IUB Anthropology

Faculty Guide

This is a brief guide to our departmental and campus Policies and procedures that I hope will help you achieve your professional goals for research, teaching, and services.

Please give me your comments and suggestions.

Thanks,
Eduardo Brondizio
ebrondiz@indiana.edu

Topics:

Career Issues
Annual Reports
Salary Policy
Promotion and Tenure

Travel Support

Information Technology

Funding Opportunities
Grant Administration

Library Resources

Teaching Issues
Scheduling, etc
Evaluation

Instructional Support
Services

Department Support
Services and Policies

Staff Responsibilities
Career Issues (in brief)

Annual Reports

University policy requires that faculty members submit an annual report of their professional activities for each calendar year to their department chair. These reports are then reviewed by the academic deans of the COLL and filed with the Office of the Vice Provost for Faculty and Academic Affairs. You will be asked to submit this electronic report after the first of the calendar year. The link to the form is available from OneStart: https://onestart.iu.edu/my2-prd/portal/146

Salary Policy

Your annual report will be reviewed by both the Chair, for annual reviews, and the department Salary Committee, which will use it as the main basis for salary recommendations for merit adjustments to the chair and the Dean of the College. Currently, departmental salary policy weighs performance in research, teaching, and service equally when considering merit recommendations. (Faculty is evaluated on a 0-3 scale in each category with 9 being the maximum total score and top ranking.) Every year, we offer the modest cost of living adjustment to all faculty recommended by the College and recommend other salary adjustments to the dean based on merit and equity issues.

Promotion and Tenure

The department’s policy on criteria for promotion and tenure is attached (Appendix A). Copies are always available in the department office. We ask candidates to take responsibility for assembling all the materials for their own dossier in a timely manner (generally over the summer), with staff assistance for copying materials to mail to external reviewers and typing transcripts of teaching evaluations. Candidates for promotion or tenure may be asked to present a departmental research colloquium framed for a broad anthropological audience during the spring before they prepare their dossiers.

All junior faculty will be assigned a senior mentor from the department, someone you can grow to know well and someone you can trust to give you honest advice about career issues as you develop your research program and teaching repertoire. Your mentor will work with you and the Chair during your first year to select a team of colleagues who can advise you on your progress, and who will serve as an internal evaluation committee for the department, as you progress towards your third year review. (All tenure probationary faculty are reviewed for reappointment annually, with the third year review used as a formal opportunity to seek external review of your progress towards tenure as well.)

The Chair will organize a series of informal sessions each year to help model and “demystify” the tenure process for you. Also, please take advantage of the tenure workshops organized annually by the Vice Provost for Faculty and Academic Affairs office and other campus groups. Also, consult the IU and IUB Handbook and Guide,
available on the Vice Provost for Faculty and Academic Affairs’ website for formal university policies to faculty rights and responsibilities:
https://www.indiana.edu/~vpfaa/policies/index.shtml
Also, all pre-tenure faculty should plan to meet with the Chair at least once a semester to discuss progress towards goals, clarify career issues, solve problems, strategies for balancing research and teaching, research leaves, etc.

**Travel Support**

There are several, limited sources of support for professional travel to conferences for tenured or tenure-track faculty. Some options may be found here.

- International Studies-Overseas Conference Fund
  [http://www.indiana.edu/~ovpia/ovpia/funding/uWide.php](http://www.indiana.edu/~ovpia/ovpia/funding/uWide.php)
- Office of Vice President for Research-Intercampus Travel Grants
  [http://research.iub.edu/funding/](http://research.iub.edu/funding/)

Please consult Agatha (agwong@indiana.edu) if you have any questions about travel. You can also refer to specific requirements from IU Travel Management Services for basic University procedures and services.

[http://www.indiana.edu/~travel/](http://www.indiana.edu/~travel/)
Information Technology “IT@IU”

IU is one of the most “wired” campuses in the country (and increasingly has wireless access to computer networks on campus as well). Many of our students are very tech-savvy. A large number of Student Technology Labs (STC’s) are distributed across campus for student use and many can be reserved for classrooms. In addition, a new “Information Commons” has opened in fall 2003 in the ground floor of the library.

IU has negotiated some amazing discount license agreements with a number of commercial software companies (such as Microsoft and Adobe). At the Computer store (ground level of the IMU), you can purchase these various discounted software packages or IU-Ware, a package of basic utility software. IU offers staff support for a wide range of software programs, but not all of them.

If you have a question related to computing at IU, you can phone the IU help line (855-6789) or consult an extensive online Question & Answer database called “Knowledge Base.”

http://www.kb.iu.edu/

Our departmental computing hardware, software, and support services are supplied directly from the College through CITO (the College of Information Technology Office). They supply every new tenure-track or tenured faculty member with a new office machine (no printer) and are committed to replace these machines on a 3-year cycle. If you want to replace your standard issue computer with a more powerful one, CITO offers limited upgrade options (for a price) or you can always purchase another machine with your research funds. Often the department can reclaim old machines from CITO for the use of visiting faculty and graduate students. If you have a software or hardware request or problem, place a help request with CITO:

https://cid.indiana.edu/citoweb/help.cfm

or contact staff in the main office about placing a help request for an office visit from CITO. They can generally schedule an office visit within a day or two of your request.

