The material that follows is based on department and other university legislation and on current English and Linguistics practice. Parenthetical dates refer to original legislation.
# TABLE OF CONTENTS

## MISSIONS AND GOALS

GOVERNANCE AND ADMINISTRATION

1. Administrative Structure 3
2. Voting Rights & Committee Service 3
3. Standing Committees 3
4. Ad Hoc Committees 6
5. Procedures for Appointment of Department Chair 6
   - Reappointment of Incumbent Chair 6
   - Appointment of a New Chair 6
   - Outside Search for Department Chair 7
6. Department Meetings 7
7. Faculty Governance Roles 8

FACULTY REVIEW

1. Tenure and Promotion Criteria 11
2. Tenure and Promotion Procedures 13
3. Outside Review of Tenure and Promotion Cases 14
4. Annual Review and Salary Increment Recommendation 15
5. Materials for Annual Report 15
6. Student Evaluation of Teaching 18
7. Peer Review of Teaching 19

FACULTY GRIEVANCE PROCEDURES

21

TEACHING

23

1. Staff Assignment Policy 23
2. Course Level Guidelines 24
3. Summer Teaching 25
4. Independent Study 26
5. Faculty Absence from Scheduled Classes 26
6. Assessment Plan 27

THE STUDENT

29

1. Student Advising 29
2. Student Attendance 29
3. Grades 29
4. Credit by Examination 30
5. Cheating 30
6. Grade Appeals 32

MISCELLANEOUS

33

1. University Travel 33
MISSION AND GOALS

Mission
The Department of English and Linguistics is responsible for writing instruction and general education courses in literature, folklore, linguistics, and related fields. It offers undergraduate and master’s-level degree programs in English, as well as minors in English, creative writing, folklore, linguistics, and professional writing.

Goals
The Writing Program
(See also the course-specific goals adopted in 1997, *The IPFW Writing Handbook*). Upon completion of basic courses in the writing program (ENG W130, W131, W140, W233), students should

- Demonstrate critical thinking through the interrelated activities of reading and writing. For example, students might annotate, respond to, and formally evaluate texts and analyze, synthesize, and interpret their writings and those of peers and professionals.
- Read and write clearly and persuasively in various rhetorical contexts. For example, students might read and write expressive, persuasive, and informative papers for personal, public, and academic audiences using the processes, formats, and styles appropriate for these audiences.
- Apply methods of inquiry appropriate to various rhetorical contexts so that students move beyond mere reporting of information to make an original contribution to knowledge. For example, students might do primary and secondary research ranging from introspection to the use of public sources.

The Concentration in English for the Associate of Arts (adopted April 30, 1999)
All IPFW graduates with a concentration in English for the Associate of Arts will be able

- To demonstrate a basic knowledge of language, writing, and British and American literature.
- To decide whether they want to pursue the B.A. in English.

The English Major
All IPFW graduates with a major in English will be able

- To write critically, precisely, and persuasively, especially about topics relevant to the major field and selected concentration.
- To communicate knowledge of literary and linguistic conventions and traditions, especially those of America and England.
- To demonstrate the ability to use research tools and methods appropriate to their selected concentrations.
Additionally, all IPFW graduates with a major in English will possess knowledge and skills appropriate to their selected concentration:

**English and Communication Media Concentration** graduates will demonstrate particular strengths in
- Understanding the history and operations of mass media
- Being able to produce a range of materials for a variety of public audiences
- English Language Concentration graduates will demonstrate particular strengths in
- Understanding the rules of operation and social connections of natural languages, especially English
- Knowing the evolution of the English language
- Using the analytical and descriptive tools of English linguistics

**English Literature Concentration** graduates will demonstrate particular strengths in
- Understanding and appreciating literature in English created during various historical periods
- Applying the methods of various types of literary criticism
- Teacher Certification graduates will demonstrate particular strengths in
- Understanding the elements of literature, language, and communication appropriate for a secondary-school teacher of English
- Applying their knowledge of literature, language, and communication to the teaching of others

**Writing Concentration** graduates will demonstrate particular strengths in
- Understanding the principles of writing and rhetoric
- Applying writing skills to original works of fiction, nonfiction, and/or poetry

**The Graduate Program**

Students who complete the Master of Arts in English will be able to
- Demonstrate the knowledge of two specific areas of study in English
- Demonstrate an understanding and appreciation of the diverse scholarly approaches to major issues in the study of literature, language, and linguistics, or rhetoric/composition/writing
- Write professional papers that demonstrate critical and analytical thinking and other necessary skills for independent research and writing

Students who complete the Master of Arts for Teachers of English will be able to
- Demonstrate knowledge of those areas of study in English that are relevant to their development as teachers at the secondary or college level
- Demonstrate an understanding and appreciation of the diverse scholarly approaches to major issues in the study of literature, language and linguistics, or rhetoric/composition/writing
- Write professional papers that demonstrate critical and analytical thinking and other necessary skills for independent research and writing
GOVERNANCE AND ADMINISTRATION

Administrative Structure

Chair, (re)appointed triennially by the Dean of Arts and Sciences on the recommendation of the department's faculty (see policy).

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

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

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

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

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

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

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

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

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

Voting Rights and Committee Service (10/26/98)

Visiting faculty do not vote at department meetings or on department ballots. Visiting faculty are exempt from committee service.

Standing Committees (1/iv/86, 1/v/89, 26/iii/90)

With the exception of the Committee on Committees, and the Associate Faculty and Graduate Aide Council, standing committees are appointed by the chair on the recommendation of the Committee on Committees. Committee assignments are rotated regularly, with attention given to faculty preferences and the need to represent the department's diverse interests and composition. Unless otherwise indicated, the chairs of standing committees are elected by the committee members at their organizational meeting.
Committees report their actions to the department and the department chair on a timely basis. In addition, committees also provide the chair with a brief summary of their activities and actions during the year for distribution to the faculty at the end of the spring semester.

**Committee on Committees**

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

**Promotion/Tenure/Sabbatical Leave Committee**

Consists of seven members appointed to one-year terms by the chair on the recommendation of the Committee on Committees. When formulating its recommendation, the Committee on Committees will consider both balanced representation, as for example with respect to academic specialization, and potential conflicts of interest. In the event a conflict of interest does arise, the afflicted member shall recuse himself or herself from further participation in that year’s committee business. The committee is charged with consulting all members of the resident faculty prior to formulating its recommendations on promotion and tenure cases. When the department has two or more full professors eligible to serve as voting members of the committee, the voting membership on applications for promotion to full professor will be all eligible full professors, plus an equal number of associate professors minus one, the latter chosen by lot. (1/v/89, 26/iii/90; 19/ii/96)

**Undergraduate Studies and Assessment Committee**

Consists of five full-time faculty members appointed to staggered two-year terms. This committee advises the department and the department chair concerning undergraduate courses (except composition--see note under Composition Committee) and undergraduate programs, including the department's honors program. It provides advice concerning student recruitment, departmental publications, policies for authorizing independent-study courses and for establishing credit by examination, curriculum, and course staffing and scheduling; it is also involved in preparing materials for program review. This committee also develops, recommends, and administers methods to assess teaching and program effectiveness and student learning. (3-27-00)

