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FACULTY HANDBOOK

Handbook Purpose

The purpose of the handbook is to provide information for instructors regarding the operational functions of Ivy Tech. Those functions range from College policy to procedures, such as taking attendance or arranging for a substitute instructor. The smooth delivery of instructional services to the student necessitates that instructors know these general policies and procedures at Ivy Tech. Therefore, this handbook has been prepared to develop and maintain a flow of accurate communications.

The handbook will be a useful tool, a ready reference providing information and answers to questions without delay. It is also intended that the handbook will be modified and improved as necessary, such as when a college policy or procedure is modified. Please be advised that no statement in this handbook is intended to create an employment contract.

Message from the President

To the Ivy Tech Faculty:

As faculty, you are the College's most important resource. The skills and energy that you bring to your teaching assignment are critical to the success of our students. Also important is the expertise that you reflect in your interaction with your local business and industry community, with your local schools, and with our four-year articulation partners. You are shaping Indiana's future workforce and so have an important role in the economic development of our state.

For these reasons, the College wants to support you with the information and resources necessary to enable your success as a faculty member. This handbook is one of those resources. Please review it carefully and, when you have questions, refer them to your instructional supervisor.

You will find the students at Ivy Tech to be highly motivated individuals who will appreciate your efforts both inside and outside the classroom. I appreciate your efforts too and, on behalf of the administration of the College, extend you our full support as you carry out your teaching and other responsibilities.

Sincerely,

Gerald I. Lamkin
President

Mission Statement

Ivy Tech Community College of Indiana is a statewide, open-access, community college that provides residents of Indiana with professional, technical, transfer, and lifelong education for successful careers, personal development, and citizenship. Through its affordable, quality educational programs and services, the College strengthens Indiana's economy and enhances its cultural development.

Purposes

Ivy Tech Community College of Indiana accomplishes its mission through strategic emphasis on:

- **Professional and technical education** to prepare students with the knowledge, comprehension, and skills to achieve their goals, meet the needs of Indiana's employers, and be contributing members of the Indiana economy.
- **General education** to develop students' understanding and appreciation of our society, of social, political, civic, and environmental responsibilities. These provide students with awareness and understanding of knowledge and facts, and abilities to make sound, ethical judgments, to pursue critical and reflective thinking, and to engage in creative applications.
- **Transfer education** to enable students to acquire knowledge and skills in general, technical, and professional areas and apply them to a baccalaureate degree at a four-year institution.
- **Developmental education** to prepare students with knowledge, skills, and competencies in language arts, mathematics, computing, and college life skills. Courses are designed to enable students to be successful in their postsecondary education studies as well as to function productively in society.
- **Student development and services** for recreational, social, wellness, and personal interest activities, involvement in community activities, and leadership activities. These also include career and academic counseling, advising, job placement, transfer services, tutoring, and accommodating students with unique needs.
- **Continuing education** for licensure renewal, re-certification requirements, and other employment-related interests or requirements. These opportunities may include courses for the General Equivalency Diploma, and courses, workshops, and seminars for personal interest, self-improvement, and enjoyment.
- **Workforce education and training** in credit, noncredit, and contract credit courses, certifications, custom designed courses, and consultative and evaluative services offered to businesses and industries to enable the State's employers to be effective, productive, and competitive nationally and internationally.
- **Community service** that connects the resources of the College to the cultural, recreational, and civic aspects of our services communities by making College resources available through volunteerism and community involvement.
- **Diversity** that reflects the communities we serve and their diverse needs. Diversity is sought in the student body, faculty, staff, and services, and in providing accessible, inclusive, and caring learning environments.

- **Continuous improvement** of all instruction and services offered to students, employers, and the community, including increasing compensation and numbers of full-time faculty, part-time faculty, and student support staff. Continuous improvement also encompasses seeking program accreditations, increasing graduation rates, upgrading libraries and instructional equipment, increasing use of technology in instructional and administrative activities, improving the condition and amount of space, and acquiring new types of space for student activities, continuing education, and community services.

College History

In 42 years, Ivy Tech Community College has become Indiana's second-largest post-secondary institution, now serving more than 102,000 students a year.