If you want to learn more about how to use technology for teaching or create customized computer applications for your classes (anything from scanning images for a PowerPoint presentation to creating a web-based assignment or a CD-ROM), consult our campus Center for Innovative Teaching and Learning. They have the facilities and the people to help you learn to use IT creatively and effectively in your teaching.

http://citl.indiana.edu/index.php
Funding Opportunities

Whether you are applying for external or internal research funds, your path will lead you through:

The Office of Research Administration
509 E. Third St.
855-0516
resdev@indiana.edu
http://researchadmin.iu.edu/gc.html

External Funding Process: If you are applying for external grants and fellowships whether federal or private, IU requires you to submit almost all of them through the Office of Research Administration (ORA), with your budget approved by a grant consultant at the ORA. Additionally, your department may have a Grant Administrator who is specifically hired to work directly with you and to negotiate with the ORA for you, thus freeing up more of your valuable time to refine your proposal. Don’t think of this as a bureaucratic hurdle – in fact, the departmental Grant Administrator and the staff at ORA will help you with many of the tasks involved in seeking funding, whether helping you search for grant opportunities, learning how to use the online forms of FASTLANE for NSF, design your budget, or even advising you on the text of your proposals.

All external grants need to be routed through your department (Anthro) or a research center with which you are affiliated (like CIPEC). The advantage of routing your proposals through the department is that the College of Arts and Sciences (COLL) is willing to return some of the “overhead” costs of your grant directly to you, and the Dean will become more aware of your research productivity. Any cost-sharing or budget arrangements (salary buyouts, etc) need to be agreed upon in advance with the COLL, so make sure you allow enough time to negotiate such arrangements with the COLL before your application deadlines. Always consult with the chair before going to the COLL. (Note that some national fellowship opportunities, like NEH summer stipends or Carnegie Fellowships, go through a campus vetting and nomination process in advance of the agency deadline.)

Internal Funding Opportunities: The Office of the Vice Provost for Research offers a number of campus and IU system competitions for research funding for tenured and tenure-track faculty, ranging from summer research fellowships to small grants in aid. These are described in detail on their webpage and you can download the application forms at:

http://www.research.iu.edu/

The Office of the Vice Provost for Faculty and Academic Affairs offers a number of campus competitions to support instruction, career development and other professional activities, such as multi-disciplinary seminars and summer faculty fellowships. These are described in detail on their webpage, and you can download the application forms at:
The Office of the Vice President for International Affairs administers a range of grant programs and exchange opportunities to support faculty in teaching and research with an international focus. These are described in detail on their webpage, and you can download the application forms at:

http://www.indiana.edu/~ovpia/ovpia/funding/uWide.php

Note that many funding applications require a supporting letter from the Chair of the Department, and others, so please be courteous and consult with your colleagues well in advance of the deadlines, to allow enough time for letters of support.

The Department has some endowment funds available that can be used to fund guest speakers and events that include faculty and graduate students.

**Grant Administration**

When you apply for external grants, you have various options on how the grant will be administered. Jena Hanes (jrhanes@indiana.edu) is the department Grant Administrator. She is available to help you apply for grants and manage your funds while completing your project. If you submit it though our department (and the College) the COLL is sometimes willing to redirect a portion of the overhead costs back into your research account, but these (as well as buying out your teaching time, etc) must be negotiated with the department and the COLL in advance. The other option is submitting the request through an independent Research center that you are affiliated with. To be frank, our departmental reputation in the eyes of the COLL deans will improve if we submit more successful grants through our department and the COLL. If you have any questions about the University’s grant administration process, please contact Jena Hanes or the ORA.

Principle Investigators may review their grant activity online and download budget data through the Research Office MYRA (My Research Administration) webpage:


**Research Account.** All faculty with long-term appointments will receive a research account, which will be the account for start up funds and any internal grant money you receive, etc. As the department’s Fiscal Officer, Linda Barchet has oversight responsibility for and can help you manage the budget on you research accounts.
**Purchasing.** All purchases on an IU Anthropology account must be authorized through Linda Barchet, our Fiscal Officer. You should know that IU purchasing has strict rules for procurement of practically everything. If you buy something out of pocket, you may not be able to be reimbursed. Always check, BEFORE YOU BUY, the purchasing website [http://www.indiana.edu/~purchase/](http://www.indiana.edu/~purchase/) or ask Linda. IU has a number of preferred vendors with discounts negotiated for different types of purchases on EPIC. Please consult the IU purchasing website before making any purchase to see what options exist and/or talk to Linda or other faculty members on their recommendations for vendors.

- There are two basic methods you can use to make purchases using money from your research accounts.
  - PREFERRED METHOD: You can place orders through the IU purchasing EPIC system on OneStart. Linda can help you get started on this.
  - For the purchase of small items (online purchases, etc.) you may be able to borrow the departmental purchasing charge card. There are cost limits involved, so you will need to clear each purchase with Linda BEFORE it is made.

**Library Resources for Anthropologists**

1. **Anthropology Librarian:**
   Moira Marsh (formerly: Smith) is the subject librarian for anthropology. Moira holds an MLS and a PhD in Folklore from IU. She has served as editor of the *Journal of Folklore Research* and as Secretary of the Executive Committee of the Human Relations Area Files (HRAF).