**Graduate Studies Committee**

Composed of the Director of Graduate Studies and two other faculty who are members of the Graduate School Faculty of at least one of the two universities occupying this campus. This committee advises the department, the department chair, and the Director of Graduate Studies concerning graduate courses and programs. It provides advice concerning student recruitment, department publications, policies for authorizing independent-study courses and for establishing credit by examination, curriculum, course staffing and scheduling; it is also involved in preparing materials for program reviews. This committee
also develops, recommends, and administers methods to assess teaching and program effectiveness and student learning. (4/28/97)

**Composition Committee**

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

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

**Associate Faculty and Graduate Aide Council**

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

**Faculty Review Committee**

Consists of five full-time faculty members (excluding the department chair and visiting and nontenure-track faculty) appointed to staggered two-year terms. Committee membership reflects the distribution in the department of persons in senior and junior ranks and the distribution of tenured and nontenured faculty. No more than sixty percent of the committee membership may come from either the junior ranks or the senior ranks. No member may serve more than two consecutive terms. This committee advises the department and the department chair concerning faculty matters not subject to review by other standing committees. It conducts annual reviews of all nontenured, tenure-track faculty and mandatory quinquennial or voluntary reviews of tenured faculty. It also makes recommendations to the chair concerning the reappointment of untenured faculty.

In addition, the committee receives grievances from members of the department and establishes a grievance board as provided by department policy. The committee also arranges peer reviews of teaching.
The department chair may, if mutually acceptable, meet with the committee for exchange of views and information, but the chair may not participate in its work—specifically, may not vote, assist in the drafting of recommendations in individual cases, or argue cases before the committee.

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

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

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

**Ad Hoc Committees**
In consultation with the Committee on Committees, the chair establishes ad hoc committees when he/she or the department believe them necessary or useful.

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

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

While the Search Committee considers the faculty members’ opinions, it makes a recommendation to the Chair based upon all the credentials the candidate provides and relevant qualities. The responsibilities of the Department Chair and Search Committee are:

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

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

**Other Responsibilities of the Chair and the Committee**

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

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

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

**Procedures for Appointment of Department Chair 17/xi/80)**

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

**Reappointment of Incumbent Chair**

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

**Appointment of a New Chair**

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

5. The committee arranges an interview with each final candidate at a time and place convenient to the faculty.

6. Using mail ballots, the committee conducts such elections (including run-offs) as result in one candidate's receiving a majority of the votes of those eligible to vote. Ballots shall include the option "None of the Above."

7. The committee forwards the name of this candidate to the dean.

8. If the administration finds this candidate unacceptable, steps 6 and 7 are reiterated with this candidate's name eliminated.

9. If this process fails to settle upon a final choice acceptable to the department and the administration, the committee shall recommend to the dean that an outside search be conducted.

**Outside Search for Department Chair**

1. If permission is granted for an outside search, the Committee on Committees conducts an election for a five-member Search and Screen Committee.

2. The Search and Screen Committee follows established procedures for appointments to faculty positions, being especially careful to make the interview process open and convenient.
DEPARTMENT MEETINGS

A. Meetings are called by the chair on a regular basis and on special occasions when required.
B. The agenda is prepared by the chair on the basis of carry-over business and new business. Any faculty member may request that any matter be put on the agenda, although more commonly business comes to the department from standing or ad hoc committees. The agenda is distributed approximately a week prior to the meeting.
C. Meetings are structured by adherence to Robert’s Rules of Order, Newly Revised (24/iii/78).
D. Meetings require as a quorum the presence of a simple majority of full-time resident faculty members. If faculty members on leave attend the meeting, the quorum requirement is adjusted to include them.
E. Minutes of meetings (announcements and acts) are taken and distributed prior to the next meeting, where they may be corrected or amended.
F. Meetings are open to anyone, but only Resident faculty and Continuing Lecturers may vote. (See Faculty Governance Document for specific voting privileges.)
G. In meetings, a decision is made by a simple majority of those voting. The chair votes only to break or make a tie. This decision is final unless three full-time faculty members request, at that time, that a mail ballot be conducted.
H. Mail balloting is conducted by the Committee on Committees. The committee prepares a ballot stating the proposition in full and containing the options YES or NO. Ballots are signed or submitted in signed envelopes. The committee gives ample time for faculty members, including, if feasible, those on leave, to vote. It then publishes the results. A decision is made by simple majority of those voting. This decision is final, unless at a subsequent meeting a two-thirds majority vote to take the matter up again.
I. Meetings normally adjourn seventy-five minutes after the scheduled beginning time, unless a two-thirds majority vote to continue.
**Faculty Governance Roles (17/X/88)**

**Resident Faculty**

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

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

**Emeritus Faculty**

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

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

**Non-Tenure-Track Faculty, including Continuing Lecturers**

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

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

**Associate Faculty**

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

**Governance Roles:** The governance rights of Associate Faculty shall be limited to attendance at department meetings, eligibility to serve on the Composition Committee and any subsidiary committees dealing with the writing program, and to addressing the department meeting by arrangement with the presiding officer.
Persons on Leave
Resident Faculty on sabbatical leave, and on unpaid or medical leave of not more than one academic year, shall not have their governance rights abridged. Resident faculty on any other types of leave, definite or indefinite, shall have the governance rights of Emeritus Faculty and Administrators.

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

Promotion and Tenure Criteria (Research Appointments)
(22/ix/80, 6/ii/84, 8/i/93, 20/iii/98)

Candidates are referred to the current Indiana University Academic Handbook, the Academic Vice Chancellor's Memorandum on Tenure and Promotion Procedures, and relevant Indiana University Faculty Council, Fort Wayne Senate, and School documents.

Overview of Promotion and Tenure
Candidates for tenure and promotion are evaluated in three areas of professional competence: research, teaching, and service. It is recognized that these areas overlap. Research, whether or not it leads to publication, is a prerequisite of effective teaching and may also underlie service to the university, community, or profession. Similarly, course preparation may lead to or support scholarly or creative activity. Hence, the three areas of evaluation do not imply three discrete modes of endeavor, but rather the possibilities of emphasis within a candidate's total performance. A candidate on a teaching appointment is not required to conduct research leading to publication, but is expected to show evidence of remaining current in the discipline and aware of research and publications related to subjects taught. Evidence of such research might be found in such materials as peer reviews, a history of publications or presentations at conferences or roundtables, and a record of curricular development.

Candidates for tenure must demonstrate competence in all three areas. Candidates who hold research appointments must, in applying for promotion, demonstrate excellence in teaching, research, or service. Professorial faculty on teaching appointments must, in applying for promotion, demonstrate excellence in teaching or teaching related service. While tenure and promotion decisions are based on many of the same criteria, there is a significant difference in the import of the two decisions. A recommendation for tenure entails the department’s trust that the candidate will continue to develop professionally; a recommendation for promotion acknowledges that a candidate has made an appropriately notable achievement as scholar and teacher.

