>
<td>The candidate’s leadership shaped the planning, drafting, and completion of a report or product published or otherwise disseminated to appropriate audiences</td>
</tr>
<tr>
<td></td>
<td>Other evidence of effectiveness not covered by the above categories</td>
<td>Evaluations document the quality and impact of the work (value to constituencies served)</td>
<td>Evaluations document the significance of the candidate’s contributions, based on her/his disciplinary or other expertise</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The candidate helped shape new policy, and/or negotiated satisfactory outcome of a contentious process</td>
</tr>
<tr>
<td>Category of Service</td>
<td>Types of Documentation</td>
<td>Rubrics-Satisfactory</td>
<td>Rubrics-Excellent</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Significant Project Development and Management: developing, securing funding for, managing, and assessing projects and initiatives that advance the mission and goals of the university. Such activities include, but are not limited to, leading a campus-wide initiative (e.g., FYE); administrative leadership of service-learning, internships, and other experiential learning, opportunities; collaborative partnerships focused on K-12 education; academic summer camps and similar learning experiences; academic competitions or exhibits (e.g., Science Fair, Lego League), and entrepreneurial activities.</td>
<td>Proposal, report, or other documentation of the activity and how it advances the mission and goals of the university</td>
<td>The candidate's participation contributed to achieving the goals of the activity.</td>
<td>The candidate provided leadership to an existing project, or developed and led a new initiative to meet university goals.</td>
</tr>
<tr>
<td></td>
<td>Documentation of success in meeting project goals, e.g., student learning, student satisfaction, student success, ongoing student engagement on campus or/and in the community.</td>
<td>The candidate contributed in routine ways to the outcome.</td>
<td>Student outcomes and other measures consistently meet expectations</td>
</tr>
<tr>
<td></td>
<td>Dissemination of results through publications or presentations</td>
<td>The candidate contributed to dissemination of results locally.</td>
<td>The candidate's expertise and leadership had a significant impact on the outcome.</td>
</tr>
<tr>
<td></td>
<td>Self-reports</td>
<td>The candidate participated in improvement efforts initiated by others.</td>
<td>Student outcomes and other measures consistently exceed expectations.</td>
</tr>
<tr>
<td></td>
<td>Third-party evaluations</td>
<td></td>
<td>The candidate exercised leadership in publishing or otherwise disseminating results to multiple audiences.</td>
</tr>
<tr>
<td></td>
<td>Other evidence not covered by the above categories</td>
<td></td>
<td>The candidate's leadership in assessment and critique led to improvements.</td>
</tr>
<tr>
<td>Category of Service</td>
<td>Types of Documentation</td>
<td>Rubrics-Satisfactory</td>
<td>Rubrics-Excellent</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Community Service / Outreach Engagement: Participant in a University/ Community Partnership. Includes representing the university in professional service to/consulting for citizen and client groups; public and private organizations; governmental agencies; business and industry; and related services at the local, state, national, or international levels. | Proposal, report, or other documentation of the activity and how it links the goals of the department, school, campus, or profession to activities that meet community needs  
Self-report and/or third-party evaluation  
Dissemination of information related to the activity  
Outcome, products (e.g., technical reports, applied research; formal recommendations to a community agency or group, creative or other work commissioned, etc.)  
Reports of continuous improvement of the process/service provided  
Other evidence not covered by the above categories | The candidate’s participation contributed to achieving the goals of an existing partnership.  
The candidate contributed in routine ways to the outcome.  
The candidate contributed to dissemination of information within the partnership and locally.  
The candidate participated in improvement efforts initiated by others.  
The group served provided evidence of the candidate’s participation. | The candidate provided leadership to an existing partnership, or initiated a new partnership to meet university and community needs.  
The candidate’s expertise and leadership had a significant impact on the outcome.  
The candidate exercised leadership in publishing or otherwise disseminating information to multiple audiences.  
The candidate’s leadership in assessment and critique led to improvements.  
The community or professional organization provided documentation of the importance of the candidate’s leadership. |
<table>
<thead>
<tr>
<th>Category of Service</th>
<th>Types of Documentation</th>
<th>Rubrics-Satisfactory</th>
<th>Rubrics-Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Service: referee of manuscripts, abstracts, or proposals;</td>
<td>Invitations to review or perform other professional service</td>
<td>Occasional invitations to perform such service reflect competent performance.</td>
<td>Frequent invitations to perform such service reflect recognition of candidate’s</td>
</tr>
<tr>
<td>adjudication of performances or exhibits; development of catalog or guidebook for</td>
<td>Published reviews</td>
<td>Reviews appear in recognized media appropriate to the discipline.</td>
<td>special expertise and high quality contributions.</td>
</tr>
<tr>
<td>publishers; book reviews; journal editing; serving as external evaluator for P&amp;T</td>
<td>Edited volumes</td>
<td>Candidate contributed to efficient and timely publication of the volume.</td>
<td>Reviews appear in media recognized for high quality and significance to the</td>
</tr>
<tr>
<td>cases at other universities; serving as program evaluator at other universities,</td>
<td>Reports to agencies or other universities</td>
<td>Candidate participated in the process and contributed to the final product.</td>
<td>discipline.</td>
</tr>
<tr>
<td>or for accrediting agencies; and similar assignments.</td>
<td>Third-party evaluations</td>
<td>Evaluators assess the candidate’s contributions as satisfactory per accepted</td>
<td>Candidate’s leadership and creativity or special expertise contributed significantly to a high quality volume.</td>
</tr>
<tr>
<td></td>
<td>Other: evidence of effectiveness not covered by the above</td>
<td>standards.</td>
<td>Candidate’s leadership or special expertise contributed significantly to the final product.</td>
</tr>
<tr>
<td>N.B. Obviously, some reviews (e.g., for P&amp;T) are confidential and cannot be</td>
<td></td>
<td></td>
<td>Evaluators assess the candidate’s contributions as excellent per accepted</td>
</tr>
<tr>
<td>evaluated directly.</td>
<td></td>
<td></td>
<td>standards.</td>
</tr>
<tr>
<td>Depending on emphasis, some activities may be appropriately evaluated or cross-referenced under research/creative endeavor or teaching.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category of Service</td>
<td>Types of Documentation</td>
<td>Rubrics-Satisfactory</td>
<td>Rubrics-Excellent</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------</td>
<td>----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Professional Service (continued): member of a committee or task force of a professional association; organizer of conference, conference sessions, or workshops</td>
<td>Self-report and/or report from the committee/task force chair</td>
<td>Candidate participated regularly and contributed to the outcome.</td>
<td>Candidate assumed a leadership role that positively affected the outcome and one or more of the following apply: The committee/task force solved a problem, or developed a plan for a new initiative, or implemented a plan, or completed other essential work consistent with the mission and goals of the professional association and with scholarly trends in the field.</td>
</tr>
<tr>
<td></td>
<td>Accomplishments of the committee/task force</td>
<td>The committee/task force contributed to the normal and efficient functioning of the association.</td>
<td>The candidate’s leadership shaped the planning, drafting, and completion of the report/product.</td>
</tr>
<tr>
<td></td>
<td>Report or other product generated</td>
<td>Candidate and other committee/task force members contributed equally.</td>
<td>The presentations or publications had a positive impact beyond the membership of the association and are cited as models for others.</td>
</tr>
<tr>
<td></td>
<td>Presentations/publications by the candidate</td>
<td>The presentations or publications informed the associations’ membership of the outcome.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Third-party evaluations</td>
<td>Evaluations document the quality and impact of the work of the group.</td>
<td>Evaluations document the significance of the candidate’s contributions.</td>
</tr>
<tr>
<td>Category of Service</td>
<td>Types of Documentation</td>
<td>Rubrics-Satisfactory</td>
<td>Rubrics-Excellent</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------</td>
<td>----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Professional Leadership: office in a professional organization, or comparable role</td>
<td>Accomplishments during the years served</td>
<td>Candidate managed the routine business of the office to which he/she was appointed or elected.</td>
<td>The candidate's leadership contributed significantly to the advancement of the organization's mission or special initiative.</td>
</tr>
<tr>
<td></td>
<td>Self-report and/or third-party reports of the accomplishments</td>
<td></td>
<td>The candidate's disciplinary expertise contributed significantly to the advancement of the organization's mission or special initiative.</td>
</tr>
<tr>
<td></td>
<td>Levels of responsibility over time</td>
<td>The candidate participated in decisions that affected the future of the organization.</td>
<td>The candidate's leadership and/or expertise shaped decisions that affected the future of the organization.</td>
</tr>
<tr>
<td></td>
<td>Contributions to the discipline</td>
<td>The candidate accepted the responsibilities of the office to which he/she was elected or appointed.</td>
<td>The candidate's exemplary performance led to recognition for positive contributions and/or to being asked to assume increased levels of responsibility.</td>
</tr>
<tr>
<td></td>
<td>Status of the organization</td>
<td>The candidate's work was consistent with trends in the discipline at the time.</td>
<td>The candidate's leadership and expertise influenced trends in the discipline.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The candidate's work was consistent with the status of the organization within the discipline at the time.</td>
<td>The candidate's leadership and expertise enhanced the status of the organization.</td>
</tr>
<tr>
<td>Category of Service</td>
<td>Types of Documentation</td>
<td>Rubrics-Satisfactory</td>
<td>Rubrics-Excellent</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------</td>
<td>-----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Professional Leadership (continued)</td>
<td>Other: other evidence that is not covered by the categories above.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Susan B. Hannah
Vice Chancellor for Academic Affairs
IPFW Faculty Academic Advisor Evaluation Form

Knowledge of academic discipline and curriculum
1. My advisor is knowledgeable about my degree requirements.
   □ Strongly Agree □ Agree □ Uncertain □ Disagree □ Strongly Disagree □ No Basis for Judgment