   Moira is your personal contact for all library services including:
   - Research assistance--from quick reference questions to extensive consultations
   - Help with database searches
   - Bibliographic software support, especially for EndNote
   - Instructional support: customized bibliographic instruction and meaningful library assignments for your students.
   - Suggest books, journals, films, or electronic resources for purchase

   Moira can be found on the 7th floor of the Herman B Wells Library (Library E760). Drop by for a chat and view Bloomington’s only flying jackalope in captivity!

   Contact information:
   Moira Marsh  
   Librarian for Anthropology, Folklore, Gender Studies, Social Work, and Sociology  
   molsmith@indiana.edu  
   855-1551
2. Anthropology collection page:
   http://www.libraries.iub.edu/index.php?pageId=1000080

3. Online Anthropology Resources:
   http://www.libraries.iub.edu/index.php?pageId=1000170

4. Services via IUB Libraries website:
   http://www.libraries.iub.edu/?pageId=7435
   - renew books online
   - recall books
   - request delivery of books or books by mail (delivery to your office)
   - request electronic delivery of articles
   - borrow items from other libraries

**Teaching**

**Scheduling Courses:**
Courses should tentatively be planned years in advance through meetings with other faculty in your subfield.

In October and April, the scheduling officer will be forwarding to you a scheduling memo and request for classes. As the room situation is tight, please be prompt turning in scheduling information, making sure to list three time/day alternatives and possibly teaching one of your courses non-primetime (see memo). If the times we offer our courses are balanced between non-primetime and primetime, then chances of our department receiving the rooms requested is greatly increased. The scheduling officer will be working with the Director of Undergraduate Studies and the Curriculum Committee to implement the best schedule of undergraduate course offerings we can. We ask for your patience and understanding for this process.

**Class Rosters:** On-line rosters can be obtained by accessing Onestart:

https://onestart.iu.edu/my-prd/Portal.do.

You will need to log in and then select Faculty Systems. On the left hand side of the page, scroll down to SIS Instructor Info. Click on Go to Faculty Center, then click on class roster. Click on those courses that you want to view or print.

If you need administrative help using Onestart roster information, consult Susie Bernhardt (sbernhar@indiana.edu) in the department office.

**Grading Policy:** We have no broad university or departmental policy on how to assign grades in your classes – that right and responsibility is left to the expertise of the individual professor. In practice, different faculty, have different grading philosophies
and this will also vary for different types of course offerings. Some of us allow students
to earn course credit through participation, while others base grades solely on the results
of performance on papers, tests, or the quality of other scholarly products. Colleagues can
have genuine disagreements about whether to grade “on a curve” or standards of
performance to earn a “C”, for example. (Note that all final grade distributions for the
classes we teach are available on the web to our students and colleagues.)

As you develop a grading system for your courses, think about issues such as:

- Is your grading system fair and unbiased? (e.g. is a “shy” student at a
disadvantage earning credit in your discussion section or can they demonstrate
their knowledge to you in other ways?)
- Does your evaluation and grading system reflect your academic priorities? (e.g., if
you advocate “critical thinking” in a class, make sure you are not grading students
only on their factual recall!!)

Students have the right to appeal their grade in a class, first to the instructor, then to the
chair, and finally to the Academic Fairness Committee of the COLL. In case of appeal,
always be prepared to document the rationale for a student’s grade. See Appendix B for
the academic policy on awarding incompletes, and changing grades after the course is
over.

**Academic Misconduct:** Prevention is worth a pound of cure and most of us try to avoid
giving students opportunities to cheat in class (by designing assignments and exams that
make cheating difficult). However, cheating happens, despite our best efforts.

- Include a statement of your class policy on academic misconduct in every
syllabus you write – this protects your academic rights as a professor and is fair
warning to students.
- If you suspect someone of cheating, in whatever context, remember to be mindful
of a student’s rights and focus on documenting behavior/evidence of suspected
cheating.
  - Plagiarism: We’ve seen a balloon of students copying and pasting text
straight off the www into their papers. IU currently is testing a new system
called “**TurnItIn.com**” that will take any student paper you upload to their
site and search the Internet for “matches”. Several of our faculty have
experience using this system. If you are interested in trying it out, contact
TLTC and see the link: [http://www.indiana.edu/~turnitin/](http://www.indiana.edu/~turnitin/)
- Then, follow the procedures for evaluating the misconduct outlined in Appendix
C. It is important to meet with the student in private, not in front of the class, to
discuss the charge.
  - If, after speaking to the student, you are convinced that the student has
cheated and can document your rationale, you are responsible for
determining how this will affect a student’s grade (as outlined on your
syllabus). Anything from a credit-reduction to an “F” in the class is
possible, depending upon your judgment of the severity of the misconduct.
  - *Please, please, please,* report any and all instances of deliberate academic
misconduct to the Dean of Students office, even if you view it as a
relatively minor infraction in your class. This report is very easy to do (see attached). Why bother? Because, the Dean of Students keeps confidential records of student misconduct charges; if a student is reported for misconduct in more than one class, the Dean of Students will consider the cumulative record of misconduct and possibly recommend academic probation or even suspension in serious cases.

Teaching Evaluation

The COLL requires, and our department encourages, faculty to evaluate the quality of every course we teach. Both informal and formal course evaluation can be important for two reasons:

- Evaluations can help monitor your progress as a teacher and help you target opportunities for improvement.
- Evaluations can serve as documentation of your instructional abilities and performance, both for the annual salary evaluations and for consideration for tenure and promotion, teaching awards, or grants.