Founded in 1963 to provide vocational and technical education, the college has experienced a huge transformation in recent years. The most pivotal change occurred this year as Ivy Tech officially became Indiana's community college system. Here are the milestones that led to this change:

- 1994 - The College received statewide accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools
- 1995 - Name is changed from Indiana Vocational Technical College to Ivy Tech State College
- 1999 - A community college partnership is established with Vincennes University to provide liberal arts courses and degrees at several Ivy Tech campuses.
- 2004 – Then-Governor Joseph Kernan announces a plan to expand the community college to all Ivy Tech campuses and to end the partnership with Vincennes. Trustees of both institutions support the plan.
- 2005 – Senate Enrolled Act 296 gives Ivy Tech sole responsibility for Indiana’s statewide community college system. In keeping with Ivy Tech’s expanded role, the college name is changed to Ivy Tech Community College of Indiana.

Expanded programs: We continue to add new programs to serve the needs of local communities. New health-related programs are on the front burner as the college seeks to help offset the state's shortage of health care workers. A biotechnology program was recently launched at six Ivy Tech campuses.

Transfer opportunities: Ivy Tech partners with many colleges and universities to build transfer opportunities for our graduates to continue their education. New options are added each year. More and more students start their studies at Ivy Tech, earn their associate’s degree, and transfer for a bachelor's degree.

New facilities: Our enrollment continues to boom, increasing 75 percent in the last 10 years. To serve our growing student body, the College recently expanded the Evansville campus and opened a new Center for Information Technology in Terre Haute. In 2006 we dedicated new facilities in Richmond, Valparaiso and Lawrenceburg and new building projects are underway in Madison and Muncie.

ACADEMIC POLICIES AND PROCEDURES

FACULTY RESPONSIBILITIES

General Expectations

The primary responsibility of the faculty at Ivy Tech Community College of Indiana is to provide quality instruction for the student. The major emphasis is on high quality teaching/learning processes and strategies that promote student learning. This goal is accomplished by working with the student in classrooms and laboratories, individual conferences, and other related activities that help the student develop interests and abilities to their fullest capacity. The faculty is responsible for both classroom teaching and outside assistance to the student.

In general, minimum responsibilities to the College include the following:

1. To understand and support the College mission and purposes.
2. To stay current in the field of study, subject matter, and skills as appropriate.
3. To continue to improve teaching skills by participating in professional development activities.
4. To submit current course syllabi, objectives, teaching strategies, and tests and examinations to the instructional supervisor.
5. To keep accurate records of student attendance and performance and submit same at the end of the semester to the instructional supervisor.

The grade record or copies of the grade record (paper or electronic) must be given to the instructional supervisor at the end of each semester.

The following should be included in the instructor's grade records for each traditional and distance education class section:

Course title
Course and section number
Student names
Class session dates
Attendance
Assignment weightings
Grading scale

6. To follow established policies and procedures of the College and program.
7. To return attendance verification lists and final grades as directed. Instructors' grade rosters are due after the last session of the course according to the regional schedule. Instructors must assign a grade or status to each student.
8. To maintain appropriate and timely communication within and among administrative units.

9. To participate in the faculty evaluation process, e.g., SUMMA.

Instructor responsibilities toward the student should include the following:

1. Demonstrate a positive, supportive, student-centered attitude.
2. Teach to the objectives of the course.
3. Post and maintain office hours as required. Full-time instructors are expected to maintain eight office hours weekly. Part-time instructors are not expected to maintain office hours, but should let students know how and when they can be contacted outside of class.
4. Prepare for each class meeting.
 - a. The conduct of the first class meeting can greatly influence an instructor's success in the class. Following are some general guidelines for the first class meeting. Obtain a class roster from your instructional supervisor before going to class. Plan to arrive early for the first class meeting. Write your name and the course number, title, and section on the board.
 - b. When the class is assembled, announce the course title and section number and check the roster to make sure that all students present are officially enrolled in the course. If a student is present but not on the roster, ask if they have registered. If the answer is "yes", his or her name should appear on the second week roster. If the answer is "no", inform the student that he or she will need to register officially for the course before the end of "late registration." Direct the student to the appropriate office for registration.
 - c. Inform the students what textbook, tools, materials, uniforms, etc. they will need for the course.
 - d. Develop and distribute on the first day of class a course syllabus consistent with the following Course Outline of Record format. Syllabi must contain the Academic Honesty Statement, ADA Statement, and Right of Revision Statement as written in the following outline. Instructors may obtain the Course Outline of Record from which to develop a syllabus from the instructional supervisor or Ivy Tech Info-net.
 - e. Items in the course syllabus should include items as specified in the Course Syllabus Audit Checklist. As listed, students should be informed regarding how the instructor can be contacted. Instructors should consult their instructional supervisors about the additional required information or policies that are at the instructor's option to include.
 - f. You should prepare a complete lesson for the first class session, even though some students will not have purchased the books or supplies.