Tenure decisions are normally made in the candidate's sixth year of probationary service. In cases of unusual distinction, a candidate may be considered for tenure in an earlier year. Normally, a candidate will be considered for promotion no earlier than the fourth year in rank. Work completed before a candidate’s current appointment may be considered in tenure decisions and in the case of the candidate’s first promotion at IPFW. However, any case must demonstrate competence in teaching based on work at IPFW, and, for candidates on research appointments, must show a reasonably consistent record of research. Tenure, in particular, will not be granted until a record of teaching at IPFW has been established, and will not be granted largely on the basis of work done elsewhere, especially when little evidence of recent success is offered. Notably in the case of candidates who bring to IPFW substantial records of publication, promotion may appropriately precede tenure.
**Promotion & Tenure based on Research**

**Research** includes both creative and scholarly activities and, for those on research appointments, is generally evidenced by publication. Unpublished material is not ordinarily considered in reviewing the cases of those on research appointments; if it is included in a case, it must be accompanied by external reviews, secured with the Chair’s assistance. Evaluation of material with multiple authors should be based on the candidate’s role in the work as well as such criteria as the scope and contribution of the research and the reputation of the forum. Creative works include, for example, poems, short stories, plays, novels, and personal essays, and articles. Scholarly works include articles and books, essays, notes, substantial reviews, editions, and papers delivered before professional organizations. Literature, folklore, film, composition, rhetoric, linguistics, and their pedagogy, as well as other areas of study appropriate to the department’s mission, are equally worthy subjects for serious scholarly research and publication. Grants are a strong indication of scholarly acceptance. Quality and quantity are both factors in the evaluation of research, but quality is the more important. The body of work offered need not focus on a single topic, but should demonstrate a candidate’s long-term concerns as a scholar and teacher. Scholarly work should be useful to other members of the profession, either in making available important materials (as in the case of a biographical study or a critical edition) or in making an original contribution to an appropriate area of study. Evidence of quality includes the standing of the journals or presses that publish the candidate’s work or the judgment of evaluators distinguished in the candidate’s field of creative or scholarly activity.

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

**Excellence in research** for tenure and promotion from assistant to associate professor entails the publication (or acceptance for publication) of a major project. A major project might be a book or six or more essays. Evidence of the candidate’s standing in the profession further substantiates a case for promotion. Such evidence might include reviews of the candidate’s writing or a record of service to the profession linked to his or her scholarly or creative achievement (e.g., refereeing manuscripts, reviewing books, holding office in professional organizations). For promotion from associate professor to professor on the basis of excellence in research, a project of comparable scope and value should have been completed in rank, although the significance and value of the candidate’s cumulative research accomplishment should also be considered.

**Promotion & Tenure based on Teaching**

**Teaching** is admittedly difficult to evaluate. Evidence of successful teaching is either second-hand or derived under circumstances—peer review, in-class student ratings—that may themselves color the
evaluation. Hence, it is important that the candidate’s teaching be assessed by examining a variety of evidence. Such evidence might include student evaluations (administered in class or subsequently); peer reviews; syllabi, examinations, and other classroom materials; student work; contributions to curriculum development; publications, including textbooks; new course preparations; and a record of experimentation in instruction or assessment. All student evaluations and peer reviews should be conducted and their results assembled according to Department guidelines and practice. Tenure cases and materials submitted for review annually should include both student and peer evaluations. A tenure-track faculty member should obtain evaluations for each class and should include student evaluations in annual reviews and in the tenure case. The case for tenure should also include at least two peer evaluations, one evaluation from the current chair and one from another colleague, preferably of higher rank.

**Competence in teaching** means effective teaching. Competent teachers thus continue to study their subject matter and the teaching methods appropriate to it. While the ultimate measure of any teaching is what students learn and what they are inspired to go on to learn, more tangible evidence of competent teaching might include carefully prepared classroom materials, the results of various means of teaching assessment, publications, and the results of curricular development or other attempts to enrich student learning.

**Excellence in teaching** means communicating with and inspiring students markedly beyond the standards of competence. Evidence of excellence in teaching might include exceptional and original classroom materials, consistently outstanding student evaluations, recognition of student achievements, and a record of creative or research publication that supports classroom activities. As a criterion for promotion to professor, excellence in teaching should have been demonstrated over an extended period.

**Promotion & Tenure based on Service**

**Service** to the department and university includes participation in committee and nonteaching functions such as student advising or program administration. Service to the community refers to activities in which the candidate is a representative of the university. Service to the profession includes holding office in professional bodies, organizing conferences or sessions, writing short reviews, refereeing books or articles, reviewing promotion or tenure cases for other institutions, editing journals, and engaging in comparable activities. Cases are rarely based on excellence in service.

**Competence in service** entails working constructively with one’s colleagues and performing one’s responsibilities in a timely, intelligent manner. All candidates for tenure or promotion are expected to show evidence of some service to the university.

**Excellence in service** entails extraordinary, significant expenditure of time, effort, and initiative, possibly rendering the achievement of excellence in research or teaching difficult. Such service would normally involve campus, university, community, or extra-university professional activities.
Promotion and Tenure Procedures

Faculty who intend to be considered for promotion and/or tenure will be asked to notify the department chair in March of the academic year before their cases will be considered, in order that arrangements can be made for outside evaluation. (See Outside Review of Promotion and Tenure Cases, below.)

Promotion and tenure cases follow the outline prescribed by the most recent Vice Chancellor's Memorandum on Promotion and Tenure Case Format. A faculty member preparing a promotion or tenure case should work closely with the department chair or another designated senior faculty member to insure that the case conforms to the standards expected by campus committees and administrators. Consideration of cases begins at the beginning of the fall semester, so the case should be completed no later than the last week in August.

Cases for promotion and tenure pass through the following decision levels:

- The English and Linguistics Promotion/Tenure/Sabbatical Leave Committee
- The Chair of English and Linguistics
- The School of Arts and Sciences promotion and tenure committee
- The Dean of Arts and Sciences
- The campus promotion and tenure committee
- The Vice Chancellor for Academic Affairs
- The Chancellor of IPFW, who forwards his or her recommendation to the president of Indiana or Purdue University for submission to the trustees.

By College policy (A&S 15/ix/81), the Chair's evaluation of a candidate for promotion or tenure must include all annual evaluations of the candidate (if the candidate has not included them in the case), along with responses to them, should such exist, since the last promotion or, in tenure cases, since the initial appointment to a tenure-track position.

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

Outside Review of Promotion and Tenure Cases

(last revised: February 26, 2007)

Candidates for promotion and tenure in English and Linguistics must include appraisals by 3-6 outside evaluators. The number should be determined by the chair and the candidate, and it should be based on the needs of the case. Outside evaluators are people not affiliated with IPFW. If outside evaluators hold university rank, it should be at or above that sought by the candidate; naturally, all evaluators should possess credentials appropriate for assessing the candidate. Normally, this assessment will be limited to the candidate's research.

Because of the time required to solicit and receive outside evaluations, the process must begin in the spring preceding the academic year in which the tenure or promotion case will be reviewed. In March, the department chair will request faculty to indicate their intention to be considered for promotion or
tenure in the following September. Those who do so will be asked to provide a list of at least six potential evaluators. This list should include the names, titles, and addresses of the evaluators, along with a brief description of their credentials (e.g., "Professor X's three-volume study of the Spasmodic Poets [1985] is the definitive work on the subject"). If the candidate has had a personal or professional relationship with anyone on his or her list (e.g., roommate in college, thesis advisor, collaborator on research project), that should also be indicated.

The chair will prepare a similar list of potential evaluators, from which the candidate will be given the opportunity to strike up to three names if he or she wishes. The candidate will also indicate if he or she has had a personal relationship with any of these potential evaluators. The chair will then prepare a third list composed of names from the first two lists, including no more than two evaluators who have had close relationships with the candidate. These will then be asked if they are willing to serve as outside evaluators of the candidate's credentials. If fewer than six agree to do so, the candidate and chair will follow a procedure similar to that outlined above to develop a list of additional potential evaluators.