Knowledge of campus policies and procedures
3. My advisor is knowledgeable about campus-wide policies and requirements.
   □ Strongly Agree □ Agree □ Uncertain □ Disagree □ Strongly Disagree □ No Basis for Judgment

4. My advisor has helped me understand the campus general education requirements.
   □ Strongly Agree □ Agree □ Uncertain □ Disagree □ Strongly Disagree □ No Basis for Judgment

Knowledge of campus student support services
5. My advisor seems well informed about campus support services (writing center, tutoring, counseling, etc.).
   □ Strongly Agree □ Agree □ Uncertain □ Disagree □ Strongly Disagree □ No Basis for Judgment

6. If unable to provide the information or assistance I need, my advisor knows where to refer me.
   □ Strongly Agree □ Agree □ Uncertain □ Disagree □ Strongly Disagree □ No Basis for Judgment

Assistance with planning academic goals
7. My advisor has encouraged me to do short and long term academic planning.
   □ Strongly Agree □ Agree □ Uncertain □ Disagree □ Strongly Disagree □ No Basis for Judgment

8. My advisor encourages me to take increasing responsibility for my academic progress.
   □ Strongly Agree □ Agree □ Uncertain □ Disagree □ Strongly Disagree □ No Basis for Judgment

Assistance with career planning
9. My advisor has helped me assess my career goals.
   □ Strongly Agree □ Agree □ Uncertain □ Disagree □ Strongly Disagree □ No Basis for Judgment

10. My advisor has discussed career options with me.
    □ Strongly Agree □ Agree □ Uncertain □ Disagree □ Strongly Disagree □ No Basis for Judgment

Advisor accessibility
11. My advisor is available for appointments.
    □ Strongly Agree □ Agree □ Uncertain □ Disagree □ Strongly Disagree □ No Basis for Judgment

12. My advisor is willing to spend sufficient time with me to deal with my academic concerns.
    □ Strongly Agree □ Agree □ Uncertain □ Disagree □ Strongly Disagree □ No Basis for Judgment

Advisor-advisee relationship
13. My advisor treats me as an individual.
    □ Strongly Agree □ Agree □ Uncertain □ Disagree □ Strongly Disagree □ No Basis for Judgment

14. My advisor helps me make my own decisions.
    □ Strongly Agree □ Agree □ Uncertain □ Disagree □ Strongly Disagree □ No Basis for Judgment

General advising effectiveness
15. I am pleased with the overall nature of my meetings with my advisor.
    □ Strongly Agree □ Agree □ Uncertain □ Disagree □ Strongly Disagree □ No Basis for Judgment

16. I would recommend my advisor to other students.
    □ Strongly Agree □ Agree □ Uncertain □ Disagree □ Strongly Disagree □ No Basis for Judgment
REAPPOINTMENT RECOMMENDATION

The faculty member must be given a copy of: (a) the Department/Division chairperson’s evaluation; (b) the reappointment form after it has been signed by the Chancellor; (c) any additional evaluation materials that may be attached to this form. In each instance, the faculty member must acknowledge receipt of this form by his/her signature. Once signed by the Chancellor, the completed form will be returned to the IPFW Faculty Records Office. The faculty member will then be asked to come to the Records Office to sign the completed form.

NAME: ____________________________________________________________

RANK: _____________________________________________________________

TENURE STATUS: Decision to be made ____________________________________

_____ Recommended for reappointment for ________________________________

_____ Not recommended for reappointment for ____________________________

CHAIR COMMENTS:

__________________________________________________________

Department Chair Date

__________________________________________________________

Faculty Member Signature Date
DEAN/DIRECTOR COMMENTS:

[Space for comments]

Dean/Director ___________________________ Date ___________________________

Recommended for reappointment for ___________________________

Not recommended for reappointment for ___________________________

VCAA COMMENTS:

[Space for comments]

Vice Chancellor for Academic Affairs ___________________________ Date ___________________________

Recommended for reappointment for ___________________________

Not recommended for reappointment for ___________________________

CHANCELLOR COMMENTS:

[Space for comments]

Chancellor ___________________________ Date ___________________________

Attachments (list)

Faculty Member Signature ___________________________ Date ___________________________
GUIDELINES FOR REAPPOINTMENT REVIEW

This document provides a year-by-year reappointment checklist to complement departmental promotion and tenure criteria. The intent is to assist probationary faculty and their chairs in documenting progress toward meeting the promotion and tenure criteria, as reported in the annual reappointment reviews.

1. Faculty normally receive their reappointment reviews and notice of reappointment or nonreappointment in:
   - February of year 1 (3 months' notice)
   - November of year 2 (6 months' notice)
   - May of year 2 and each subsequent year (one year's notice)
Due dates for faculty to submit information to their chairs will vary by department and school.

2. Faculty response to review:
   - Signature indicates that the faculty member has read the review;
   - Faculty member's initials next to tenure date indicate that he/she agrees with the stated date;
   - Faculty are entitled to request that errors of fact be corrected;
   - Faculty are entitled to attach a response if they disagree with the content of the review.

The guidelines represent minimum levels of acceptable progress toward tenure and promotion to associate professor. The following principles apply:
   - These guidelines must be interpreted in light of the standards and criteria established by each department;
   - 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 department's expectations should be explained as part of the hiring process and reinforced yearly;
   - The chair (and mentors) must make clear to faculty the level of performance/productivity needed to document excellence in teaching, research/creative endeavor and/or service;
   - The annual reappointment letter must address each area to enable faculty to understand clearly their progress toward promotion and tenure;
   - The faculty member's annual review must be consistent with the recommendations in the reappointment letter;
   - If a faculty member has not documented satisfactory progress according to departmental standards but is nevertheless recommended for reappointment, there must be a convincing justification for granting an exception.

4. Nonreappointment. Unsatisfactory performance or progress is grounds for nonreappointment at any point, beginning in year one.

5. Continued Professional Growth. The campus criteria for promotion state: "Promotion to Associate Professor is based upon actual performance and the potential for continued professional growth" (SD 88-25). Thus, the minimum levels of achievement specified in this document must be viewed not as an end point, but as a milestone on the path toward Professor.
<table>
<thead>
<tr>
<th>Year</th>
<th>Time Frame</th>
<th>Evidence of Satisfactory Performance and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Submit materials in late fall (specific due date varies by dept.). Receive reappointment letter for year two in February (3 months' notice).</td>
<td><strong>Teaching</strong>&lt;br&gt;1. The chair and faculty member have discussed the department's expectations for teaching, the criteria for establishing competence and excellence in teaching, and the need to document effectiveness using multiple measures.&lt;br&gt;2. The faculty member presents evidence of appropriate preparation of classes and of learning about/adjusting to the departmental/institutional culture and expectations.&lt;br&gt;&lt;br&gt;<strong>Research/Creative Endeavor</strong>&lt;br&gt;1. Chair and faculty member have discussed department's expectations for research/creative endeavor, criteria for establishing competence and excellence in this area, and the types of evidence needed.&lt;br&gt;2. Faculty member is in the process of articulating a multi-year plan for research/creative endeavor. &lt;br&gt;&lt;br&gt;<strong>Service</strong>&lt;br&gt;1. The chair and faculty member have discussed departmental expectations for service for pre-tenure faculty.&lt;br&gt;2. The faculty member participates in departmental meetings and events and performs other departmental service satisfactorily.</td>
</tr>
<tr>
<td>Year</td>
<td>Time Frame</td>
<td>Evidence of Satisfactory Performance and Recommendations</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evidence of Satisfactory Performance and Recommendations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching</td>
</tr>
<tr>
<td>Two</td>
<td>Submit materials in early fall (specific due date varies by dept).</td>
<td>1. Faculty member provides concrete evidence of teaching effectiveness, based on student evaluation data, curriculum contributions, and other measures. 2. Faculty member reflects on her/his teaching and makes adjustments as appropriate.</td>
</tr>
</tbody>
</table>

A positive reappointment recommendation from the chair must enable both the faculty member and administrators beyond the department to understand how the faculty member is meeting departmental expectations in each area.

* Previous conditions (if any) have been met.
* Any problems in teaching, research/creative endeavor, or service are reported, with a plan for addressing them, in the reappointment letter. If there are multiple problems, a formalized plan agreed upon by the faculty and member and chair, with a timeline, is appended to the reappointment letter.
* Unsatisfactory performance or progress is grounds for nonreappointment.
<table>
<thead>
<tr>
<th>Year</th>
<th>Time Frame</th>
<th>Evidence of Satisfactory Performance and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teaching.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research/Creative Endeavor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Service</td>
</tr>
<tr>
<td>Two</td>
<td>Submit materials early in spring semester (specific due date varies by department).</td>
<td>By the time of this reappointment, the faculty member has identified his/her potential area of excellence for promotion and tenure, understands the department's standards and criteria for documenting excellence, and is in the process of building a case for excellence.</td>
</tr>
<tr>
<td></td>
<td>Receive reappointment letter for year four in May (1 year's notice).</td>
<td>1. Faculty member provides evidence that her/his research/creative endeavor is proceeding according to plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Faculty member reflects on teaching and makes adjustments as appropriate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Faculty member provides evidence that service activities and contributions meet departmental expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Faculty member is able to project completion point(s) for work in progress.</td>
</tr>
</tbody>
</table>

A positive reappointment recommendation from the chair must enable both the faculty member and administrators beyond the department to understand how the faculty member is meeting departmental expectations in each area.

* If problems in teaching, research/creative endeavor, or service have surfaced that were not apparent earlier, they are reported, with a plan for addressing them, in the reappointment letter.

* A previously reported concern that was not satisfactorily addressed may be grounds for nonreappointment or the chair and faculty member may formalize a plan, with timeline, for addressing the problems. The formalized plan is appended to the reappointment letter.