College-wide Course Outline of Record

PHL XXX, INTRODUCTION TO THE FIELD HPP XXX, INTRODUCTION TO THE FIELD

COURSE TITLE: Introduction to Field/Introduction to the Field

COURSE NUMBER: PHL XXX/HPP XXX

PREREQUISITES: Demonstrated competency through appropriate assessment or ENG 025/HEW 011 Introduction to College Writing II/Writing Techniques and ENG 032/HER 011 Reading Strategies for College II/Reading Techniques, Level II.

COREQUISITE: ENG 111, English Composition/HEW 101 English Composition I

PROGRAM: General Education

DIVISION: General Education and Support Services

CREDIT HOURS: 3

CONTACT HOURS: Lecture: 3 Lab: Clinical: COOP/Pract: Other (specify):

DATE OF LAST REVISION: 6/4/02

EFFECTIVE DATE OF THIS REVISION: Fall, 2002

CATALOG DESCRIPTION: Introduces the student to recurring ideas and thought systems about the field.

MAJOR COURSE LEARNING OBJECTIVES: Upon successful completion of this course the student will be expected to:

1. Increase vocabulary to include language used in the field.
2. Identify and discuss issues, values, and beliefs of major schools of thought.
3. Build recognition of the more significant in the field.
4. Engage in reading, writing, and thinking about issues.
5. Develop a more critical approach to one's own issues, and a more tolerant attitude toward the issues of others.

COURSE CONTENT: Topical areas of study include --

XXX	XXX
YYY	YYY
ZZZ	ZZZ

SUGGESTED TEXTS/CURRICULUM MATERIALS: (latest edition)

Moore. Philosophy: Power of Ideas. Mayfield.

Titus, Smith, and Nathan. Living Issues in Philosophy.

Minimum Faculty Credentials

A qualified faculty member in the field is one who has an earned master's or higher degree, from a regionally accredited institution, in philosophy or a master's degree with 18 graduate semester credit hours in philosophy-related courses.

Academic Honesty Statement

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

ADA Statement

Ivy Tech State College seeks to provide effective services and accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

Syllabus Template

The instructor will provide students with a course syllabus on the first scheduled class meeting. The syllabus should communicate clear and concise information to help the student understand the scope of the course and expectations for successful completion. The following information will appear on the syllabus and be identical to information on the Course Outline of Record (COR):

Required Syllabus Information from (COR)

- Course title
- Course prefix and number
- Prerequisite(s)
- Corequisite(s)
- Program
- Division
- Credit hours
- Contact hours
- Catalog description
- Major course learning objectives
- Course content
- Academic honesty statement
- ADA statement

Additional Required Syllabus Information

The syllabus must also contain the following additional information. The instructor may determine the content of this information.

- Instructor
- Course section number
- Additional course learning objectives (if required)
- Required text, or other instructional materials
- Required consumable materials and equipment supplied by student
- Instructor phone number
- Instructor e-mail address
- Instructor office location and hours
- Method(s) of instructional delivery
- Method(s) of evaluation
- Grading scale
- Make-up policy
- Attendance policy
- Activities schedule, including calendar of topics, assignment, test, etc.
- Last date to drop course without grade

- The name and location of the Disability Service Coordinator
- Right of revision statement

Optional Syllabus Information

Faculty are encouraged to provide additional information that will help the student understand in more detail how the class will be conducted.

- Extra credit work, if applicable
- Class/lab relationship
- References or reading that are optional but recommended
- Format for papers, projects, or other assignments
- Computer room/lab rules if applicable
- Withdrawal process and responsibility
- Other

Classroom Environment

It is the responsibility of each faculty member to maintain a physical and social classroom environment that is safe, free of harassment, and conducive to learning.