Those who agree to evaluate a candidate's case will be sent a packet of materials prepared by the candidate in consultation with the chair. This packet will contain the department's promotion and tenure criteria, the candidate's curriculum vitae, and a sample of the candidate's research. If unpublished or unreviewed material is a component in the candidate's case, it should be represented in the sample. **Candidates should be aware that, by school policy, unpublished or published but unrefereed research must be evaluated by outside reviewers if it is to be considered an element of a tenure case.**

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

Copies of the letters of evaluation will be forwarded to the dean.

**Annual Review and Salary Increment Recommendation**

Each full-time faculty member submits an Annual report in early January, describing his or her accomplishments during the previous calendar year. (See "Materials for Annual Report" below for a description.) Materials submitted with the report (copies of research, course syllabi, etc.) are returned to the faculty member. The report itself is kept on file and used as a basis for faculty reviews and for the department's own annual report.

**Nota bene:** The annual report and ancillary materials correspond roughly in format and content to tenure and promotion cases, and to the bases for reappointment recommendations for nontenured faculty. **Maintaining a personal file of annual reports makes preparing a tenure or promotion case relatively simple.**
All nontenured full-time faculty are reviewed annually (normally, in January and February) by the Faculty Review Committee. Tenured faculty are reviewed by the committee every fifth year, or more often, on their request. Copies of these reviews are sent to the faculty member and to the department chair.

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

Recommendations originate with the chair late in the spring semester. They do not become official until approved at all higher administrative levels, including the board of trustees. Faculty usually receive formal notification of their salary for the next academic year in June. Increment recommendations are based on merit in research, teaching, and service as reflected in the faculty member's annual report. Gender inequity and salary compression are also grounds for recommending special increments.

**Materials for Annual Report (8/xii/89; 12/06/06)**

Your annual report has three parts:

- **Part I** should provide sufficient material to enable the department chair and, if required, the Faculty Review Committee to make an informed evaluation of your activities in research, teaching, and service for the previous year
- **Part II** should provide material for the department’s report to the dean. The dean’s largess depends in significant part on his or her perception of the department’s performance based on this report. Please take the time to review Part I and repeat relevant entries in Part II as well as to add new entries so as to make a full and accurate rendition of your accomplishments.
- **Part III** is a summary form used to calculate increment recommendations. In filling it out please use abbreviations recognizably related to items in Parts I and II.

Annual reports are due in early January, no later than a deadline specified by the department chair.

**I. Part I should conform to the following outline.**

A. **Summary:** Provide a brief prose account of significant accomplishments. Use this section to comment on work in progress. Since most of the sections that follow are simple lists, use this section to convey qualitative information, such as the standing of a journal in which an article has been accepted or the importance of a committee report in which you had a hand.

B. **Courses Taught:** List courses taught by academic session, with full title, subtitle (if any), and enrollment. Use an asterisk to designate courses you taught for the first time at IPFW during the past year. If on sabbatical or other leave during the period, so indicate.
C. Teaching:
1. New programs, curricula, courses: This refers to programs, etc., new to IPFW for the development of which you are solely or in part responsible. (Include also in Part II, B, 1.)
2. Instructional development: List activities that have led to the improvement of your own or your colleagues' teaching. Do not include routine activities associated with preparing to teach a course. (Include also in Part II, B, 3.)
3. Continuing education and other outreach: List courses taught, programs participated in. (Include also in Part II, D, 1 or 2 as appropriate.)
4. Student research: List student research projects of special merit with which you had a part. Include any projects that result in grants, papers, or publications. (Include also in Part II, C, 4.)
5. Instructional grants (Include also in Part II, C, 3.)
6. Awards or honors for teaching (Include also in Part II, F, 3, a.)
7. Other (Include also in Part II sections as appropriate.)

D. Research and creative endeavor:
1. Publications: List works that have been published or accepted for publication during the past year. Use MLA "Works Cited" format for citations, with the phrase "(in press)" to designate works that have not yet appeared in print. If you included a work in an earlier annual report, so indicate [e.g., "(accepted 1987)"]. (It is assumed that works given only a publication date were accepted in the year of publication.) If a publication is unrefereed, so indicate. (It is assumed that works not designated "unrefereed" were published by refereed presses or journals.)
   a. Books or monographs (Include also in Part II, C, 1, a.)
   b. Articles, poems, or short stories (Include also in Part II, C, 1, d.)
   c. Abstracts (Include also in Part II, C, 1, g.)
   d. Other (Include also in Part II, C, 1 as appropriate.)
2. Grants
   a. New (Include also in Part II, C, 3.)
   b. Continuing
3. Lectures, conference papers, seminars: Again, use MLA format for citations. The term "seminars" refers to seminars you led. Include roles such as discussion leader or respondent under this heading.
   a. Off-campus (Include also in Part II, C, 1, e.)
      (1) Invited
      (2) Contributed: If unrefereed, so indicate.
   b. On-campus (Include also in Part II, C, 1, e, or B, 2 or B, 3.)
4. Awards or honors for research (Include also in Part II, F, 3, b.)
5. Other: Include attendance at conferences, seminars, etc., related to your research. (Do not include meetings at which you presented papers or led discussions.) (Include also in Part II, F, 2.)
E. Service

1. University service: If chair of a committee, so indicate; otherwise only committee membership is assumed.
   a. System level (Include also in Part II, B, 5.)
   b. IPFW level (Include also in Part II, B, 5.)
   c. School level (Include also in Part II, B, 5.)
   d. Department level (Include also in Part II, B, 5.)
   e. Student counseling and advising (Include also in Part II, B, 3.)
   f. Alumni activities (Include also in Part II, D, 3.)
   g. Other (Include also in Part II as appropriate.)

2. Professional service
   a. Offices held in professional organizations: Include duties at conferences, etc., appropriately designated "professional service." (Include also in Part II, D, 4.)
   b. Journal editing: Include acting as an outside reader of manuscripts. (Include also in Part II, F, 1.)
   c. Reviews of publications: Refers to published reviews, rather than reader’s reports to publishers. Use MLA format. (Include also in Part II, C, 1, f.)
   d. Reviews of grant proposals (Include also in Part II, F, 4.)
   e. Other: Include reader’s reports to publishers and evaluations of promotion or tenure cases for other universities. (Include also in Part II, F, 4.)

3. Public service: Include only service related to your position as a university faculty member. When in doubt, include.
   a. Popular writings or presentations to public groups (Include also in Part II, D, 2.)
   b. Memberships in community organizations (Include also in Part II, D, 3.)
   c. Judging competitions (Include also in Part II, D, 2.)
   d. Consultation (Include also in Part II, D, 1.)
   e. Other (Include also in Part II, D, as appropriate.)