* Unsatisfactory performance or progress is grounds for nonreappointment.
<table>
<thead>
<tr>
<th>Year</th>
<th>Time Frame</th>
<th>Evidence of Satisfactory Performance and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three</td>
<td>Submit materials early in spring semester (specific due date varies by department). A comprehensive, department-based third-year review, prepared according to the P&amp;T dossier format outlined in OAA 99-1, is strongly recommended at this point. Reappointment letter for year five in May (1 year's notice)</td>
<td>Promotion requires demonstrated excellence in one area and competence in the other two. If no area of excellence has been identified by this time, the chair and faculty member must recognize this as a critical concern that is grounds for nonreappointment. A decision to reappoint despite this critical concern requires a convincing justification and a plan for achieving excellence in one area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Research/Creative Endeavor</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty member provides concrete evidence of teaching effectiveness, as above. 2. If teaching is the area of excellence, the faculty member provides concrete evidence pointing toward excellence, per departmental criteria.</td>
<td>1. Concrete evidence of progress. 2. If research/creative endeavor is the area of excellence, there is concrete evidence pointing toward excellence, per dept. criteria.</td>
<td>1. The faculty member provides evidence that service activities meet or exceed departmental expectations. 2. If service is the area of excellence, there is concrete evidence pointing toward excellence, per dept. criteria.</td>
</tr>
</tbody>
</table>

A positive reappointment recommendation from the chair must enable both the faculty member and administrators beyond the department to understand how the faculty member is meeting departmental expectations in each area.

* If problems have surfaced that were not apparent earlier, they are reported, with a plan for addressing them, in the reappointment letter.

* A previously reported concern that was not satisfactorily addressed may be grounds for nonreappointment or the chair and faculty member may formalize a plan, with timeline, for addressing the problems. The formalized plan is appended to the reappointment letter.

* Unsatisfactory performance or progress is grounds for nonreappointment.
<table>
<thead>
<tr>
<th>Year</th>
<th>Time Frame</th>
<th>Evidence of Satisfactory Performance and Recommendations</th>
</tr>
</thead>
</table>
| Four | Submit materials early in spring semester (specific due date varies by department).  
Reappointment letter for year six in May (1 year's notice). | **Teaching**  
1. Concrete evidence of teaching effectiveness, as above.  
2. If teaching is the area of excellence, the faculty member provides significant evidence of concrete progress toward meeting departmental criteria.  
**Research/Creative Endeavor**  
1. Concrete evidence of progress, as above.  
2. If research/creative endeavor is the area of excellence, the faculty member provides evidence of significant progress toward meeting departmental criteria.  
**Service**  
1. Evidence that service activities and contributions meet or exceed departmental expectations.  
2. If service is the area of excellence, the faculty member provides evidence of significant progress toward meeting dept. criteria.  
A positive reappointment recommendation from the chair must enable both the faculty member and administrators beyond the department to understand how the faculty member is meeting departmental expectations in each area.  
* If problems have surfaced that were not apparent earlier, they are reported, with a plan for addressing them, in the reappointment letter.  
* A previously reported concern that was not satisfactorily addressed may be grounds for nonreappointment or the chair and faculty member may formalize a plan, with timeline, for addressing the problems. The formalized plan is appended to the reappointment letter.  
* Unsatisfactory performance or progress is grounds for nonreappointment.
<table>
<thead>
<tr>
<th>Year</th>
<th>Time Frame</th>
<th>Evidence of Satisfactory Performance and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teaching</td>
</tr>
<tr>
<td>Five</td>
<td>Submit materials early in spring semester (specific due date varies by department).</td>
<td>The faculty member documents additional progress in the area of excellence and satisfactory performance in the other two.</td>
</tr>
<tr>
<td></td>
<td>Reappointment letter for year seven in May (1 year's notice).</td>
<td></td>
</tr>
</tbody>
</table>

A positive reappointment recommendation from the chair must enable both the faculty member and administrators beyond the department to understand how the faculty member has met or will meet expectations for promotion and tenure.

* If progress in the area of excellence is not adequate to meet departmental expectations, the faculty member and chair must recognize this as a critical concern that is grounds for nonreappointment.

* Unsatisfactory performance or progress is grounds for nonreappointment.
<table>
<thead>
<tr>
<th>Year</th>
<th>Time Frame</th>
<th>Evidence of Satisfactory Performance and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teaching</td>
</tr>
<tr>
<td>Six</td>
<td>Tenure and promotion review year. Dossier to department in early fall (varies by department). Final decision, from Indiana University or Purdue University Board of Trustees, announced in spring; official notification varies by department. Newly tenured faculty in both Indiana University and Purdue University missions are eligible in the fall of year seven to vote and to serve on IPFW committees open only to tenured faculty. If tenure is denied, the end of the probationary period is the day before the start of the fall contract date for both universities.</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>Submit documentation for reappointment review to chair</td>
<td>Receive reapp't rec from chair</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Year 2</td>
<td>Submit documentation for reappointment review to chair</td>
<td>Receive reapp't rec from chair</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td>Submit P&amp;T dossier to dept for review by primary committee and chair</td>
<td>Review by school c'ttee</td>
</tr>
<tr>
<td>Year 7</td>
<td>Newly tenured IPFW faculty in both IU and PU missions are eligible for &quot;tenured-only&quot; responsibilities.</td>
<td></td>
</tr>
</tbody>
</table>

Susan B. Hannah  
Vice Chancellor for Academic Affairs
REAPPOINTMENT REVIEW:
TIMELINE AND GUIDELINES FOR LIBRARIANS

This document provides a year-by-year reappointment checklist to complement librarian promotion and tenure criteria. The intent is to assist probationary library faculty and their supervisors in documenting progress toward meeting the promotion and tenure criteria, as reported in the annual reappointment reviews.

1. Librarians normally receive their reappointment reviews and notification of reappointment or nonreappointment in:
   - February of year 1 (3 months' notice)
   - November of year 2 (6 months' notice) and May of year 2 (one year's notice)
   - May of year 3 and each subsequent year (one year's notice)

   Due dates for librarians to submit information to their supervisors will vary depending on the year of the appointment. Normally 3-4 months lead time is required.

2. Librarian response to review:
   - Signature indicates that the librarian has read the review;
   - Initials next to tenure review date indicate that the librarian agrees with the date;
   - Librarians are entitled to request that errors of fact be corrected;
   - Librarians are entitled to attach a response if they disagree with the content of the review.

The guidelines represent minimum levels of acceptable progress toward tenure and promotion to associate librarian. The following principles apply:
   - These guidelines must be interpreted in light of the standards and criteria for tenure and promotion for IPFW librarians, described in the Indiana University Library Handbook, relevant IPFW Senate documents, and the IU Academic Handbook;
   - The library director has primary responsibility for explaining the library's expectations to pre-tenure librarians and for ensuring that the librarians receive appropriate mentoring assistance;
   - The expectations should be explained as part of the hiring process and reinforced yearly;
   - The director (and mentors) must make clear to librarians the level of performance/productivity needed to document excellence in performance and satisfactory progress in professional development/research/creative endeavor, and service;
   - The annual reappointment letter and the annual review must address each area to enable librarians to understand clearly their progress toward promotion and tenure;
   - The librarian's annual review must be consistent with the recommendations in the reappointment letter;
   - If a librarian has not documented satisfactory progress according to library standards and P&T criteria but is nevertheless recommended for reappointment, there must be a convincing justification for granting an exception.

4. Nonreappointment. Unsatisfactory performance or progress is grounds for nonreappointment at any point, beginning in year one.

5. Continued Professional Growth. The campus criteria for promotion state: "Promotion to Associate Professor is based upon actual performance and the potential for continued professional growth" (SD 88-25). Thus, the minimum levels of achievement specified in this document must not be viewed as an end point, but as a milestone on the path toward Librarian rank.
<table>
<thead>
<tr>
<th>Year</th>
<th>Time Frame</th>
<th>Evidence of Satisfactory Performance and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Performance</td>
</tr>
<tr>
<td>One</td>
<td>Submit materials* in late fall (normally early December)</td>
<td>1. The library director, supervisor, and librarian have discussed the expectations for performance, the criteria for establishing competence and excellence in performance, and the need to document effectiveness using multiple measures.</td>
</tr>
<tr>
<td></td>
<td>Receive reappointment letter for year two in February (3 months' notice).</td>
<td>2. The librarian presents evidence of appropriate activities in support of library goals and of learning about/adjusting to the library/institutional culture and expectations.</td>
</tr>
</tbody>
</table>

The library director's reappointment letter addresses each area. The letter enables both the librarian and administrators beyond the library to understand how the librarian is meeting expectations in each area.

- If there are concerns in any area, the library director, supervisor, and the librarian discuss a plan for addressing them. The library director reports the concern and the plan in the reappointment letter.
- Unsatisfactory performance or progress is grounds for nonreappointment.
### Evidence of Satisfactory Performance and Recommendations

<table>
<thead>
<tr>
<th>Year</th>
<th>Time Frame</th>
<th>Performance</th>
<th>Professional Development/Research/Creative Endeavor</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two</td>
<td>Submit materials in early fall (usually September). Receive reappointment letter for year three in November (6 months' notice).</td>
<td>1. Librarian provides concrete evidence of librarian effectiveness, based on contributions to library goals and other measures. 2. The librarian has articulated and discussed with the library director and supervisor a multi-year plan to build a focused expertise within the performance area.</td>
<td>1. There is evidence of professional development activity. 2. The librarian has articulated and discussed with the library director and supervisor a focused multi-year plan for professional development/research/creative endeavor and/or service.</td>
<td>1. Librarian provides evidence that service activities and contributions meet or exceed expectations. 2. The librarian has articulated and discussed with the library director and supervisor a focused multi-year plan for professional development/research/creative endeavor and/or service.</td>
</tr>
</tbody>
</table>

A positive reappointment recommendation from the library director must enable both the librarian and administrators beyond the library to understand how the librarian is meeting expectations in each area.