The instructor is expected to secure and maintain the classroom space, furniture and equipment and to return the classroom to its original configuration at the end of class, with trash deposited in appropriate receptacles, the boards wiped clean, and when appropriate, the door locked. If classroom is a computer lab, the instructor should insure that all equipment has been properly shut down in accordance with the regional expectations for computer labs.

Disruptive behavior should not be allowed. Any problems with disruptive or harassing behavior should be reported to the appropriate regional supervisor if the instructor is unable to resolve it. Emergency situations may require the immediate assistance of security personnel.

SEE REGIONAL INFORMATION:

Disruptive Behavior
Children in Classrooms/Buildings

Grading Policies

The purposes of the College's grading policies and procedures are to differentiate between grades and status designations which are not computed in determining grade point averages, to provide guidelines regarding their interpretation, and to identify actions and procedures which influence grades or status designation.

The instructor does not issue "W's." This status will be printed on the roster. Instructors with classes that meet out of sequence with the semester calendar must submit grade rosters by the last day of the semester with a grade of "I" (Incomplete) issued. A new grade report will be prepared for the student after the course is completed, and the instructor will need to submit a revised grade.

APPM 3.1 EFFECTIVE: 9/92

PURPOSE:

College grading should reflect the quality of performance and achievement of competency by students who complete one or more courses.

POLICY:

Instructors are responsible for determining and assigning both grades and status based on objective appraisal and evaluation of students' performances. Grading standards and methodologies must be provided to students in writing at the beginning of the course. The College is on a four-point grading scale.

PROCEDURES:

Refer to 4.2. Degree Requirement/Graduation, Grading Policies, which follows.

APPM 4.2 EFFECTIVE DATE: 1/98 and 12/02

PURPOSE:

The purposes of the College's grading policies and procedures are to differentiate between grades and status, to provide guidelines regarding their interpretation, and to identify actions and procedures which influence grades or status designation.

POLICY:

College grading policies reflect the quality of performance and achievement of competency by students who complete one or more courses, identify status designations which are not computed in determining grade point averages, and detail procedures related to assigned grade or status designations.

General Procedures

1. The College grading system consists of letter grades A, B, C, D, F and status conditions (details follow) which are determined and assigned by faculty based upon appraisal and evaluation of student performance.
2. Reports reflecting grades and status conditions are issued by the College to students, by term, for the Fall Semester, the Spring Semester, and the Summer Session.
3. Basic Skills Advancement courses are assigned grade designations, but no quality points or quality hours are generated.
4. The Registrar will accept in transfer any course appearing on the SIS+ transfer list.
5. For courses not appearing on SIS+, recommendations for transfer of credit are made by the Department/Program head. Credits to be considered for transfer must have been earned at a post-secondary institution accredited by a regional accrediting board, and the student must have earned a grade of "C" or better in the course(s) involved. Grades below C- do not transfer. Transferred credit is included in earned hours, but does not affect the grade point average. Final authority for transfer credit rests with the Chief Academic Officer.
6. Test-out credits are not included in credit computations for financial aid programs. Credit awarded is included in earned hours, but does not affect the grade point average.
7. Credits taken more than 10 years prior must be reviewed by the Chief Academic Officer if applied to a degree or certificate objective. This policy applies to credits accepted in transfer from another institution and to credits taken at Ivy Tech prior to declaring the new degree or certificate objective to which the credits may apply.

8. Grade Designations:

<u>Grade</u>	<u>Description</u>	<u>Quality Points</u>
A	Excellent	4
B	Good	3
C	Average	2
D	Poor/Below Average	1
F	Failure	0

9. Status Designations:

<u>Status</u>	<u>Code Description</u>	<u>Quality Points</u>
I	Incomplete	0
NW	No-Show Withdrawal	0
W	Withdrawal	0
AU * #	Audit	0
S * *	Satisfactory	0
U * *	Unsatisfactory	0
V #	Verified Competency	0