4. Awards or honors for service (Include also in Part II, F, 3, c.)

5. Other

F. A Current Curriculum Vitae
II. Part II should conform to the following outline:

A. Chair’s Summary of Department Achievements and Data: This section will be provided by the chair.

B. Accomplishments and Activities for the previous year that

1. Provided innovative, relevant, and rigorous academic programs
   • include programs that you “provided” for others rather than merely “participated in” or “attended.”
   • ex: developed FYE courses, revised curriculum

2. Created an exceptional campus environment for a diverse community of learners.
   • include activities designed to attract or be especially well suited for a broad range of learners; think in terms of learning styles and needs rather than simply “people with different interests.”
   • ex: brought in a speaker, taught a Continuing Studies course for senior citizens, presented a poster at Diversity Showcase

3. Promoted the scholarly, [pedagogical], and creative achievements of faculty, students, and staff.
   • include mentoring new faculty, guiding theses, presenting workshops for faculty

4. Advanced economic development and the quality of life in Fort Wayne and the surrounding region

5. Pursued the continuous improvement of university operations
   • include committee memberships, campus volunteer
   • stipulate which term or terms you served on a committee or volunteered, whether you were a chair or member, and the level—campus, A&S, department—of your service.
   • organize the list of entries for yourself according to level of service (campus, A&S, department) and within those categories, alphabetize.
   • ex: Member, Faculty Senate (spring)
     Member, A&S Council (fall)
     Chair, department Committee on Committees (spring-fall)
     Member, department Graduate Studies Committee (fall)
C. Scholarly/Creative Activity Performed, Published, or Presented during the Previous Year

1. Bibliographies.

Prepare all entries in MLA style. It is your responsibility to correctly, completely, and accurately prepare bibliographic entries using the MLA style. This is not something that our department secretary or department chair can do for you.

a. Book chapters
   • include your published work included as a chapter, introduction, preface, etc., of a book

b. Volume editing
   • include only volumes (not journals) that you have edited and published

c. Journal publications

d. Exhibitions, performances, [lectures and conference presentations]
   • include dates & places;

e. Proceedings, manuals, supplementary materials, and book reviews
   • include only your writing that is published or in press

f. Other
   • ex: someone else’s review of your published work

2. Summary numbers of presentations

Count the entries in Section C.1; enter them in numeric form.

   C, 1, a: Books:
   C, 1, b Book Chapters:
   C, 1, c Volume Editing:
   C, 1, d Journal Publications:
   C, 1, e Exhibitions, lectures, performances:
   C, 1, f Proceedings, manuals, supplementary materials, book reviews:
   C, 1, g Other:

3. Listing of grants and contracts awarded in the past year

   • arrange your awards in descending order of value—i.e., list a grant you were awarded for $1,000 before one for $700, etc.
   • include the official name of the grant and the granting agency. Generally, nothing else is needed to clarify that you received a grant from a legitimate source

4. Bibliography of notable student accomplishments

   • please restrain yourself from listing accomplishments of former or current students mainly because you’ve had contact with them as a faculty member.
   • be clear: include the student’s full name, complete bibliographic information about the accomplishment (not lots of details), and an indication of your role (again, clear but not detailed explanation).
5. Other

D. Community Involvement/Economic Development/Engagement Activities for 2005

1. List of academic program-community partnerships (formal ongoing agreements and contracts)
   - include only academic & formal (official in some way). Be clear regarding partnering organization and dates.
2. List of short-term academic-community collaborative projects, e.g. service learning arrangements, internships, course projects, co-sponsored lectures.
   - include public readings, talks to local groups or organizations
   - include dates, places, and specific & accurate title of project
3. List of faculty civic involvement (membership on community boards/commissions, offices, author of organization reports, etc.)
4. List of faculty involvement in professional academic organizations (as an officer, conference organizer, editor, etc.)
   - include your activity in professional academic rather than community organizations
   - list only your active role as an officer, editor, organizer, etc.

E. Accomplishment of Diversity Goals and Initiatives

List goals for diversity and report 2005 activities in support of those goals. Include only those activities for which diversity is an explicit element of planning, implementation, and evaluation. Indicate the goal of the activity, co-sponsors/partners (if any), and how progress is measured. Organize activities according to the following strategic themes listed below. Under each category, indicate the specific goal that you were trying to accomplish with your project or activity, include the co-sponsor or partner in your activity if there was one, indicate how you measured your progress in achieving the goal, and specify location and dates.

1. Student Recruitment and Retention
2. Faculty and Staff Recruitment and Retention
3. Campus Climate
4. Curriculum

F. Other

1. Reviewing manuscripts for publication in journals
2. Attending national, state, regional, and local conferences and workshops
3. Awards and special recognition
   a. teaching
   b. research
   c. service
      1. professional or academic
      2. community
4. Reviewing grant proposals or Promotion and Tenure cases for other universities
III. Part III should conform to the table in Appendix A.
Student Evaluation of Teaching (for tenure and promotion cases)
(adopted by A&L, 15/ix/81)

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

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

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

Peer Review of Teaching
(4/xii/78)

1. The department encourages its faculty to have colleagues assess their teaching and offer suggestions for improvement. In addition to their contribution to the development of effective teaching, evaluations may also be useful in summative decisions, such as reappointments, annual reviews, and promotion and tenure recommendations. However, faculty who so desire may receive peer comments on their teaching with the assurance that the evaluation will not be used for these summative purposes. Individuals may arrange for such peer evaluations or have the Faculty Review Committee arrange them. [It should be noted that, for summative purposes, peer evaluations arranged by a third party are sometimes treated as more reliable than evaluations arranged by the faculty member herself.]

2. Upon request by faculty members, the Faculty Review Committee will arrange evaluation visits of their classes. Members of the committee may, but will not necessarily, be the evaluators. The Faculty Review Committee does not arrange evaluation visits performed by the department Chair; such requests should be made directly to the Chair.

3. The instructor may submit the names of potential evaluators to the Faculty Review Committee and may request that a specified number of evaluators visit the classes which the instructor wishes evaluated.

4. The instructor should provide the evaluator with copies of the syllabi or current class schedules for all courses to be evaluated.

5. The instructor may indicate whether she wishes to be informed in advance of an evaluator's visit. Normally the evaluator will visit the class at least three times.

6. The evaluator's report should be detailed and based on the usual criteria for evaluating effective teaching. The report should specify all conditions pertaining to the evaluation (date of visits, announced or unannounced, etc.).

7. The evaluator will send a letter summarizing her evaluation to the instructor. If the instructor requests, the evaluator will also send a copy of her letter to the department chair, for use in evaluations of the instructor. The instructor will decide whether such a letter will become part of a promotion or tenure case.

8. Faculty members who do not choose to use these procedures for peer review will not be penalized for their choice. However, faculty are reminded that the department's tenure and promotion criteria urge assessment of teaching by several different methods. Moreover, under some circumstances, the department chair or the Faculty Review Committee may recommend that a faculty member provide peer reviews of her teaching.
FACULTY GRIEVANCE PROCEDURES
(24/iii/78)

1. Matters subject to grievance procedure include concerns of both Administration and Faculty. Faculty concerns include matters of compensation and working conditions under the immediate administrative purview of the department, including but not limited to: increments of salary and other compensation; allotment of professional travel funds; office space assignments; equipment allocations; course assignment; course load; annual and other performance reviews; reprimands; and recommendations for promotion, tenure, and sabbatical leave. Administrative concerns include but are not limited to fulfillment of professional responsibilities in teaching, advising, committee assignments, administrative assignments, and research.