Teaching can be evaluated in several different ways.

- The department encourages all faculty to ask students to evaluate every course. We recommend informal, midterm evaluations and more formal end-of-term evaluations. For all undergraduate courses, please ask students to complete the standard BEST form, available in the dept, in addition to any other questionnaires or custom evaluation forms you may want to use. The BEST evaluations are not perfect and they are not complete, but they are important documentation because these are processed statistically and campus-normed, for comparative purposes. We are keeping an archive of student evaluation scores for different courses, to give you departmental context to interpret your scores for the COLL when you seek tenure or a promotion. For all graduate courses, and small seminars, we encourage you to arrange to collect (anonymously, of course) more extensive written comments from the students. Consult with senior colleagues on the types of questions they have found particularly useful to pose to graduate students to help evaluate a course.

The department staff are now regularly typing the comments from the evaluation forms for all assistant and associate professors each semester and filing these for eventual use in promotion and tenure dossiers. We’ll be archiving copies of all these comments; which you can request copies of when you need them. Meanwhile, your original evaluations will be returned to you and you are responsible for storing them and making them available to the department or university for promotion or tenure consideration, or for submission to other university personnel committees, upon request.

- We also encourage regular classroom visits and peer-review of your courses by colleagues. Certainly, if you intend to use your teaching performance as part of your case to the department or the COLL for salary improvement, awards,
promotion, or tenure, you need to include evidence of regular and substantive peer review as part of your normal documentation. When inviting a visitor to your classes, please ask him/her to send an evaluation letter to the chair.

Teaching Supplies/Equipment

The department has a digital projector and laptop, plus 35 mm slide projectors (on loan from A/V). These have to be reserved with Agatha (agwong@indiana.edu).

Instructional Support Services

Hopefully, you’ll have many opportunities to talk about your teaching with our departmental colleagues, many of whom are award-winning instructors. But IU also offers a wide range of services to support your teaching through the Office of the Provost.

http://teaching.iub.edu/

Would you like to show a video in class? You can borrow from an extensive list of videos and films available on campus and reserve them for your classes. Check the Media Resources listing in their catalog:

http://www.libraries.iub.edu

Do you need help designing effective written assignments or are worried about how to grade essays efficiently and fairly? Talk to a consultant with the Campus Writing Program (855-4928):

http://www.iub.edu/~cwp/faculty_services.shtml

Do you want to give a multiple choice test to a large class? You can have students record their answers on a Scantron sheet which can be quickly scanned and summarized by BEST The Bureau of Evaluative Testing and Statistics. Consult them also for advice on how to design fair and effective multiple choice questions.

http://www.indiana.edu/~best/bweb3

Would you like advice on a syllabus design? Or would you like someone outside the department to give you feedback on your classroom performances? Contact Center for Innovative Teaching and Learning (855-9023):

http://citl.indiana.edu/

Center for Innovative Teaching and Learning also offers a number of workshops and talks every semester, that include everything from teaching tips and insights, such as “The First Day of Class, Understanding the IU Student”: 
http://citl.indiana.edu

Or go to one of the monthly faculty lectures or workshops in our award-winning Scholarship of Teaching and Learning program:

http://citl.indiana.edu/programs/sotl/index.php

Departmental Support Services & Policies

Basic Supplies
Faculty can normally expect the department to support their basic office supply needs for research, teaching, and service, including stationary, cheap ugly pens, file folders, blue books, BEST forms, etc. However, our supply budget is very limited, so please make every attempt to recycle old folders, conserve paper, etc. You can order additional/alternative supplies (e.g. personal printer supplies, etc) through EPIC on your faculty research account or ask Susie Bernhardt in the main office to help you.

We have little storage space and consequently run on a “just in time” supply expenditure model that includes orders for office supplies. The vendor can generally supply orders within a 48-hour cycle. While our staff try to monitor the supplies on hand, it is important to let Susie know when you notice that levels of any type of supply are dwindling.

Photocopying
We can use the departmental photocopy machine to make copies of documents that relate to your research, teaching, and service activities. In general, office staff will not have time to help you with routine individual copying tasks for classes, etc. However, if you have a special request or problem, please do not hesitate to ask. We will try to help if we can. **NOTE:** the copy machine also has a scanning option which we strongly encourage you to use rather than make hard copies.

If you do need hard copies any more than 15 copies per page of a document should be sent to the campus photocopy center called MAXI. Most often an order can be processed in 24 hours but during heavy order times (beginning and ending of semesters), please allow 48 hours to process a MAXI order. You can either email a copy of your order to Agatha (agwong@indiana.edu) or bring a hard copy into the office to Agatha.

Also, please take advantage of the new digital alternatives to give students access to class readings and handouts. You can use E-reserve to make readings available to your classes over the web (students can print them out using their STC printing allotment), and you can post handouts, reading lists, syllabi, etc, on the www for any of your classes using the IU OnCourse system. Please try to take advantage of these alternatives, especially if you have a large class – the more money we can save on extra photocopying for instructional purposes, the more money we have free up to support our research and other needs for supplies, etc.
Printing
We have a fast, versatile, networked B&W laser printer in the main office to which you can print documents from your office computer. The printer has duplexing capabilities (prints on two sides), a drawer for letterhead, etc. Ask Agatha to demonstrate its capabilities to you if you have any questions or problems. (CITO staff can help you make the network link to this printer, which has the IP address 129.79.88.241).