- Any problems in performance, professional development/research/creative endeavor, or service are reported, with a plan for addressing them, in the reappointment letter. If there are multiple problems, a formalized plan agreed upon by the librarian, supervisor, and library director with a timeline, is appended to the reappointment letter.
- Unsatisfactory performance or progress is grounds for nonreappointment.
<table>
<thead>
<tr>
<th>Year</th>
<th>Time Frame</th>
<th>Evidence of Satisfactory Performance and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two</td>
<td>Submit materials early in spring semester (normally by January 1). Receive reappointment letter for year four in May (1 year's notice).</td>
<td><strong>Performance</strong>&lt;br&gt;1. Librarian provides concrete evidence of performance effectiveness, based on contributions to library goals and other measures. 2. Librarian reflects on performance and makes adjustments as appropriate.&lt;br&gt;<strong>Professional Development/Research/Creative Endeavor</strong>&lt;br&gt;1. There is evidence of professional development activity (as required by the IU Academic Handbook). 2. If professional development/research/creative endeavor is the secondary area of emphasis (after performance), there is concrete evidence pointing toward continued improvement beyond the satisfactory level, per librarian promotion and tenure criteria. 3. If professional development/research/creative endeavor is the third area of emphasis (after performance), there is satisfactory activity as defined by librarian promotion and tenure criteria.&lt;br&gt;<strong>Service</strong>&lt;br&gt;1. The librarian provides evidence that service activities meet or exceed expectations. 2. If service is the secondary area of emphasis (after performance), there is concrete evidence pointing toward continued improvement beyond the satisfactory level, per librarian promotion and tenure criteria. 3. If service is the third area of emphasis (after performance), there is satisfactory activity as defined by librarian promotion and tenure criteria.</td>
</tr>
</tbody>
</table>

A positive reappointment recommendation from the library director must enable both the librarian and administrators beyond the library to understand how the librarian is meeting expectations in each area.

- If problems in performance, professional development/research/creative endeavor, or service have surfaced that were not apparent earlier, they are reported, with a plan for addressing them, in the reappointment letter.
- A previously reported concern that was not satisfactorily addressed may be grounds for nonreappointment or the library director and librarian may formalize a plan, with timeline, for addressing the problems. The formalized plan is appended to the reappointment letter.
- Unsatisfactory performance or progress is grounds for nonreappointment.
<table>
<thead>
<tr>
<th>Year</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three</td>
<td>Submit materials early in Spring semester (normally by January 1). A comprehensive internal third-year review, prepared according to the P&amp;T dossier format, is strongly recommended at this point. Reappointment letter for year five in May (1 year's notice)</td>
</tr>
</tbody>
</table>

**Evidence of Satisfactory Performance and Recommendations**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Professional Development/Research/Creative Endeavor</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion requires demonstrated excellence in performance as well as satisfactory progress in the second area of emphasis. If no focused expertise within the performance is identified by this time, the library director and librarian must recognize this as a concern that needs to be addressed. Previous conditions (if any) have been met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Librarian provides concrete evidence of progress toward performance excellence, based on contributions to library goals and other measures, as above. 2. Librarian provides concrete evidence leading to focused expertise within performance area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. There is evidence of professional development activity (as required by the IU Academic Handbook). 2. If professional development/research/creative endeavor is the secondary area of emphasis (after performance), there is concrete evidence pointing toward continued improvement beyond the satisfactory level, per librarian promotion and tenure criteria. 3. If professional development/research/creative endeavor is the third area of emphasis (after performance), there is satisfactory activity as defined by librarian promotion and tenure criteria.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The librarian provides evidence that service activities meet or exceed expectations. 2. If service is the secondary area of emphasis (after performance), there is concrete evidence pointing toward continued improvement beyond the satisfactory level, per librarian promotion and tenure criteria. 3. If service is the third area of emphasis (after performance), there is satisfactory activity as defined by librarian promotion and tenure criteria.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A positive reappointment recommendation from the library director must enable both the librarian and administrators beyond the library to understand how the librarian is meeting expectations in each area.

- If problems have surfaced that were not apparent earlier, they are reported, with a plan for addressing them, in the reappointment letter.
- A previously reported concern that was not satisfactorily addressed may be grounds for nonreappointment or the library director and librarian may formalize a plan, with timeline, for addressing the problems. The formalized plan is appended to the reappointment letter.
- Unsatisfactory performance or progress is grounds for nonreappointment.
<table>
<thead>
<tr>
<th>Year</th>
<th>Time Frame</th>
<th>Evidence of Satisfactory Performance and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Performance</td>
</tr>
<tr>
<td>Four</td>
<td>Submit materials early in spring semester (normally by January 1).</td>
<td>The librarian documents continued progress toward excellence in performance and concrete progress in the secondary area of emphasis and satisfactory performance in the other area. Previous conditions (if any) have been met.</td>
</tr>
<tr>
<td></td>
<td>Reappointment letter for year six in May (1 year's notice).</td>
<td>1. Librarian provides concrete evidence of progress toward excellence, based on contributions to library goals and other measures. 2. Librarian reflects on performance and makes adjustments as appropriate.</td>
</tr>
</tbody>
</table>

A positive reappointment recommendation from the library director must enable both the librarian and administrators beyond the library to understand how the librarian is meeting expectations in each area.

- If problems have surfaced that were not apparent earlier, they are reported, with a plan for addressing them, in the reappointment letter.
- A previously reported concern that was not satisfactorily addressed may be grounds for nonreappointment or the library director and librarian may formalize a plan, with timeline, for addressing the problems. The formalized plan is appended to the reappointment letter.
- Unsatisfactory performance or progress is grounds for nonreappointment.
<table>
<thead>
<tr>
<th>Year</th>
<th>Time Frame</th>
<th>Evidence of Satisfactory Performance and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Performance</td>
</tr>
</tbody>
</table>
| Five | Submit materials early in spring semester (normally by January 1). Reappointment letter for year seven in May (1 year's notice). | The librarian documents continued excellence in performance and additional progress in the secondary area of emphasis and satisfactory performance in the third area. Previous conditions (if any) have been met. 1. Librarian provides strong evidence of performance excellence, based on contributions to library goals and other measures. 2. Librarian reflects on performance and makes adjustments as appropriate. | 1. There is evidence of professional development activity (as required by the IU Academic Handbook). 2. If professional development/research/creative endeavor is the secondary area of emphasis (after performance), there is strong evidence that criteria for continued improvement beyond the satisfactory level, per librarian promotion and tenure criteria, are or will be met. 3. If professional development/research/creative endeavor is the third area of emphasis (after performance), there is satisfactory activity as defined by librarian promotion and tenure criteria. | 1. The librarian provides evidence that service activities meet or exceed expectations. 2. If service is the secondary area of emphasis (after performance), there is concrete evidence pointing toward continued improvement beyond the satisfactory level, per librarian promotion and tenure criteria. 3. If service is the third area of emphasis (after performance), there is satisfactory activity as defined by librarian promotion and tenure criteria. A positive reappointment recommendation from the library director must enable both the librarian and administrators beyond the library to understand how the librarian has met or will meet expectations for promotion and tenure.  
- If progress in the area of excellence is not adequate to meet expectations, the librarian and library director must recognize this as a critical concern that is grounds for nonreappointment.  
- Unsatisfactory performance or progress is grounds for nonreappointment. |
<p>| Six | Tenure review year. Dossier to primary committee in mid summer. Final decision, from IU Board of Trustees, announced in spring. Newly tenured librarians are eligible in the fall of year seven to vote and to serve on IPFW committees open only to tenured faculty and librarians. If tenure is denied, the end of the probationary period is June 30 of year seven. |</p>
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Submit documentation for reappointment review to library director</th>
<th>Receive reapp't rec from library director</th>
<th>Notified of reapp't for year 3 by OAA</th>
<th>Submit documentation for reappointment/annual review to library director</th>
<th>Notified of reapp't for year 2 by OAA</th>
<th>Annual eval from library director</th>
<th>Annual eval from library director</th>
<th>Notified of reapp't for year 4 by OAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>Submit documentation for reappointment review to library director</td>
<td>Receive reapp't rec from library director</td>
<td>Notified of reapp't for year 3 by OAA</td>
<td>Submit documentation for reappointment/annual review to library director</td>
<td>Annual eval from library director</td>
<td>Annual eval from library director</td>
<td>Notified of reapp't for year 5 by OAA</td>
<td>Notified of reapp't for year 6 by OAA</td>
</tr>
<tr>
<td>Year 3</td>
<td>Submit documentation for reapp't/annual review to library director</td>
<td>Submit documentation for reapp't/annual review to library director</td>
<td>Annual eval from library director</td>
<td>Notified of reapp't for year 5 by OAA</td>
<td>Notified of reapp't for year 6 by OAA</td>
<td>Notified of reapp't for year 7 by OAA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>Submit documentation for reapp't/annual review to library director</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>Submit documentation for reapp't/annual review to library director</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td>Submit P&amp;T dossier for review by primary committee and library director</td>
<td>Sept/Oct. review by IU system wide c'tee and Director of Library</td>
<td>By 2nd week of Nov. to campus c'tee</td>
<td>Reading period for campus c'tee</td>
<td>By 2nd week to vcs; by 3d week to chanc.</td>
<td>To IUB</td>
<td>BOT decision (approx)</td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>Newly tenured IPFW librarians are eligible for &quot;tenured-only&quot; responsibilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Susan B. Hannah
Vice Chancellor for Academic Affairs
**SABBATICAL GUIDELINES FOR IPFW FACULTY**
Indiana University and Purdue University Missions