2. Grievances may be submitted as follows:
   a. By any individual full-time faculty member against the Chair, the Director of Graduate Studies, the Director of Writing, the Associate Director of Writing, the Faculty Review Committee, or the Promotion/Tenure/Sabbatical Leave Committee. No individual faculty member may file a grievance against another individual faculty member except as specified herein.
   b. By any part-time faculty member against the Chair, the Director of Writing, or the Associate Director of Writing.
   c. By the Chair, the Director of Writing, the Associate Director of Writing, or the Director of Graduate Studies against any full-time faculty member.
   d. By the Chair, the Director of Writing, or the Associate Director of Writing against any part-time faculty member.

      It is understood that certain persons are eligible to submit both administrative and faculty grievances due to their retention of faculty status while in administrative positions.

3. For each grievance to be resolved, an ad hoc committee shall be constituted as follows:
   a. The complainant shall file written notice of intent to submit a grievance with the Chair of the Committee on Committees. In case that person is a party to the grievance, the written notice shall be filed with a committee member designated by the Committee Chair.
   b. The written notice shall include the following: an explicit statement of the complaint, the grounds for the complaint, and an outline of the pertinent evidence to be submitted. If the complainant chooses to exercise his/her right to counsel, the name of the counsel should also be included, but failure to do so at this juncture does not constitute waiver of right to counsel.
   c. Ordinarily, notice of intent to submit a grievance shall be filed within fourteen (14) days of the event which has given rise to the grievance, excluding academic vacation periods but not weekends or holidays during regular semesters.
   d. The committee Chair (or his/her delegate) shall immediately forward a copy of the notice of intent to the party or parties against whom the grievance is being submitted.
e. With the assistance of the committee Chair (or delegate), a Grievance Board shall be constituted of one department member nominated by the complainant, one by the respondent(s), and one agreeable to both parties. Unless serious conflict of interest can be shown, no department member should refuse to serve on a Grievance Board to which he/she has been duly named.

4. Duties of the ad hoc Grievance Board:
   a. The Board shall meet within seven (7) days of its constitution to begin consideration of the complaint.
   b. The Board shall notify both parties to the grievance of the date of its first meeting, so that both complaint and response may be submitted in time for consideration by the Board and both parties.
   c. The Board shall determine whether hearings are necessary, or whether the grievance may be resolved on the basis of information presented. The Board may issue its decision on the basis of material submitted, may call the parties together for a negotiated or compromise settlement, or may determine that hearing of further evidence is necessary.
   d. The Board shall make precise records of all its actions, and copies of such records shall be given to all parties involved.
   e. The Board's records shall include a statement of its findings and the reasons thereof.

5. Hearing Procedure:
   a. Either party to a grievance has the right to be represented by counsel of his/her own choosing.
   b. Hearings may be open only with written consent of both parties to the grievance.
   c. Both parties shall have the right to full presentation of their cases.
   d. The Grievance Board shall have the right to request any evidence, written or oral, from either party, provided such evidence is within the power of subpoena of the boards or committees which handle such matters for the faculty of Indiana University-Purdue University at Fort Wayne. If, during a hearing procedure, such evidence is denied, the Board may declare its inability to resolve the grievance and recommend that any further action thereupon be undertaken through the grievance procedure established within the University, and if the grievant wishes shall notify another appropriate board or committee of its action and the reasons therefor.
   e. Either party to a grievance shall have the right to request relevant evidence as outlined above. The Board may regard refusal to provide such evidence as sufficient grounds for finding in favor of the party to whom evidence is denied, or it may declare its inability to resolve the grievance, as outlined above.
   f. In closed session after the hearings are completed, the Board shall meet to make its decision.

6. Miscellaneous:
   a. Decisions of an ad hoc Grievance Board may be appealed only through the grievance procedures established within the University.
   b. Members of an ad hoc Grievance Board may not discuss the complaint, the hearing process, or the resolution with any person not involved in the complaint, nor with parties to the complaint outside the formal hearing process.
TEACHING

Staff Assignment Policy (17/ii/78)

I. Teaching Load

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

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

II. Course Preparations

A. An effort shall be made to ensure that every full-time faculty member will be allowed at least one term a year in which she is responsible for only two different course preparations. Under normal circumstances, a faculty member should be assigned no more than one new preparation in a term, unless she specifically requests it.

B. Faculty members with twenty-four-hour loads will not be assigned more than three different course preparations a semester, and will be assigned only two different preparations when feasible.

III. Assignments

A. Specialized courses at the 300 level or above will be staffed by qualified faculty with a Ph.D. or the equivalent in published research. Qualifications for assignment to a course at this level may include:
   1. a record of successful teaching in the area, or
   2. training (e.g., the Ph.D., extensive course work, or publications) in the area of specialization. (However, faculty members who wish to develop new courses or new areas of specialization are encouraged to do so.)

B. In the event that more than one faculty member is qualified and wishes to teach in an area of specialization, course assignments will be rotated among the qualified faculty. Every effort shall be made to ensure that every faculty member qualified to teach courses above the 200-level will be assigned at least one course in his/her area of specialization or preference during an academic year.

C. It is assumed that members of the Department are eligible to teach any course below the 300 level and that these courses should rotate among all faculty members who express a desire to teach them.

D. Ideally, unless she so wishes, no faculty member with an eighteen-hour load will be assigned more than two 100- or 200-level writing sections a semester. Faculty members with primary credentials in writing are expected to teach a heavier load of writing courses than other faculty. The more desirable writing courses (e.g., L202, W140) will rotate among the faculty members who express a desire to teach them.

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

A. Research
   1. The normal course load reduction as set forth in I.B. above.
   2. Additional course load reductions granted for other proposals.

B. Departmental Program Development, special projects, or significant professional service.

C. Departmental Office, including Chair, Director of Writing, Associate Director of Writing, and Director of Graduate Studies.

D. Funded Activity Underwritten by Non-Departmental Budgets, including research, journal editing, service, extra-departmental teaching, and post-doctoral education.

V. Responsibilities of the Department

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

Course Level Guidelines (25/ii/77, 5/xii/88)

1. Courses should follow bulletin descriptions.

2. The choice of texts is usually up to the instructor. In a sequence course where specific texts have been agreed upon by the staff of the sequence, the faculty member should respect the agreement.

3. In 300- and 400-level courses, the work and standards should be more demanding than those for 200-level courses. (For example, a long paper could be required in addition to shorter papers and examinations.)

4. If a course is listed as a seminar, it should be run as a seminar. Normally seminars will require at least one class presentation for discussion and critique and an extended research project.

5. Courses carrying graduate credit should maintain graduate-level standards.

Instructors of graduate courses should expect more of graduate students than of undergraduates. Such expectations might include mastery of more material or greater depth of understanding, or both, as demonstrated not only on examinations and in other classroom activities, but also in a research and writing project of significant scope. Normally, such a project will demonstrate awareness of contemporary critical or theoretical contexts, of research strategies, and of appropriate modes of citation and documentation. The Director of Graduate Studies, in consultation with the Graduate Studies Committee, will monitor requirements published in department brochures and syllabi. He will bring any apparent deviations to the attention of the department chair, who will resolve the problem with the instructor. [See also Fort Wayne Senate Document SD 90-29--Guidelines for Graduate Courses.]

6. Graduate seminars should not be cross-listed with any other courses or seminars. Only advanced graduate students should be permitted in these seminars because the effectiveness of the seminar depends on the level of the students participating.

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

1. Summer teaching assignments shall be made so as to provide, as nearly as possible, equal opportunity for all full-time department faculty members to participate in the summer school program.