If you have promotional material related to a course or other departmentally-sponsored event in a computer file, we can print color copies for you.

Phone Service
All faculty receive a telephone access code, which you will need to use to make phone calls related to your research, teaching or service outside the local calling area from your office phone. All long distance calls within the United States are free. International calls are not. No personal toll calls are allowed on university phones.

Your phone charges are billed to the department. We have funds to support basic monthly service and FAX, and modest funds to support long-distance calling, up to an average of $50 per faculty member for the entire fiscal year. If you find that you need to spend more than the average long-distance calling allotment over the course of a year, we will try to cover your phone charges with cost savings from other parts of the budget. But we may need to ask you to reimburse any outstanding phone toll charges at the end of the fiscal year from your research account.

If you would like voice mail that provides getting your messages via voice message on your phone OR via email, let Linda know.

Mail Service
The department supports all of your basic professional mailing needs in the main office. Mail is delivered twice a day from the campus mailing center and distributed into your mailboxes by reception desk in the mail office. Outgoing campus mail and US domestic post can be left in outgoing mail boxes on the receptionist desk. First-class letters can normally be charged to the department 10-235-00 account. We have very limited funds to support the mailing of packages or significant numbers of international first class mail, but will try to accommodate your normal needs. Please consult Linda about procedures for unusual mailings. We can probably not afford to ship large quantities of books, for example. It is the faculty member’s responsibility to LABEL all mailings with the appropriate billing code and postal category (e.g. if you want to send a package “fourth class” or “media mail”, please label them accordingly yourself). When you plan to be off-campus for significant periods, please let Agatha know, in writing how you would like your mail handled.
STAFF RESPONSIBILITIES

**Linda Barchet**
Office Manager and Fiscal Officer
- Purchase Orders
- Equipment and Special Supply Needs
- Space Management
- Accounting

**Susie Bernhardt**
Scheduling Officer
- Course Scheduling
- Classroom Assignments
- Grade Change Forms
- Course Syllabi
- MAXI Orders
- Payroll

**Jena Hanes**
Grant Administrator
- Proposals and grants
- Accounting/administration of active awards
- Final reporting of grants

**Agatha Wong**
Mail
- Email Announcements
- Calendar
- MAXI Orders
- Travel Support
- Webpage Updates

**Debra Wilkerson**
Graduate Affairs Secretary
- Graduate Fellowships & Awards
- Graduate Admissions
- AI-Ships

Faculty Coordinator: April Sievert

Faculty Coordinator: Kevin Hunt

Faculty liaison for Webpage Updates
Appendix A

CRITERIA AND PROCEDURES FOR TENURE AND PROMOTION IN THE
DEPARTMENT OF ANTHROPOLOGY.

(As approved by the faculty, 12/7/95)
(Re-approved by the faculty (at the Faculty Meeting) on 4/23/01)

Introduction

The University requires all departments to publish their criteria and procedures for
implementing the Academic Handbook guidelines concerning promotion and tenure.
This document describes criteria and procedures of review for candidates in the
Department of Anthropology

Promotions, Reappointment and Tenure Committees

In the Department of Anthropology the Promotions, Reappointment and Tenure
Committees are ad hoc committees, their membership consisting of all departmental
faculty members in rank(s) senior to the candidate.\(^1\) Accordingly, the Reappointment and
Tenure Committee is composed of all tenured faculty, as is the Promotion Committee for
an assistant professor. The Promotion Committee for an associate professor consists of
all faculty at full rank. This document refers to all three committees as “the Committee.”
The Committee is governed by the standards and procedures described below.

Nominations

Each spring semester, all faculty except full professors are reviewed by the Committee on
the basis of their current annual report. The department chair communicates a summary
of the discussion and any recommendations in writing to each individual reviewed.

Nomination for reappointment, tenure, and/or promotion may be made by the Committee
or by self-nomination to the Committee through the chair of the department.

Preparation of the dossier

\(^1\) "Departmental faculty" is defined as all its voting members, that is, individuals
appointed in academic ranks (full or part-time: lecturer, assistant professor, associate
professor, full professor, College Professor) whose regular teaching and service are in the
Department of Anthropology. Associate instructors, adjuncts and visitors are not voting
members of the departmental faculty made by the Committee or by self-nomination to the
Committee through the chair of the department.
For each nominee who wishes to go forward as a candidate for tenure or promotion, the department chair, in consultation with the candidate, names a subcommittee (“the advisory committee”) to assist the candidate in the preparation of the dossier and its formal presentation to the full Committee. The advisory committee ordinarily consists of three individuals, one for each of the three dossiers (research, teaching, and service). Ordinarily, the chair does not serve as a member of the advisory committee except in the role of service adviser.

The research adviser should be an individual whose field of research is sufficiently close to the candidate’s that she or he can provide an independent assessment of the candidate’s contributions to knowledge in that field, as well as advise the department chair on the external review process. Ordinarily, these requirements mean that the research adviser will be appointed from the candidate’s subfield.

It is the research adviser’s responsibility to advise the department chair on recognized experts outside the University who are qualified to review the candidate’s particular field of scholarship. In compiling the list of external referees, the research adviser must consult with the candidate, as mandated by the COLL procedures.

It is the chair’s responsibility to solicit external reviews on the basis of advice by the research adviser. External reviewers should be asked to assess the candidate’s contributions and productivity relative to peers at other major research institutions.