* Must be declared no later than the end of the first week of classes

** Must be declared at the time of registration

Cannot be used to compute financial aid eligibility

Procedures for Assigning Status Designations

1. I – INCOMPLETE: It is expected that required work will be completed by the end of each semester. However, at the discretion of the instructor, an “I” designation may be given, in cases of illness or a cause judged unavoidable. The student must request the incomplete, be actively pursuing the course, be passing, and have remaining a small amount of work, such as a final examination, a paper, or a term project which may be completed without further class attendance.
 - a. The student must meet with the instructor and make arrangements to complete course requirements within a specified time period not to exceed 30 days beyond the start of the following term.
 - b. The instructor must submit the grade within 31 calendar days after the beginning of the term following the term in which the "I" designation is received.
 - c. The College must change the "I" designation to a grade of "F" if a grade is not assigned within the specified time period.
 - d. Petitions for extension (not to exceed one year) may be granted due to extenuating circumstances, if a written request is submitted to and approved by the faculty member, program chair, and the Chief Academic Officer.
 - e. Students may not re-register to take a course for which an "I" designation has been received unless the designation has been converted to a grade other than “I.”
2. NW - NO-SHOW WITHDRAWAL: A status which may be assigned by an instructor when a student has not attended during the first two weeks of a course and has not notified his instructor regarding intention to attend.
 - a. The instructor shall authorize the Registrar to withdraw the student with the "NW" status.
 - b. This administrative action will be reflected on the official class roster.
 - c. A student who wishes to be reinstated may do so only with instructor approval, and must complete a course change request form to add the class(es) in question, if approval is received.
3. W – WITHDRAWAL: A status assigned for student or instructor-initiated withdrawals after the first week of the term through completion of 75% of the course.
 - a. The student must provide formal notification to the Registrar by completing a course change request form to initiate withdrawal. (The form should be signed by the student's advisor.)
 - b. A grade of "F" will be assigned to a student who discontinues attendance without formally withdrawing from the course(s) involved.

- c. Withdrawals with a "W" may not be submitted after 75% of the course has been completed unless extenuating circumstances, documented by the student in writing, have been approved by the Chief Academic Officer.
 - d. Instructors may initiate a withdrawal request for non-attendance or disciplinary reasons, with final approval from the Chief Academic Officer.
4. AU – AUDIT: Enrollment for a course for no grade or credit.
- a. The student must declare the audit during registration or, with instructor or program chairperson approval, by the end of the first week of classes.
 - b. The student will pay the same fees as assessed for a class taken for credit.
5. S – SATISFACTORY: A status assigned to designate successful completion of a course. Although no grade is assigned, credit is earned. Designation of S will not count toward degree and certificate graduation requirements.
- a. Approval from the Chief Academic Officer to provide the S/U designation for the course in question must be on file with the Registrar.
 - b. The student must initiate the request for this designation by filing the appropriate form at the time of registration.
6. U – UNSATISFACTORY: A status assigned to designate unsatisfactory completion of a course which differs from a grade of "F" because quality points are not computed.
- a. Approval from the Chief Academic Officer to provide the S/U designation for the course in question must be on file with the Registrar.
 - b. The student must have initiated the request for the S/U designation by filing the appropriate form at the time of registration.
7. V - VERIFIED COMPETENCY: A status for which credit is earned, but no grade is assigned.
- a. The student submits appropriate verification and documentation of competency attained via test-out, credit for experience, College Level Examination Program (CLEP or DANTES), experience for secondary work completed through articulation agreements, et cetera to the faculty advisor for review.
 - b. The Chief Academic Officer must approve the advisor's recommendation before credit may be granted.
 - c. Students requesting credit via test-out must attempt the test-out prior to registration for the course involved, and must complete the test at one sitting, unless it includes two parts, i.e. lab and written exams.

- d. Students who complete a course for a grade may not initiate a test-out request for that course, but may repeat the class for academic credit in order to attempt to raise a grade.
 - e. Students may not apply test-out credits toward credit computations for financial aid programs or student grade point average.
 - f. Test-out examinations for specific courses are to be taken only once, unless the Chief Academic Officer approves a re-test request.
8. T - TRANSFER CREDIT: Credit for courses taken at another regionally accredited post-secondary institution for which the student has earned a grade of "C" or better. Grades below C- do not transfer.
- a. Any student who wishes to submit a transcript for consideration of previously earned credits must have the other institution send an official transcript to the Registrar.
 - b. The Registrar will accept in transfer any course appearing on the SIS+ transfer list.
 - c. For courses not appearing on SIS+, the Registrar will forward information to the appropriate department or division for review, the department or division will make recommendations regarding credit transfer to the Chief Academic Officer, and the Registrar will record transferred credit as earned hours on the student's official permanent record by no later than the end of the term during which the courses are submitted for evaluation.
 - d. The student may be asked to supply pertinent course descriptions or copies of college catalog(s) if further documentation is needed to facilitate credit review.