<table>
<thead>
<tr>
<th>Who?</th>
<th>What?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All tenured IPFW faculty and librarians</td>
<td>Eligible to take first sabbatical</td>
<td>Start of academic or fiscal year after approval of tenure in spring</td>
</tr>
<tr>
<td>Academic year faculty</td>
<td>1 semester at full pay or 2 semesters at half pay</td>
<td>May apply for first sabbatical in 6th year, for leave to take place in 7th year (pending positive tenure decision).¹</td>
</tr>
<tr>
<td>Fiscal-year faculty¹ and librarians</td>
<td>6 months at full pay or 12 months at half pay. (Administrative supplements, if applicable, will be removed during the sabbatical period)</td>
<td>Eligible in 6th, 13th, 20th, 27th, and 34th year to apply for sabbatical in 7th, 14th, 21st, 28th, and 35th year of full-time service. The second or a subsequent sabbatical may be taken as early as 4 years after completion of the previous one, as long as the next leave is scheduled so as not to exceed one every 7 years (see illustration on page 2).</td>
</tr>
<tr>
<td>All faculty and librarians</td>
<td>Waiting period between sabbaticals</td>
<td>Return for 2 semesters/1 year of service</td>
</tr>
<tr>
<td>Post-sabbatical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit report to department chair.</td>
<td></td>
<td>6 months after sabbatical leave ends</td>
</tr>
</tbody>
</table>

¹A two-semester or year-long sabbatical may be split, i.e., taken during two fall semesters or two spring semesters, but should not extend beyond 18 months.

²To be eligible for a 6 months sabbatical at full pay or a 12 months sabbatical at half pay, fiscal year faculty must have been in a fiscal year appointment for at least three years at the time that the sabbatical leave is to be taken, and be otherwise eligible for a sabbatical. If the fiscal year appointment has been for less than three years, fiscal year faculty are eligible for sabbatical leave on the same basis as academic year faculty. Conversely, faculty who are moving or have recently moved from a fiscal year appointment to an academic year appointment should negotiate the terms of their sabbatical with their chair, dean, and the VCAA.
For purposes of illustration, a faculty member hired in August 1995 is eligible as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-96</td>
<td>1</td>
</tr>
<tr>
<td>1996-97</td>
<td>2</td>
</tr>
<tr>
<td>1997-98</td>
<td>3</td>
</tr>
<tr>
<td>1998-99</td>
<td>4</td>
</tr>
<tr>
<td>1999-00</td>
<td>5</td>
</tr>
<tr>
<td>2000-01</td>
<td>6 (eligible to apply for sabbatical)</td>
</tr>
<tr>
<td>2001-02</td>
<td>7 (eligible to take 1st sabbatical)</td>
</tr>
<tr>
<td>2002-03</td>
<td>8</td>
</tr>
<tr>
<td>2003-04</td>
<td>9</td>
</tr>
<tr>
<td>2004-05</td>
<td>10</td>
</tr>
<tr>
<td>2005-06</td>
<td>11</td>
</tr>
<tr>
<td>2006-07</td>
<td>12</td>
</tr>
<tr>
<td>2007-08</td>
<td>13 (eligible to apply for sabbatical)</td>
</tr>
<tr>
<td>2008-09</td>
<td>14 (eligible to take 2nd sabbatical)</td>
</tr>
<tr>
<td>2009-10</td>
<td>15</td>
</tr>
<tr>
<td>2010-11</td>
<td>16</td>
</tr>
<tr>
<td>2011-12</td>
<td>17</td>
</tr>
<tr>
<td>2012-13</td>
<td>18</td>
</tr>
<tr>
<td>2013-14</td>
<td>19</td>
</tr>
<tr>
<td>2014-15</td>
<td>20 (eligible to apply for sabbatical)</td>
</tr>
<tr>
<td>2015-16</td>
<td>21 (eligible to take 3rd sabbatical)</td>
</tr>
</tbody>
</table>

A faculty member who takes her/his second sabbatical leave in 2005-06 (year 11; 4 years after the first) is not eligible for the third until 2015-16 (year 21).

The following option is also available:

<table>
<thead>
<tr>
<th>Who?</th>
<th>What?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All faculty and librarians</td>
<td>1 semester or 6 months at half pay, or 2 semesters/1 year at one-quarter pay</td>
<td>May apply after 6 semesters full-time service following completion of previous sabbatical. Upon completion of one semester or 6 months leave at half pay, or two semesters/one year at one-quarter pay, the faculty member must complete 12 semesters of full-time service before being eligible to apply for another sabbatical.</td>
</tr>
</tbody>
</table>

Susan B. Hannah
Vice Chancellor for Academic Affairs
INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE

APPLICATION FOR SABBATICAL LEAVE

Instructions: Complete the application accurately and limit the information and materials to those requested in the application. Also complete Part 1 only of HRS Form 33 F, available at http://www.hr.ipfw.edu/Forms/33F.pdf and return it with this application.

1. (a) Applicant:
   (b) Title:
   (c) Department:
   (d) Record of employment at IPFW:
      Dates                     Rank
   (e) Month and year tenure granted:

2. This is an application for:
   (Refer to OAA Memo 05-5 at http://www.ipfw.edu/vcaa/forms/PDFs/OAA05-5.pdf )
   Academic year faculty & librarians:
      — One Semester at Full Pay
      — Two Semesters at Half Pay
   *Fiscal year faculty & librarians:
      — Six Months at Full Base Pay
      — One Year at Half Base Pay
   *administrative supplements, if applicable, will be removed for the sabbatical leave period

3. Title of the Project:

4. (a) Locale:
   (b) Institution:
   (c) Parties with whom you will be working:

5. Expected starting and termination date of the project:
6. If you have received any of the following, please specify the date and title of the project. In addition, indicate in the vita that is to be enclosed with this application (see 13) what resulted from these grants and leaves, results both published and unpublished.

(a) Faculty Summer Grant -

(b) Instructional Development Grant -

(c) Sabbatical -

List additional support for research or instructional development that you have received in the last five years:

7. References. At least one letter of reference is required, in addition to a letter of support from the chair of your department (or, if you are a chair, from your dean/director). Letters of reference should address the significance of your proposed project. At least one should be written by the person who is best able to comment on the significance of your project for the profession or the community. This often is an outside person but may be someone from IPFW if they are involved with the project. The letter from your chair or dean/director should address how the leave will contribute to your professional development.

List the names, titles, addresses, and telephone numbers of persons from whom reference letters have been requested and indicate their knowledge of or relationship to your project:

8. Description of Project:

(a) Objectives and expected accomplishments:

(b) Methods and plan of work:
8. (continued)

(c) Relationships between the possible results from this sabbatical and the updating and strengthening of your professional skills and horizons, and the importance of this project to the University:

9. Discuss follow-through after sabbatical (such as application of procedures developed, publications, research area for students, etc.):

10. List experience in the proposed subject area:

11. Will it be necessary for you to seek external sources of support for this leave? If so, explain:

12. Other relevant information, if any:

13. Attach a brief professional vita and any pertinent papers published.
   * Optional for applications submitted Fall 2007; required for applications submitted Fall 2008 and after

15. Obligations of the Faculty Member:

(1) Any member of the Indiana University-Purdue University Fort Wayne faculty taking sabbatical leave of absence thereby obligates him/herself to return to the University and continue service for at least one additional academic/fiscal year, or for two academic/fiscal years if returning as a Purdue University faculty member under the partial retirement plan. In the event of breach of this obligation, the faculty member is obligated to reimburse the University for all compensation (including cost of fringe benefits paid during the period of sabbatical leave).

(2) The faculty member is also obligated to submit a special report covering his/her professional activities during the sabbatical leave (see sabbatical report form at http://www.ipfw.edu/vcaa/promotion/sabbatical.shtml). This report must outline how the sabbatical period was used, what outcomes were achieved, and indicate further outcomes that are expected as a result of the sabbatical project (see SD 06-14 at http://www.ipfw.edu/senate/document/2006-07/SD06-14.html). The report should be submitted within 6 months following the sabbatical leave period and include, where appropriate, an explanation of significant changes from the original proposal and the result of those changes.

   The report should be submitted to and signed by the department chair and the school/college dean, who then sends it to the Vice Chancellor for Academic Affairs.

In signing this application, the applicant signifies that he/she has read and agrees with these conditions.

Signature: ______________________ Date: ______________

Chairs and Deans:

Please forward to the Office of the Vice Chancellor for Academic Affairs through the appropriate administrative offices. Attach written recommendations related to this sabbatical leave application from relevant departmental or division faculty committees (See SD 06-14 and SD 06-19).

Approved: ______________________ Date: ______________
Department Chairperson

Approved: ______________________ Date: ______________
Dean / Division Director
Academic Civility Begins in the Classroom

Roger G. Baldwin, The College of William and Mary

Incidents of hate speech, physical and emotional harassment, and offensive communication via the Internet, regrettably, are far too prevalent on college campuses (Jensen, 1995; Leatherman, 1996). More subtle forms of intolerance toward controversial ideas, schools of thought, or various minority groups are also evident in higher education. Such breaches in academic civility may reflect conditions in the larger society. A U.S. News and World Report poll found that 89 percent of Americans believe that incivility is a major social problem (Marks, 1996). Even though acts of disrespect and harassment may reflect a trend throughout our culture, such insidious practices should be addressed forcefully on college and university campuses. Frequent reports of intolerant incidents in the Chronicle of Higher Education and the popular press demonstrate that incivility within the academic community is too damaging to ignore.

Recognizing this threat, some higher education institutions have tried to create a more civil atmosphere by imposing speech codes or other policies intended to regulate and humanize communication and other interpersonal relations. In many cases, these efforts have been struck down by courts or proven very difficult to enforce (Heinemann, 1996).