2. For this purpose, the following point system shall rank the faculty priority for assignment to summer teaching:
   - For having taught here the previous summer, 4 x the number of credit hours taught.
   - For having taught here two summers before, 2 x the number of credit hours taught.
   - For having taught here three summers before, 1 x the number of credit hours taught.
   - For having been unaffiliated with IPFW the previous academic year, 12 points.
   - For having been unaffiliated with IPFW one year prior to the previous academic year, 6 points.
   - For having been unaffiliated with IPFW two years prior to the previous academic year, 3 points.

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

3. Two department members may, with the permission of the Chair, arrange to exchange course assignments for two summers so that each teaches two courses one summer and none the other. (Subsequent assignment priorities will be determined as if no exchange had taken place.)

4. The assignment priority ranking implies priorities with respect to inclusion in the summer teaching program, priorities with respect to the number of teaching hours, and priorities with respect to courses and sessions. Each person who wishes to teach will be assigned one course before any person is assigned two. If the number of courses carried exceeds the number of persons wishing to teach, priority for a full-time load (6 hours) will be given according to the assignment priority ranking.

5. The decision to assign a specific faculty member to a specific course is a matter of the judgment and discretion of the department Chair. Every effort, however, should be made to effect a long-range fair distribution of courses among members of the summer faculty.

6. Faculty who have resigned or have not been reappointed for the following academic year are eligible to teach summer school; however, they have the lowest priority to do so. (They will be assigned one course only when all other faculty desiring to teach have been assigned a course; a second course, when all other faculty desiring to teach a second course have been assigned one.) (Ruling of A&S Dean)
Independent Study
Supervision of independent study courses may be treated as evidence of teaching excellence; however, under current procedures, it constitutes an uncompensated overload. For this reason, the department neither encourages nor, in most instances, discourages supervision of these courses. Application to supervise an independent study course should be made by means of the departmental form available for that purpose. Approval by the chair of the Undergraduate Studies Committee or the Director of Graduate Studies and the department Chair is required.
Applications for independent study are expected to contain a detailed, explicit plan of work. Courses that duplicate regular courses offered in the same or the next semester are discouraged.

Faculty Absence from Scheduled Classes

1. Instructors are expected to meet their classes on the day and time and in the room designated in the Schedule of Classes. If temporary room changes are made, they should be announced in advance both to the students and to the department secretary. No permanent room changes should be made without permission of the department Chair.

2. It is understood that the time scheduled for class meetings may be used for a variety of alternative pedagogical purposes, such as conferences with students, library exercises, and field trips. Because the department is regularly called upon to locate faculty and students, all such activities should be announced in advance to the department secretary.

3. Beginning fall 1990, the IPFW calendar designates the fifteenth week of classes as an optional reading period. English and Linguistics faculty who choose this option are expected to hold regular campus office hours during the reading period and to schedule a final assignment (e.g., a final examination) during the last week of classes.

4. From time to time faculty may be away from campus during the academic term for professional purposes (e.g., presenting a conference paper, service on a system committee). Since such absences from class are normally known well in advance, faculty are expected to arrange for a substitute instructor or alternative classroom activity and to notify the department chair of the arrangements made.

5. Occasionally, the ravages of disease or the malevolence of nature may result in an unexpected faculty absence from class. Under these circumstances, the faculty member should notify the department chair or the department secretary, who will attempt to find an emergency replacement or, if unsuccessful, will post notices announcing the cancellation of the class.

6. If an emergency causes a faculty member to miss a class, secretarial assistance is limited to announcing the cancellation, distributing hand-outs, picking up class papers, and, if a test is scheduled, handing out the test at the beginning of class and picking it up at the end. Secretaries may not monitor the actual taking of quizzes or examinations.
PLAN FOR STUDENT ACADEMIC ACHIEVEMENT ASSESSMENT
Department of English and Linguistics

1. Elements of student academic achievement assessment will be integrated with the department’s regular course offerings. To this end, instructors will be expected to define student achievement goals for all courses. These goals should be consistent with the department’s general mission-and-goals statement and should be included as a regular feature of course syllabi. Examinations, essays, and other assignments that form the bases of course grades should reflect the goals set forth in course syllabi.

In their annual or five-year reports, faculty should include syllabi and copies of the major assignments (final examinations, term papers, etc.) on which grades are based. These materials will be reviewed by the Faculty Review Committee and the department Chair, who will make separate comments and recommendations as appropriate.

Upon entering the program, English majors are given a copy of the “Portfolio Requirement for English Majors” that is the basis for Interim Assessment and Internal Exit Assessment. One of the two papers submitted for Interim Assessment or for Internal Exit Assessment should be based on research and include documentation. Students in the A.A. program will submit one paper upon completing 15 hours toward the major according to guidelines and review procedures used for Internal Exit Assessment.

2. **Interim Assessment** is based on one paper submitted by each student upon completing 15 hours toward the major. No later than the end of the semester in which the student completes the first 15 core and concentration credits, the student will select the paper from course in the major that represents his or her best work, and will provide a brief explanation of the assignment and information about course number, title and date. The Undergraduate Studies and Assessment Committee will review these papers, evaluate student achievement consistent with the department’s mission-and-goals statement, and report their findings and recommendations to the department Chair. Interim Assessment of MA and MAT candidates will be based on at least one individual conference annually with Director of Graduate Studies.

3. **Internal Exit Assessment** of undergraduate majors will be administered by the Undergraduate Studies Committee; of graduate students, by the Graduate Studies Committee.

    No later than the end of the semester in which a student finishes fulfilling core and concentration requirements, the student will submit a paper completed after the first fifteen hours in the major and two papers from courses used to fulfill the last fifteen hours in the major. The student will select the papers that represent his or her best work, and will provide a brief explanation of the assignments and information about course number, title and date for each paper. Papers should demonstrate a connection to traditions and theories of the student’s concentration: English and Communication Media, English Language, English Literature, Teacher Certification, or Writing. The Undergraduate Studies and Assessment Committee will review these papers, evaluate student achievement consistent with the department’s mission-and-goals statement, and report their findings and recommendations to the department Chair.
Assessment of MA candidates will be based on the master’s thesis or performance on the MA examination. The Graduate Studies Committee will conduct an annual review of these materials and report their findings to the department. This report should include an assessment of graduate student achievement and, if called for, recommendations for the improvement of course design and teaching.

Assessment of MAT candidates will be based on the paper prepared for the required graduate seminar or the master’s thesis and will be conducted in a manner parallel to the assessment of MA candidates. MAT candidates should be apprised that their seminar paper will be used for this purpose.

4. **External Exit Assessment** will be conducted by the department Chair in conjunction with the Undergraduate Studies and Assessment Committee and the Graduate Studies Committee. The two Committees will prepare questionnaires, based on the department’s mission-and-goals statement, which the Chair will send out at the end of each spring semester to English majors and graduate students who completed degree requirements during that academic year. The Committees will review responses, and the Chair will report them to the department.

5. **Review of the Program** will occur triennially. In conjunction with the Committee on Committees, the Chair will appoint a five-member ad hoc Committee to Review Student Academic Assessment. This committee will review the various reports generated by the program, with particular concern for the department’s response to the recommendations they contain. This committee will have access to course materials submitted by faculty with their annual reports and to materials under assessment review by other departmental committees. It should make its report to the department no later than the end of the spring semester following the semester of its appointment. The Committee’s report should assess the effectiveness of the Department’s Student Academic Achievement Assessment Program and, if appropriate, recommend improvements in the program.