The teaching adviser is responsible for an independent evaluation of the candidate’s teaching in relation to the department’s curriculum and the candidate’s anthropological specialty.

The service adviser has primary responsibility for an independent evaluation of the candidate’s contributions to the department, college, university, and profession.

The candidate has primary responsibility for compiling the dossiers, including assembling the dossiers themselves, in consultation with the advisory committee.

The advisory committee is responsible for presenting the dossiers to the full committee. The advisory committee’s formal presentation of a candidate’s dossier to the committee must include both oral and written summary assessments of the candidate’s achievements. The written summaries must be made available to members of the committee for review well in advance of the discussion and vote, ordinarily in early fall; they are also included in the dossier itself for submission to the College of Arts and Sciences.

A checklist is available to help candidates and their advisory committees anticipate the nature and scope of the full dossiers (See Academic Guide as revised 5/94.)

Committee review
As early as possible in the fall term, but not before the start of the term, the Committee meets to discuss the dossiers and vote their recommendation. A summary of the discussion and the vote are recorded by the chair of the Committee, normally the department chair; this report must be included in the candidate’s dossier. The department chair does not vote with the committee, but must make his or her recommendation in a separate written statement in the dossier.

As indicated in the Academic Handbook, the review of the Committee must take research (and/or creative work), teaching, and service into account. The balloting by the Committee and the individual assessment of the chair must reflect both a rating for each area of activity and a vote. Ratings (in conformity with the college scale) may be outstanding, excellent, effective, or poor. Votes may be yes, no, or abstain. Members of the Committee are encouraged to submit letters explaining the basis of their rating and vote to the department chair, who is obliged to submit these to the College along with the dossiers.

Criteria of review

Research  The assessment of research gives primary consideration to the quality of the candidate’s published work, where “quality” implies a significant contribution to knowledge. Since the review is future-oriented, the candidate’s productivity and trajectory of research is also taken fully into account.

The department does not set a fixed formula for assessing productivity; the norm varies by subfield, except insofar as the record of publication should give clear indication of a coherent program of scholarship. In archaeology, the normal benchmark for tenure and promotion consists of a major monograph and articles at each stage; some substantial set of these may be jointly authored. In bioanthropology, the normal standard involves several articles each year, a portion of which may be jointly authored. For candidates in social/cultural and linguistic anthropology, the normal benchmark consists of a book and articles at each stage; normally, these are single-authored, but jointly-authored works are becoming more common.

The research dossier consists of a comprehensive statement by the candidate describing the past and anticipated development of her or his research program, along with a summary statement of self-evaluation. The statement should be supported by copies of all publications, any manuscripts of work in progress and under review, peer reviews of manuscripts and proposals, published reviews of published work, grant and fellowship proposals along with available reviews. Letters by external reviewers must also be included in the dossier.

2 In cases where the department chair does not hold a rank sufficient for membership on the Promotion Committee, she or he shall designate a Promotion Committee chair; for example, when there is candidate for promotion to full professor, and the department chair holds the rank of associate professor.
Candidates for promotion to the rank of associate professor should have developed a significant program of research subsequent to the dissertation and appointment at Indiana University. Candidates for promotion to the rank of full professor should have developed a significant program of research and publication subsequent to tenure and promotion to the rank of associate professor. In either case, the candidate should provide evidence of the on-going development of her or his scholarship.

**Teaching** The teaching evaluation gives primary consideration to the candidate’s ability to present a body of knowledge and anthropological approaches to knowledge to students at all levels and in a way that stimulates their ability and desire to learn.

The teaching dossier consists of a comprehensive statement by the candidate describing her or his pedagogical goals and approaches in each course comprising her or his regular teaching program, her or his approach to advising, as well as a short summary statement of self-evaluation.

The teaching record (courses taught, numbers of students in each course, BEST or any other statistical report of student evaluations) should be summarized in table form.

In addition to the course evaluations undertaken by the candidate in the regular course of teaching, the dossier must also include the teaching adviser’s independent assessment of the candidate’s teaching goals and performance, student evaluations, letters from students, appraisals from colleagues, and whatever other evidence may be available as indication of the candidate’s performance as a teacher (e.g., syllabi, instructional guides or textbooks authored by the candidate, and so forth). Students’ prizes, awards and placement may also be taken into account.

The teaching dossier must also include a list of the candidate’s graduate advisees (and undergraduate advisees, if any) divided into the following categories, and indicating those students who have completed their degrees: PhD majors, inside minors, outside minors, MA majors; inside minors and outside minors; undergraduate advisees (e.g., honors advisees).

**Service** The evaluation of service gives primary consideration to the candidate’s contributions to the department, college and university, and the profession. Community or other service activities may also be taken into account.