GRADE/STATUS CODE DESIGNATION TABLE:

All courses assigned grades and status codes are reflected on the term report. These course credit hours will generate earned, attempted and/or quality hours and quality points, depending on the grade or status condition assigned.

<u>Grade/Status</u>	<u>Earned Credits</u>	<u>Attempted Credits</u>	<u>Quality Hours</u>	<u>Quality Points</u>
A	X	X	X	X
B	X	X	X	X
C	X	X	X	X
D	X	X	X	X
F		X	X	X
I		X		
NW		X		
W		X		
AU		X		
S	X	X		
U		X		
T	X			
V	X			

Advising

Full-time faculty members are expected to serve as advisors to students assigned to them by their teaching supervisors. In the role of advisor, the faculty member assists the student in interpreting assessment information, choosing classes, planning an academic program, discussing academic or disciplinary problems, and choosing a career. Advisors may also aid in the placement of the student on a job after completion in his/her academic program.

Although Instructional Chairs have primary responsibility for academic advising, all full-time faculty members are expected to participate in advising.

SEE REGIONAL INFORMATION: Advising

APPM 3.2 EFFECTIVE DATE: 9/92; Updated 8/98

PURPOSE:

The purpose of advising is to provide students with information regarding program requirements and career options.

POLICY:

Full-time faculty, as part of their professional responsibilities, will serve as academic advisors for the student body. In registering students, academic advisers will assure that all students, whether degree-seeking or courses-only, fulfill stated course prerequisites or co-requisites. A student must demonstrate meeting prerequisites through completion of required coursework, or through an evaluation of competence by the instructor.

Guidelines for Degree Programs

The following are program or course prefixes used for Ivy Tech State College:

ABR	Auto Body Repair	IDS	Industrial Technology
ACC	Accounting	ILT	Industrial Lab Technology
AFS	Fire Science	IMT	Industrial Maintenance
AGR	Agriculture	INT	Interior Design
AMS	Automotive Service	IVY	Prior learning Assessment/Orientation
ANH	Anthropology	LEG	Paralegal
ANP	Anatomy and Physiology	LND	Landscape Management
ARH	Art History	LOG	Logistics
ART	Fine Arts	MAT	Mathematics
ASA	Academic Skills Advancement	MEA	Medical Assistant
ASY	Astronomy	MIT	Manufacturing and Ind. Technology
AVT	Aviation	MKT	Marketing
BCM	Building Construction Management	MLT	Medical Lab Technology
BCT	Building Construction Technology	MTT	Machine Tool Technology
BIO	Biology	NUR	Nursing
BNK	Banking	OAD	Office Administration
BTN	Biotechnology	OPM	Operations Management
BUS	Business Administration	OTA	Occupational Therapy
CEP	Community Emergency Preparedness and Management	PAR	Paramedic
CHM	Chemistry	PHL	Philosophy
CHT	Chemical Technology	PHO	Photography
CIS	Computer Information Systems	PHY	Physics
COM	Communications	PMT	Plastics
CON	Construction Technology	PNU	Practical Nursing
CRJ	Criminal Justice	POL	Political Science
DCT	Design	PST	Public Safety
DEN	Dental Assistant	PSY	Psychology
ECE	Early Childhood Education	PTA	Physical Therapy Assisting
ECN	Economics	QSC	Quality Science
ELT	Electronics Technology	RAD	Radiology
ENG	English	RES	Respiratory Care
ENV	Environmental Technology	RVT	Recreational Vehicle Service
FNL	Mortuary Science	SCI	Science
GRA	Graphic Design	SOC	Sociology
HEA	Heating, AC & Refrigeration	SUR	Surgical Technology
HHS	Health Sciences	TEC	Technology
HLT	Health Care Management	VID	Video Technology
HMS	Human Services	VIS	Visual Technology
HMT	Hazardous Materials	WLD	Welding
HOS	Hospitality		
HSY	History		

Course section numbers should be developed along the following guidelines:

EXAMPLE: CIS 101 51
 Program Course Number Section Number
 Or Course Prefix

Curriculum Maintenance Guidelines

Curriculum maintenance is an ongoing process, and is outlined in the Academic Policies and Procedures Manual 1.5. The process requires that program faculty from the regions meet at least once per year to review and consider changes to the curriculum. Potential changes may include curriculum and course revisions, additions, and deletions. Input from advisory committees and other business/industry resources as well as input from regional and College administrators will be utilized in the review process.