Such restrictive policies seem to attack the symptoms but not the sources of the problem. Some critics argue that such policies "may actually contribute to an atmosphere of intolerance, and to an impression that some basic rights can be short-circuited to protect others" (People for the American Way, 1995, p. 1).

The phenomenon of academic incivility is so complex that it demands to be addressed at numerous places within the academic community. Perhaps the most logical, but little used, point of intervention is the college classroom. This essay argues that promoting civility should be a universal goal of higher education that is addressed in every appropriate college course.

Sources of Incivility on Campus

Intolerant behavior on campus is not a new phenomenon. The "Politeness Movement" established at the University of Edinburgh during the Scottish Enlightenment tried to counter religious intolerance. Advocates of politeness "sought to establish ... civilized discourse and due regard for an opponent's point of view" (Nordin, 1991, p. 17). Many factors seem to account for academic incivility in the late 20th century. Increasing diversity on campus brings together persons who do not share the same mores, values, or modes of communication. Similarly, there seem to be growing gaps among students and faculty as disciplinary fields become more specialized, narrowly focused, and esoteric. A sense of community is also diminished in large and transient institutions where people often do not know, let
Civility: A Core Academic Value
Respectful discussion and debate are at the heart of the academic enterprise. Advocating civility does not symbolize a retreat from passionate argument. On the contrary, it acknowledges that meaningful and constructive dialogue requires a certain degree of mutual respect, willingness to listen, and tolerance for opposing points of view. Classroom discussions, like any academic debate, should follow norms of decency and effective communication. Debaters should attack ideas but never individuals who hold opposing views (Leatherman, 1996). Although these guidelines seem like common sense, evidence of incivility on campus suggests that they are not universally held or practiced. It appears that higher education must address the issue of civility directly if it wishes to foster an environment conducive to discussion, debate, and learning.

Promoting Civility in the Classroom
It is in the classroom that students first encounter treasured values of the academy (e.g., the critical review of ideas, support of opinions with evidence, openness to alternative viewpoints) and begin to practice them as apprentice scholars, emerging professionals, and good citizens. Classes that establish norms for respectful dialogue and reasoned debate can empower students to argue constructively, grow through rigorous intellectual exchange, and prepare them for life in a complex, pluralistic world.

No simple formula or prescription for promoting academic civility can be applied to all college classrooms. Varied educational strategies are required to develop an atmosphere of civility within different disciplines, educational levels, and among differing types of students. Educators may choose from several strategies that can foster civility in their classrooms and ideally across their campuses. These include:

- Developing a statement of values and goals. At the beginning of the term, it is beneficial to communicate how important civil behavior is to the success of a course. A verbal statement from the professor coupled with a section on respectful discussion and debate in the syllabus can clarify up front the critical role of civil discourse in the teaching and learning process. An explicit statement on the necessity of an environment tolerant of difference is especially important in subject areas that address controversial issues. Virtually no academic field is exempt. Courses in the arts and humanities, biological and physical sciences, social sciences, and professional fields all confront "hot button" issues that cause people to line up passionately on different sides.

- Drafting ground rules for dialogue. Ineffective efforts to impose speech codes on campuses illustrate the futility of rules that are implemented without a sense of ownership among the targeted groups. Some time invested early in the life of a course to discuss and develop ground rules for communication (oral, written, and electronic) among class members can enhance acceptance of guidelines designed to insure the respectful dialogue essential to open minded analysis and learning.

- Selecting appropriate instructional strategies. A variety of strategies can help students acquire the values, attitudes, and skills that underlie academic civility. They will be most effective when coupled with an explicit statement of classroom values and clearly defined guidelines for respectful dialogue. Such strategies include the following.
A. Staging debates. Sessions that clarify opposing points of view and build credible cases for contrasting positions can enlighten students to the complexity of controversial issues like genetic engineering or environmental pollution. When guided carefully, debates can promote critical thinking, tolerance for alternative perspectives, and respect for persons who hold differing opinions -- the key building block of academic civility.

B. Playing and reversing roles. Like debates, assuming distinct roles (e.g., an unwed, pregnant teenager, an opponent of abortion) can clarify the merits of diverse stands on complex topics and humanize those with differing opinions. This approach requires students to analyze information and attitudes that they might typically reject out of hand when confronted with a controversial issue. The purpose of role playing is not necessarily to change students' minds on a topic like the clear cutting of forests but to enhance their ability to look at issues from multiple perspectives and, in the process, to develop tolerance for persons who hold different views.

C. Employing case studies. Long used in business schools to address complex problems, the use of cases is also an ideal technique to foster academic civility. They enable students to look at multifaceted issues within their larger context. For example, a case focusing on hate speech could be used in a communications class or a case on sexual harassment could be used in a sociology course to alert students to the sources of such behaviors, the motives of the perpetrators, and the feelings of the victim(s). When utilized effectively, case studies encourage students to develop alternative scenarios that prevent or resolve problems effectively. Instructional strategies that enable students to examine provocative topics holistically promote the development of higher level thinking and tolerance of ambiguity that lead to civil behavior in a pluralistic world.

D. Critiquing negative models. Negative examples can be a powerful teaching tool (Heinemann, 1996). Asking students to analyze videotapes of intolerant practices or written examples of dogmatic thinking can promote personal reflection and behavior change. For instance, Higher Superstition (Gross & Levitt, 1994), a recent stinging attack on postmodern views of science, could be used in science courses to examine collegial communication.

Conclusion
Creative college teachers can expand this list of strategies to promote civility in the college classroom. Any practices that encourage students to reflect on their own beliefs, gather relevant data to inform their opinions, remain open to alternative positions, and respect others who hold differing beliefs will enhance the quality of dialogue in the classroom. Above all, professors who model respect for their students and open-mindedness toward alternative points of view will promote respect and tolerance among their students. No doubt, when the habits of civility are nurtured in the classroom, they will gradually permeate the institutional culture as a whole.

References


---

This publication is part of an 8-part series of essays originally published by The Professional & Organizational Development Network in Higher Education. For more information about the POD Network, browse to [http://www.podnetwork.org](http://www.podnetwork.org).
Support Your Local Teaching Center

By JAMES M. LANG

ON COURSE
Advice on teaching in the college classroom.

It's just about time for newly hired, tenure-track faculty members to begin panicking in earnest. As the adrenaline rush of their job-search triumph fades, the questions and uncertainties about the coming year loom large.

I remember my own concerns about whether I would have enough time for my writing and about how I would take the research I had done in graduate school and turn it into published material that would count toward tenure. I had questions about service responsibilities, too -- such as, How much should I take on in order to demonstrate my commitment to the department and the college?

But, by far, the most pressing anxieties I had centered on teaching. How many students would I face? Would they be intellectually curious, eager to participate, hostile, apathetic? What would happen if I bombed in my first semester? How much time was I going to spend on preparation, teaching, and grading? And should I just glue my zipper to the top of my pants to ensure that I never walked into class with my fly open?

New faculty members of every kind -- tenure-track, graduate student, adjunct -- share those concerns. Don't be surprised when they begin to surface in your dreams, either. Nightmares about walking into class unprepared, or naked, or in the wrong discipline are common among teachers at every level.

And I don't mean to add to your worries, but I can guarantee you this: You will have problems, and, worse still, you will encounter problems you didn't even realize existed. That's the nature of the first semester; You only realize the full extent of the challenges after you've been through it.

Because they're academics, many new faculty members will turn to books, and a handful of excellent guidebooks on college teaching are available. But no printed guidebook, Web site, or discussion group will ever deal with your exact situation, which is teaching for the first time -- or for the first time on the tenure track -- at this point in your life, at this institution, in this discipline, with these students, in this year.

Fortunately, there is a place you can turn to where people will understand the particulars of your situation: the teaching center on your new campus.

It won't be called the Campus Teaching Center, of course -- that would make life too simple. It will be called the Center for Teaching and Learning, the Center for Teaching Excellence, the
Teaching, Learning, and Technology Center, and so on, with all of the subtle linguistic variations that imaginative academics can muster.

On some campuses, the teaching center will be an office, or a suite of offices, with dedicated space and staff members. On other campuses, the center might consist of a single faculty member or administrator whose job description includes working with colleagues on teaching development.

If they’re doing their job well, you will have heard from the folks who run your center before you ever step foot in the classroom. They will invite you to an orientation session, send a brochure or an e-mail describing their services, or announce an open house. Possibly, a department head or dean will mention the teaching center to you at a general orientation.

You will be overwhelmed with information in the coming months, so any invitation or mention you might hear will probably register at about the same level of attention as the invitation you received to tour the new campus recycling center.

But whether you have been invited to the teaching center or you have to seek it out on your own, it deserves a closer look from new faculty members as well as professors at every stage of their careers.

The center’s services are free, of course -- not an unimportant point for new faculty members, adjuncts, and graduate students, who will not want to have to dip into their ramen-noodle budget to become better teachers. And you will not be putting anyone out by seeking advice from experts at the center. They are there to help you, and all of the teaching-center denizens I have met and worked with have a passion for teaching and working with other teachers.

So what will happen when you locate the center and seek out guidance on how to become a better teacher?

The process generally begins when the center notifies the administration that you have sought help, thereby marking you out as a bad teacher. Then you will be forced to attend seminars where you will be asked to wear a pointy hat and describe what kind of tree you would be, if you were a teaching tree.

Just kidding.

But during the years I worked in a teaching center, I sometimes wondered whether the faculty had such perceptions about our work, since far fewer of them visited us than we would have liked. In fact, most teaching centers have a policy of confidentiality, so they cannot tell department heads or administrators that you have availed yourself of their services. And we saved the pointy hats for the annual holiday party.

What you will find at your teaching center, in most cases, are at least five categories of services for both newcomers and more experienced professors who need assistance with pedagogical issues or just want to continue their growth as teachers.