Candidates should list their activities on any department, college and/or university committees (noting any that have been especially demanding), as well as professional service (e.g., as a viewer of manuscripts, or as participant at professional meetings and/or in professional organizations). Candidates for tenure are unlikely to have accumulated substantial service records, but nevertheless are expected to be able to provide evidence of contributions to the department and profession.
Procedures and criteria at subsequent stages of review

The department’s vote and chair’s recommendation conclude the first phase of the review for tenure and/or promotion. For descriptions of procedures and criteria at subsequent stages of the review, please see the relevant portions of the Faculty Handbook and Academic Guide.
Appendix B

http://www.indiana.edu/~vpfaa/policies/index.shtml DOCUMENT H-XXIII
INCOMPLETES

Circumstances Permitting Incompletes
(Approved: Faculty Council 11/5/52, 2/19/63)

The grade of Incomplete used on the final grade reports indicates that the work is satisfactory as of the end of the semester but has not been completed. The grade of Incomplete may be given only when the completed portion of a student's work in the course is of passing quality. Instructors may award the grade of Incomplete upon a showing of such hardship to a student as would render it unjust to hold the student to the time limits previously fixed for the completion of his/her work.

Uniform Handling of Incompletes
(Approved: Faculty Council 11/5/52, 2/19/63; UFC 2/8/77; updated language, 6/97)

Departmental Records
Each academic unit shall maintain a record of Incomplete grades recorded in its courses. This record, completed by the instructor, should include:

(1) The name of the student and the student’s identification number
(2) The course number, section number, and hours of credit
(3) Semester and year of enrollment,
(4) The signature of the instructor
(5) A brief statement of the reason for recording the Incomplete
(6) An adequate guide for removal of the Incomplete grade (with a suggested final grade) in the event of the departure or extended absence of the instructor from the campus.

Removal of Incompletes Methods
A grade of Incomplete may be removed:

(a) Prior to Fall 2008 semester – by the student completing the course within the time limit and the instructor sending the appropriate Removal of Incomplete form to the Office of the Registrar
(b) After Fall 2008 semester - Access Onestart, faculty systems (which bring up Instructor Information) and select e-grade change. Select semester and course, enter correct grade.
(c) By the dean of the student's school authorizing the change of Incomplete to W.

Limits
The time allowed for the removal of an Incomplete is one calendar year from the date of its recording, except that the dean of the student's college or school may authorize adjustment of this period in exceptional circumstances. By assigning an Incomplete an instructor implicitly authorizes and requires the "I" to be changed to an "F" at the end of the appropriate time period, if that instructor does not otherwise act to remove the "I". The Registrar will automatically change the "I" to "F" at the end of the appropriate time
period except when an adjustment of the period has been authorized or the student has received a degree since that date. Both the student and the instructor in whose course the student received the Incomplete will be notified of this change of grade.

A student may not re-enroll in a course in which a grade of Incomplete has been recorded.

The student may be denied the right to make up an Incomplete if it seems to the unit dean and the instructor that it is impractical for the student to complete the course. In this case, the student should be given the opportunity to withdraw from the course.

Absence from Final Examinations
(Approved: Faculty Council 11/5/52)

Where the grade of Incomplete is given because the student missed the final examination, he or she shall be allowed to remove the Incomplete by taking the examination only if he or she has followed the regular procedure to have his/her absence excused and the Committee on Absence has notified the instructor that the student may be permitted to take the examination. If the Committee on Absence, under the Dean for Student Services, determines that the reason for the student's absence is not satisfactory, it should inform the instructor that the grade of Incomplete should be changed to a grade of "F". Where the Incomplete was received because of absence from the final examination, students may prefer to receive a grade of W instead of taking the examination. In such cases, the Dean will not approve the grade of W unless the Committee on Absence has approved the reason for absence.

DOCUMENT H-XXVI
GRADE SUBMISSIONS, POSTING, CHANGES

Preprinted Grades
(Approved: Faculty Council 5/18/65)

If the final grade sheet carries the grade of W or F already printed upon it when it is received by the instructor, in no case is this grade to be changed without discussion with the Registrar.

Grade Changes
(Approved: Faculty Council 2/17/53)

Once a grade sheet has been received by the Office of the Registrar, no grade (except that of Incomplete (I), Condition (E), and Deferred (R) contained thereon may be changed except with the written consent of the Dean or his/her authorized representative of the College or School of whose faculty the instructor or professor is a member and with a report to the faculty of the respective college or school: this shall be included in the Faculty Handbook: Each semester shortly before the final examinations are given the Dean of the Faculties shall call the attention of faculty members to the rule.
**Faculty members or instructors may request a change of a non-temporary grade such as A, B, etc., by submitting a Change of Grade form to their dean. These forms are available within your department. If approval of the grade change is granted, the dean sends the form to the Registrar.**

**Final Grade Submission**  
(Approved: UFC 3/26/85; BFC 11/13/84)

These grade reports are due in the Office of the Registrar 48 hours after the final examination or last class meeting, whichever is later. If academic considerations justify such a change, each campus may elect to extend the present 48-hour examination rule to no more than 72 hours. It shall be the joint responsibility of the campus Vice President/Chancellor, faculty governing body, and the campus Registrar to determine the appropriate time interval and to establish this as campus policy.

A final grade report for each course is due in the Office of the Registrar no later than 3:00 P.M. on the third day following the final examination scheduled for that course. If the report is turned in after the deadline, the Registrar cannot be responsible for informing the deans and students of the late grade, and the faculty member is required to so inform them.

**Posting Grades**  
(Approved: Faculty Council 5/15/56)

When faculty members post the grades of students the grades shall be identified by code and not by the names of the students.

**Summary Grade Reports to Instructors**  
(Approved: BFC 3/16/76; Amended: 3/10/79)

As soon as possible after the close of the fall and spring semester, the Office of the Registrar shall distribute to each instructional unit on this campus a printout indicating the number of undergraduates enrolled, the number of GPA grades, the percent of each GPA grade, the number of PS, I's, and W's, and the GPA for each undergraduate course or section offered in that department or school (if there is no departmental level) in the preceding semester. All instructors are to have access to these print-outs.