6. **Implementation** of the internal and external exit assessments will commence with the spring 1994 semester. The interim assessment plan will go into effect in the 1994-95 academic year, with the review of fall 1994 courses in spring 1995. The first triennial review will take place in 1995-1996. The most recent review of the assessment process was conducted as part of the overall program review, completed in 2006.

Approved: 18 October 1993
Revised: 29 January 2007
THE STUDENT

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

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

Student Attendance
Department faculty are encouraged to note that regular class attendance by students is essential to their academic success. Students, therefore, should be expected to attend each class meeting for all English courses in which they are enrolled, and to comply with whatever additional attendance policies might be stipulated on course syllabi. (4/24/00)

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

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

Grade (see below) most frequently occur when the instructor has not clearly stated a grading policy or has changed the policy during the semester. Faculty are urged to provide students with a written statement (presumably on the course syllabus) detailing the factors that will determine their final grades and to treat the statement as a contractual understanding with the students, to be altered only with their knowledge and agreement.
Credit by Examination (14/iv/80)

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

   who, because of work experience, feel that they may be able to test out of such advanced courses as business writing or technical writing, or
   have transferred from another university at which they were exempted from composition requirements.

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

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

Cheating and/or Plagiarism

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

Given the seriousness of the charge, an accusation of plagiarism must be based on concrete evidence. Often a faculty member suspects plagiarism when a student assignment is markedly different in style or quality from her previous work; however, a formal charge of plagiarism must be based on more than suspicion. For this reason, one is often obliged to go to extraordinary lengths to track down the source of suspected plagiarism.
While, strictly speaking, misuse or misunderstanding of the appropriate citation system can be construed as plagiarism, it is important to maintain the distinction between cheating and stupidity. (The distinction between premeditated murder and accidental homicide provides a useful analogy.)

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

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

Dear Mr/Ms _________:

I have a paper entitled "_________________________" submitted by you to me in partial fulfillment of the requirements of [Course Number], section _____. I have read your paper [and discussed it with other faculty members].* My present belief is that this paper is not written wholly by you, as required by the standards of the course.

Please make an appointment to see me soon so that we can discuss this situation. [Pending our discussion and a resolution of the matter, I am recording an Incomplete as your grade in this course.]**

Very truly yours,

__________

*If you did.
**If at semester's end.

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

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

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

After you determine the penalty, you must write a complete report, with all particulars spelled out, including the exact nature of the penalty. A copy of this report should go to the student, to the chairs of the Department of English and Linguistics and of the student's major department, to the Deans of Arts and Sciences and of the student's school or division, and to either the Dean of Students (in the case of an undergraduate) or the director of graduate studies and the Dean of the Indiana University Graduate School (in the case of a graduate student). If the case involves a writing course, a copy should also go to the Director of Writing. This report should inform the student that he or she may appeal to the department chair and, subsequently, to higher administrators if unsatisfied with actions taken at the departmental level. (The current Student Handbook details these procedures.)
Grade Appeals
(10/iii/84)

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

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

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

Department of English and Linguistics Appeals Procedure (Step 2)
Each year the department chair will, with the advice of the Committee on Committees, appoint three regular members and two alternate members to the Grade Appeals Committee (GAC). All members shall come from the instructional staff (including associate faculty and graduate instructors) of the department. Alternates shall serve when regular members are unavailable for service due to absence or to involvement in assigning the grade under appeal.
If an appeal has not been satisfactorily resolved between the student and the instructor (step 1), the student shall request the GAC to receive evidence and make a recommendation.

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

University Travel
(7/x/85, 22/iii/82, 1/x/76)

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

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

a. transportation
b. lodging
c. subsistence
d. registration fees.

University regulations govern the amount reimbursable in some categories. Consult the department secretary for current regulations.

All full- or part-time faculty who travel to professional meetings or on other university business, whether or not they request reimbursement, must complete the "Authority to Travel" form available in the department office. (Completion of this form is necessary to activate the university's liability coverage for faculty.) This form should be submitted to the department secretary no later than two weeks prior to the commencement of travel.

After travel takes place, the faculty member provides the department secretary with receipts for transportation, lodging, and registration. (The university computes the amount for subsistence.) The passenger copy of a transportation ticket, not a credit card receipt, should be submitted. If a cancelled check is the only evidence of a registration fee, some official document indicating the amount of registration is necessary. Since these receipts will not be returned to the faculty member, photocopies should be retained if needed for further reference.

Reimbursement checks normally appear about three weeks after the submission of receipts.
# Appendix A: Part III Summary Form for Annual Reports

Fill in items below as appropriate, e.g., don’t evaluate your own student reviews, but do list peer reviews, awards, grants, courses you taught for the first time, etc.

## 1. Teaching

<table>
<thead>
<tr>
<th>Assessment method</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student reviews</td>
<td></td>
</tr>
<tr>
<td>Peer review, award, grant</td>
<td></td>
</tr>
<tr>
<td>Teach course 1st time</td>
<td></td>
</tr>
<tr>
<td>New course proposal</td>
<td></td>
</tr>
<tr>
<td>High enrollment (by sem)</td>
<td></td>
</tr>
<tr>
<td>Quality of materials</td>
<td></td>
</tr>
<tr>
<td>Student present/win award</td>
<td></td>
</tr>
<tr>
<td>Attend wkshp., conf.</td>
<td></td>
</tr>
<tr>
<td>presentations/pubs</td>
<td></td>
</tr>
<tr>
<td>Direct Thesis (completed)</td>
<td></td>
</tr>
<tr>
<td>Member Thesis Committee</td>
<td></td>
</tr>
<tr>
<td>Directed Stdy (completed)</td>
<td></td>
</tr>
</tbody>
</table>

## 2. Research and Creative Endeavor

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation or strong evidence of a 3+-year program</td>
<td></td>
</tr>
<tr>
<td>Grant</td>
<td></td>
</tr>
<tr>
<td>Work submitted, accepted, published, presented, and in progress</td>
<td></td>
</tr>
</tbody>
</table>

## 3. Service

<table>
<thead>
<tr>
<th>Type of service</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems committee</td>
<td></td>
</tr>
<tr>
<td>Campus committee</td>
<td></td>
</tr>
<tr>
<td>School committee</td>
<td></td>
</tr>
<tr>
<td>Dept committee</td>
<td></td>
</tr>
<tr>
<td>Extra assignments, initiatives</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Articles

<table>
<thead>
<tr>
<th>Res</th>
<th>Ped</th>
<th>Sub</th>
<th>Acpt</th>
<th>Pub</th>
<th>Title</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Books

<table>
<thead>
<tr>
<th>Res</th>
<th>Ped</th>
<th>Sub</th>
<th>Acpt</th>
<th>Pub</th>
<th>Title</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Fiction

<table>
<thead>
<tr>
<th>Sub</th>
<th>Acpt</th>
<th>Pub</th>
<th>Title</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Poetry

<table>
<thead>
<tr>
<th>Sub</th>
<th>Acpt</th>
<th>Pub</th>
<th>Title</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Work in Progress

<table>
<thead>
<tr>
<th>Title</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Res</td>
<td>Ped</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading one's own work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>