First, the specialists at the center will offer some form of observation and consulting. They might offer to sit and observe your classes, or videotape you teaching. Afterward, they will review with
you what they saw and offer suggestions.

Being observed in the classroom, and having the chance to discuss the experience, can resolve most problems faced by new instructors. You might think that a problem you are encountering is unique but, chances are, an experienced observer will have seen it before and will have some practical strategies to help you overcome it.

Second, they will have resources on teaching for you to consult -- articles and books on the topic, online tutorials and links to online resources, computer programs, and so on. The keepers of those resources will usually have enough experience and familiarity with the literature on teaching in higher education that, if they don't have a resource to address your specific concern, they will know how to help you find a few.

Third, they will sponsor campus events devoted to teaching: lectures and workshops with visiting and local faculty members, discussion groups, reading circles, orientation sessions, and brown-bag lunches. Some of those will be formal events at which you will learn specific ideas and teaching strategies; others will be glorified kvetch sessions, in which you'll be invited to discuss whatever problems you're having in the classroom.

Either way, the events are worth attending. You will discover soon enough, if you haven't already, the therapeutic benefits of kvetching about your students and your teaching problems around the coffee machine or coffeemaker. The center's organized events simply put a title, a time, and a place on that time-honored tradition, and you will leave feeling a little less alone in the teaching universe.

Fourth, your teaching center may offer grant money for developing new courses or conducting research on teaching, or for attending conferences on the subject.

Finally, the center may offer a mentoring program, in which it connects new teachers with more-experienced ones who can provide sustained and personal guidance through the pre-tenure years. Securing a mentor will not only ensure help with your teaching, but it will have the side benefit of helping you build connections with your senior colleagues -- one of the many challenges you'll face as a new faculty member.

So support and patronize your local teaching center, in whatever form you might find it. Even if your tenure case depends largely on your research output, you will still find yourself, at least a few times a week, standing in front of a sea of young faces, and you will want to do your best for them. Teaching centers can help.

And if your tenure case -- or your promotion, or your contract renewal for next semester -- depends upon your teaching, nothing will make as significant a difference to your livelihood as the personal guidance of an experienced professional who will welcome the opportunity to help you become a more effective teacher.

James M. Lang is an associate professor of English at Assumption College and author of Life on the Tenure Track: Lessons From the First Year (Johns Hopkins University Press, 2005). He writes about teaching in higher education and his Web site is http://www.jamesmlang.com. He welcomes reader mail directed to his attention at careers@chronicle.com
Strange Tales From the Trenches

2 troubling incidents of copyright violation and fraud raise questions about the ethics of the academic profession

By DANIEL ENNIS and ARNE R. FLATEN

We have two stories to tell about copyright violation and fraud that, unfortunately, are true. We are colleagues at the same college who, by chance, were confronted with surprising professional conflicts almost simultaneously.

Those troubling incidents raise questions about the state of professional ethics in academe. They also show how little we can take for granted, and how the benefit of the doubt may be a thing of the past. Both of us have deliberately omitted certain identifying details.

Copyright woes. Two years ago I (Flaten) wrote a glowing review of the best book you will never read. Intellectually stimulating and supported by appropriate scholarly documentation, the text was captivating and accessible even to those outside the discipline. With more than 3,000 images, graphs, and maps, it was a volume that I thought would become a standard reference work in the field.

A revised version of the book is now in print, but the original is not available to the public. What follows is a brief account of a bizarre series of mishaps that eventually found their way into a courtroom.

I was asked by a respected academic society to review a book whose subject, while slightly outside my area of expertise, had broad social, historical, and economic implications. The one catch was that the review had to be completed rather quickly.

I agreed and shortly thereafter received a copy of the hefty tome, which carried a suggested retail price well over $100.

Dutifully, I moved other priorities to the back burner and plunged headlong into the new text and related literature. The more I read, the more I found myself impressed by the scope of the work, the detailed documentation, the copious footnotes and indices, the number and general quality of the reproductions, and the concise backgrounds given to key social figures, events, and terms. The subject spanned almost 300 years and crossed myriad geographic and political boundaries. It was a work of diligence, decades in the making.

As I completed my review, I made a routine phone call to the book's publisher to clarify a term; the publisher is the national authority on the subject. My question was met with an awkward silence. Then I was informed that the volume had been pulled from distribution. Moreover, the publisher was actively attempting to repurchase any copies that had been sold worldwide.

What could prompt such drastic measures?

Continued on Page C4
range Tales From the Trenches

The chapter was changed with filling a new research position, and our first choice had come to the campus a few weeks ago. All the other applications had been rejected, and our first choice's arrival was welcomed by everyone. He moved into the apartment, and we were all excited to see each other again. The new resident quickly settled in and started attending our weekly meetings.

The apartment was a small studio, but it was cozy and comfortable. We shared a big kitchen and a small living room. The landlord was friendly and always willing to help with any issues we might have. Our group bonded quickly, and we enjoyed spending our weekends together doing outdoor activities like hiking and camping.

One day, we decided to have a potluck dinner. Everyone brought their favorite dishes, and we had a great time chatting and sharing stories. The food was delicious, and we all left feeling full and satisfied.

Overall, our new resident seemed to be enjoying his time with us, and we were happy to have him on board. We looked forward to many more events and adventures together.
The Chronicle: Colloquy: Is rudeness on the rise?: Background

The Chronicle of Higher Education

COLLOQUY

Background

Insubordination and Intimidation Signal the End of Decorum in Many Classrooms

Professors see rise in uncivil behavior by students -- from talking during lectures to physical assaults

By ALISON SCHNEIDER

It's every professor's nightmare: losing control of the class. And if anecdotal evidence counts for anything, it's happening more and more.

Professors are complaining that their courses are being hijacked by "classroom terrorists." Among the milder affronts: Students are arriving late and leaving early, napping in the back of the room, carrying on running conversations, reading the newspaper, even bringing portable televisions into class.

IN THIS DEBATE:

The question

Background

Responses

Join the debate

IN THIS SECTION:

Colloquy

Letters to the editor

Write to us

Help

ALSO SEE:

Join the debate: Is rudeness by students in the classroom on the rise? If so, what should professors and colleges do about it?
(The responses)

Classroom demeanor: an excerpt from one syllabus

FOR SUBSCRIBERS:

More stories from this week's The Faculty section

"If you haven't civilized young people by the time they get to college, I don't think you're going to civilize them at all."

The hard-core infractions range from insubordination to outright intimidation. When a chemistry professor at Virginia Tech asked his class how to solve an equation, a student in the back of the room shouted, "Who gives a s---?" When a scholar at Utah State University refused to change a grade, a student screamed at her, "Well, you goddamned bitch, I'm going to the department head, and he'll straighten you out!" That professor may have gotten off easy; a historian at Washington State University was challenged to a fight when a student disliked the grade he'd received. Other professors have been stalked by angry students, and a few
physically attacked.

Some scholars argue that academe has never been above a good slugfest. But close encounters of the uncivil kind are leaving many professors stunned, even shaken. How, they ask, did the decorous world of academe disintegrate into a free-for-all?

Peter Sacks, the pseudonym of a journalist-turned-professor, ponders that question in *Generation X Goes to College* (Open Court, 1996), which he wrote after teaching droves of apathetic students who were more interested in chatting on their cell phones than listening to lectures.

His book struck a chord. Scholars have started publishing articles on the problem; universities are offering workshops. Last fall, the cover story of the newsletter of the National Teaching and Learning Forum was devoted to "Teaching and Crowd Control."

Undergraduate insolence grew so bad recently at Virginia Tech that the Faculty Senate formed a "Climate Committee" to look into the situation. A case in point: The head of the Senate, Skip Fuhrman, returned to his office last year after giving a sociology exam and found a message on his answering machine: "You fat f--- with yellow teeth! You hump!" a student bellowed. The cause of her consternation: She couldn't resell her textbook.

Most students aren't ill-mannered brats, professors say, but it takes only a few bad apples to spoil the pie. "Even a small proportion of rowdy and uncontrolled students ruins the whole atmosphere," says Henry H. Bauer, a professor of chemistry and science studies at Virginia Tech. "It's very difficult to concentrate if there's a buzz of conversation and giggles of laughter. It's very demoralizing."
"The problem is much worse than it was," says his colleague Jack A. Cranford, an associate professor of zoology and ecology, and chairman of the Climate Committee. "I think the incidence of this in the last 10 years has doubled, if not tripled, in terms of the amount and the severity. Things were much more respectful when I entered the professoriate."

The question remains, Why? Many of the explanations being bandied about have the touchy-feely, pop-psychology tone of the Oprah show. "Latch-key children," "media violence," "substance abuse," people say. Parents are setting poor examples. High schools are falling down on the job. Religious groups aren't as involved as they should be.

"If you haven't civilized young people by the time they get to college, I don't think you're going to civilize them at all," says Stephen L. Carter, a professor at Yale Law School, whose book Civility: Manners, Morals, and the Etiquette of Democracy will be published in April by BasicBooks. Does he agree that students today possess a diminished sense of decorum? "Yes, I do," he responds politely.

Part of the problem, scholars explain, is a crisis of authority in this country that leaves no one above question. "Television and politics have defrocked the social lives of adults and made everything look hypocritical," says Paul A. Trout, an associate professor of English at Montana State University, who has written about classroom conflict. "Kids develop a certain contempt for adults as a result. They come in questioning: 'Why is this an A? Why is this a B? Why am I reading this?' They're suspicious of all the rules established by adults."