Instructors in undergraduate courses use a grading system which includes plus and minus grades as well as straight grades (except that there is no A+) for all undergraduate course records, and that, the Registrar compute numerical grades for plus and minus grades when computing GPA's. (4.0, 3.7, 3.3, 3.0, 2.7, 2.3, 2.0, 1.7, 1.3, 1.0, 0.7, 0.0).
Appendix C

IUB Policies on Academic Misconduct
From the Indiana University Teaching Handbook (4/13/12)
http://teaching.iub.edu/finder/wrapper.php?inc_id=s3_4_ethics_03_misconduct.shtml

Academic Misconduct

This and the following sections adapted with permission from the IU Code of Student Rights, Responsibilities, and Conduct http://www.iu.edu/~code/index.shtml

The Indiana University Code of Student Rights, Responsibilities, and Conduct defines academic misconduct “any activity that tends to undermine the academic integrity of the institution . . . Academic misconduct may involve human, hard-copy, or electronic resources . . . Academic misconduct includes, but is not limited to . . . cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic misconduct.” (II. G.1-6).

Within this shared enterprise, instructors have another responsibility, that of making certain students can function in an atmosphere free of academic dishonesty. Students need to know that if they work honestly, they will not suffer because of those who do not. Challenging a student you think may have cheated or plagiarized is not pleasant. If you feel uncomfortable in this area of responsibility, a thoughtful discussion of the topic on pages 95-99 in McKeachie’s (1994) Teaching Tips, as well as chapter 13, “Situations,” in Eble’s (1976) The Craft of Teaching, may be helpful. University policy states that the faculty member may assign an academic penalty for academic misconduct, and that the faculty member must report all cases of academic misconduct to university officials. (Procedures for Bloomington Campus, II. A.1. pp.16-18).

Als: If you have ample reason to suspect a student of misconduct, share the evidence with your supervising instructor or department head or director before acting.

Be as positive as you can of the facts before questioning the student(s), since academic misconduct can lead to serious sanctions. According to the seriousness of the offense and any prior disciplinary history, the Dean of Students in consultation with the student's academic dean may add to any grade penalties that you may have imposed. Dean of Students sanctions may range from disciplinary probation to expulsion from the university. Even the suggestion of responsibility for academic misconduct is upsetting to students, particularly if they are innocent. The specific procedures for reporting academic misconduct are found in Part II A. (pp. 16-21) of the Procedures for Bloomington Campus, a document that can be found at http://www.iu.edu/~code/code/procedures/index.shtml

Preventing the possibility of misconduct is always better than coping with the consequences. The Center for Innovative Teaching and Learning has a handout that contains some ideas on how to reduce cheating in your classes.

Cheating and Facilitating Academic Misconduct

According to the IU Code of Student Rights, Responsibilities, and Conduct, cheating is an “attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment” (p. 7). Egregious examples of cheating include having a substitute take a test, buying a term paper, or altering one’s grade. It is also an offense to knowingly help another student to cheat. While collaborative learning is often encouraged, working with others on projects explicitly assigned as individual is a form of cheating. It is therefore important to clarify for students—in writing—how you want students to collaborate, and what the limits of collaboration are.

Fabrication
"A student must not falsify or invent any information or data in an academic exercise." (p. 8). Cooking the data is not an acceptable practice. Neither is inventing sources for a research project. Fiction should be limited to creative writing classes.

Plagiarism

Even after several semesters at IU, many students will not fully understand what plagiarism is. To plagiarize is to present “ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment”; i.e., to steal or pass off, in whole or in part, the work of another person as one’s own (IU Code, 8). Plagiarism should be defined for the students at the beginning of each course. It is also a good idea to provide some examples of plagiarized statements, and some models for citing sources properly. The appropriate use of sources can be presented in lecture in which you give careful credit for ideas, making a point of calling their attention to what you have done. Writing Tutorial Services (WTS) office in Ballantine Hall 206 has very helpful pamphlets that you might use and talk about in class.

The CITL Writing Program has suggestions for designing writing assignments that discourage plagiarism, and the Center for Innovative Teaching and Learning support plagiarism

Interference

Students must not only perform their own work ethically, they “must not steal, change, destroy, or impede another student’s work” (8). Through misplaced thrift or sheer laziness, students often rip pages from journals in our libraries. This defacement, though not necessarily aimed at impeding specific other students, has that result and must be strongly discouraged.

Contacting the Office of Student Ethics and Anti-Harassment Programs

Anyone who wishes clarification regarding the Code of Student Rights, Responsibilities, and Conduct or who wishes to file a complaint against a student in regard to either personal or academic misconduct may do so by contacting the Office of Student Ethics and Anti-Harassment Programs, 705 E. Seventh Street, 855-5419.

Links

The following links will take you to small additional readings associated with this general section.

- IU’s Code of Student Rights, Responsibilities, and Conduct.
- Academic misconduct report form.
- Academic misconduct information for faculty and students, The College.
- Academic Dishonesty Prevention and Detection Strategies.
- What is Plagiarism at IU?. A short concept lesson by Ted Frick.
- How to Recognize Plagiarism.