At Montana State, the problem grew serious enough that in 1995, the university created a task force to look into disruptive classroom behavior, especially in large lectures. That's where the problem is most egregious, professors say. Not only is it easy to act up if you're 60 rows back in a cavernous lecture hall; it's a reason to act out, explains Mary Deane Sorcinelli, associate provost for faculty development at the University of Massachusetts at Amherst and director of its Center for Teaching. "I can see it from the student's perspective," she says. "What's the point? I'm sitting here with 300 students. This isn't civil to me."

The fact that these large lectures are often required courses
pours gasoline on the fire. Students who choose to take a course show up interested in the subject matter. But students who have to take a course often come with a chip on their shoulder.

Learning for learning's sake, scholars maintain, has flown out the window. Today's students are more interested in finding a job than in debating the fine points of Foucault. Anything that won't enhance their marketability is ripe for disrespect.

On top of that, students are paying money -- often big money -- for a degree, and in the minds of many students, that puts them in the driver's seat. "Consumerism is taking over college campuses," says Kathy K. Franklin, an assistant professor of higher education at the University of Arkansas at Little Rock. "I'm hearing more students saying, 'After all, I pay your salary, and since I pay your salary, I should be able to tell you when I want to come to class and when my paper should be due.' Students live in a Wal-Mart society, where it's convenience that counts."

That said, Ms. Franklin thinks the brouhaha over bad manners is overblown. She's been researching the history of undergraduate life for years and says that students have been making mischief ever since universities opened their doors. In the 13th century, professors at the University of Bologna were so terrorized by their students -- who beat them up if they didn't like their grades -- that they formed guilds to protect themselves.

In the United States, in the 1820s, there was the "Bread and Butter" rebellion at Yale University. Students, distressed by demanding classes, started throwing food at professors in the dining hall and beaming them with plates and silverware that they tossed out of windows. They also took a fancy to cannonballs, which they rolled -- in the dead of night -- through the dormitories, where their professors were sleeping.

"Historically, what's happening today isn't unusual," Ms. Franklin says. "Are students today different from students 10 years ago? Probably, because of demographic changes, consumerism, K-to-12 experiences. But is this a new trend? No."

Professors haven't changed much, either, she adds. They were griping about student incivility hundreds of years ago, too. What's different, she notes, is that today's academics
receive less respect than the generation of scholars who trained them. Because their predecessors were held in higher esteem, the cheekier conduct of today's students seems particularly insulting. It probably wouldn't have fazed Yale professors in the 1820s, she says.

Chana Kai Lee, an assistant professor of history at Indiana University, finds that argument hard to buy. Last October, a student who had been misbehaving for weeks during her U.S.-history lectures jumped out of his seat, leaped over a row of chairs, tripped, and headed out the door, she says. He returned with some campus newspapers, which he shared with two seatmates. The three students spent the rest of the period reading the papers, passing around a game of tic-tac-toe, and loudly gabbing. Ms. Lee repeatedly asked them to settle down, but they ignored her. When she tried to talk to them after class, she says, one of them grabbed his genitals and pumped his hand up and down.

Another student in the course kept telling Ms. Lee's superiors that she was missing from class, even though, Ms. Lee says, she was there. Then came the harassing phone calls, the first of which contained obscene, racist language. An insulting anonymous letter soon followed.

Ms. Lee filed grievances against the four students. The result: four slaps on the wrist, she says. None of the students were suspended or expelled. Three received warnings, she says, and the one who was accused of making the obscene gesture -- and who subsequently dropped her class -- was found not guilty of that offense, although he admitted that he did cause the other disruptions.

Richard McKaig, dean of students at Indiana, says privacy concerns prohibit the university from commenting on
disciplinary proceedings. But, he adds, "just because a student is not suspended or expelled doesn't mean that a serious sanction wasn't given. The incident was taken seriously, and the sanctions that were given, we think, were appropriate."

Ms. Lee disagrees: "Students have become more disruptive because they know they can be that way with relative impunity. I would never have thought that anything could happen in the classroom that would make me mentally unprepared to return there. But I've been thoroughly demoralized. This has been the biggest battle of my career."

It is your responsibility to attend class. If you miss a class meeting for any reason, you will be held responsible for all material covered and announcements made in your absence. ...

Lecture attendance is neither required nor noted. However, BE ON TIME AND REMAIN FOR THE ENTIRE PERIOD OR DO NOT COME AT ALL. This class is too large to have people crawling over each other or standing in front of the projector while trying to find a seat or leaving after the lecture has begun. Arriving late and/or leaving early is inconsiderate of your colleagues.

This class is also too large for chit-chat, please do not. You are unaware of how far your voices carry in FAV 150 and how disturbing it is to your classmates to be forced to endure your idle chatter and giggling. The students who sit near you are not interested in your romantic lives, how out-of-touch you think your parents are, how stupid you think your teachers are, etc. You may not realize how disturbing your "private" conversations are when others are trying to listen to a lecture. ...

Everyone who registers for this

Classroom Demeanor: an Excerpt From One Syllabus

She's not fighting it alone. Since her debacle, she has learned of other lapses in campus decorum, and some 30 faculty members have rallied around her, forming the Committee for a Respectful Learning Environment.

Indiana had taken steps in the past to deal with the problem. Last year, the university published guidelines on dealing with disruptive students. And administrators have urged professors to add civility clauses to their syllabi, describing appropriate classroom behavior.

But such steps, professors complain, are little more than a Band-Aid on a bleeding wound. Ms. Lee included a civility clause in her syllabus -- which, she points out, the four undergraduates studiously ignored, even when she repeatedly invoked it.
class is an adult. You are legally able to marry without parental consent, buy a home, pay taxes, vote, work, budget your money, defend your country in military service, etc. You should also be adult enough not to disturb others. Mindless talking during class is immature, inconsiderate behavior. Please ask questions or make comments about the art work that will benefit the entire class, but leave the chitchat in the halls where it belongs.

---From a course syllabus by Professor Susanne J. Warma, Utah State U.

Susanne J. Warma, an associate professor of art history at Utah State University, has the same complaint. Her syllabus pointedly asks students to refrain from "idle chatter and giggling. The students who sit near you are not interested in your romantic lives, how out-of-touch you think your parents are, how stupid you think your teachers are."

The effect: not much. Ms. Warma walked out of one class after spending 10 minutes fruitlessly trying to shut her students up.

So what's a beleaguered professor to do? For starters, they should use day one to lay down the law -- what they can live with and what they can't, says Ms. Sorcinelli, of the University of Massachusetts. As associate provost, she's dealt with classroom misbehavior since the early '90s, when a professor fled from one late-afternoon class because a group of students showed up drunk. Since then, she's run workshops and written a how-to chapter on coping with surly students for the Handbook of College Teaching (Greenwood Press, 1994).

Try to connect with students, Ms. Sorcinelli advises. Learn their names, have them fill out questionnaires, come to class early and work the aisles, stay late to encourage students to talk with you.

If students are yammering, she says, make eye contact, stop the lecture until they quiet down, direct a question to the person sitting next to the offender, or walk over to where the student is sitting ("the Oprah Winfrey design"). If all else fails, have a tete-a-tete after class on the do's and don'ts of classroom etiquette. Above all, she warns, avoid a public blowup. Bring in the department head or the dean if necessary.

And remember, say conduct coaches, that the problem might be you. "As we talk about incivility among the student body, we should also talk about incivility among the teaching body," says P.M. Forni, a professor of Italian
at the Johns Hopkins University and co-director of the Hopkins Civility Project, a constellation of academic activities focusing on manners and mores. "Teachers can be overbearing. They can adopt behavior that can mortify students. They can exhibit a purported intellectual superiority, belittle students, use sarcasm in a way that's hurtful."

Showing up late to class, arriving unprepared, turning a blind eye to rudeness, or using profanity encourages students to do the same, says Gerald Amada, co-director of the mental-health program at the City College of San Francisco and author of *Coping With the Disruptive College Student* (College Administration Publications, 1994). "Everything we do in a class conveys something about ourselves and our moral values. If we're teaching brilliantly, but in the classroom uncivil behavior occurs and we ignore it, then we're also teaching something else -- that those behaviors are permissible. By default, we encourage the behavior."

But what, professors wonder, should they do when their gender or race is at the root of student rudeness? Male students are far more likely to try to run roughshod over female professors -- especially those working in male-dominated disciplines like chemistry, physics, and math, scholars say.

But race is the real clincher, Ms. Lee says. "Students could only see me as the permissive mammy, who could be controlled, or the stereotypical sinister black bitch, who needed to be challenged at every turn." She lacked the "cultural currency" to command their respect, she says. "When I resisted, my students felt authorized to resist me even more."

These days, she's finding it tough to resist at all. After five weeks in the classroom this semester, she decided to take a leave of absence. "I kept having these moments when I would think about what happened and would start to feel afraid and angry. What if this crazy madness happens again?"

Ms. Warma, of Utah State, is also thinking of leaving the classroom. "If you go in and do your job and every day the behavior tells you the job is not worth doing, it's very discouraging. No one is doing it for the fabulous salary."

What's really disheartening, professors say, is the lack of support they get from the administration when the
problems arise. In Colonial days, college presidents would flog unruly students. Now administrators cower at the idea of kicking hellions out of class. The specter of a lawsuit, Mr. Amada says, makes universities fearful to take a stand against incivility.

Many professors themselves are afraid to come forward. "It doesn't take much for your colleagues to wonder if you're competent," Ms. Lee says.

Despite the difficulties, not everyone is pessimistic. Giulia Sissa, the head of the classics department at Johns Hopkins and co-director of the Civility Project there, saw a student head for the door during a lecture. Where was he going? To watch a basketball game, he replied. On the spot, she discussed the appropriateness of his behavior with him, and he sat back down. He also took two more classes with her. One of them was a course she taught with Mr. Forni. Its title: "Civility, Manners, and Politeness."

JOIN THE DEBATE

Copyright (c) 1998 by The Chronicle of Higher Education, Inc.
http://chronicle.com