Recommendations from the program review committees are submitted to Academic Affairs for review by the Regional Academic Officers Committee. Upon approval, Academic Affairs will update the college inventory and post official Curriculum Outlines of Record and Course Outlines of Record to the Info-Net.

SEE REGIONAL INFORMATION: Syllabus

Curriculum Documentation

Curriculum Change Guideline

All degree programs and courses will be delivered in compliance with the standards and practices as set forth in the Curriculum Outline of Record and the Course Outline of Record as determined by the program faculty committees and delineated on the Info-Net.

The course outline of record identifies essential information and criteria for teaching a course. Important components include: course title, description, major learning objectives, content, faculty credentials, etc. A general outline is found in Academic Policy and Procedures Manual 1.5.

Faculty develop the course syllabus from the course outline of record in accordance with the Academic Policy and Procedures Manual 1.6. The course syllabus is the essential instructional tool for both student and instructor. The course syllabus is a set of course instructions that communicates major learning objectives, course content, plans for progression, and sequence of learning experiences, classroom/lab/field activities; assignments, projects, or other required course work; procedures for determining grades, and/or other college/instructor policies related to the course.

The syllabus is to be provided to the students on the first scheduled class meeting, with a copy filed in the appropriate regional academic office. Information on the syllabus will be identical to the information on the course outline of record. In addition, the syllabus will contain:

1. Instructor name
2. Course section number
3. Additional Course Learning Objectives*
4. Required text, or other instructional materials
5. Required consumable materials and equipment supplied by the student
6. Instructor campus phone number
7. Instructor E-mail address
8. Instructor office location and hours
9. Method(s) of instructional delivery
10. Method(s) of evaluation
11. Grading scale
12. Make-up policy
13. Attendance policy
14. Activities schedule, including calendar of topics, assignment, test, etc.
15. Last date to drop a course without a grade

Faculty should provide any additional information to help the student understand the scope of the course and expectation for successful completion.

*Syllabus objectives must be identical to objectives listed on the course outline of record. It is anticipated that a significant majority of the class will be taught toward those objectives. However, faculty may add objectives consistent with the purposes of the course and regional need. The attainment of additional objectives cannot prohibit the student from acquiring the competencies demanded in the statewide course outline of record.

Curriculum guidelines are found in section 1 of the Academic Policy and Procedures Manual. The official Curriculum Outline of Record is maintained on the College's mainframe and administrative computer. The curriculum outline of record is a listing of course prefixes, titles, numbers and credit hours that comprise the General Education Core, Technical Core, Specialty Core, and Regionally Determined Core for a degree program of study. A curriculum outline of record will exist for each Associate of Applied Science, Associate of Science, and Technical Certificate offered by the College.

Instructor Attendance

Class attendance by instructors is essential for appropriate educational activity to occur.

All faculty, full and part-time, are required to meet all sessions of a scheduled class. Field trips or other deviations from the normal schedule must be approved in advance of the activity. In the event that a faculty member must be absent from any class session, the instructional supervisor will provide a substitute instructor. The absent faculty member is encouraged to assist in finding a substitute. However, persons substituting for full or part-time instructors must be approved by the instructional supervisor and arrangements for payment to substitutes must be made by that supervisor.

APPM 3.3 EFFECTIVE DATE: 9/92

PURPOSE:

Class attendance by instructors is essential for appropriate educational activity to occur.

POLICY:

All instructors are required to meet their contractual agreement.

Classes may be canceled or rescheduled only with the approval of the Chief Academic Officer.

PROCEDURES:

Instructor attendance procedures are regionally determined.

SEE REGIONAL INFORMATION: Field Trips
Substitute Instructor Procedures

Participation in College-wide, Professional and Community Service Activities

(As found in APPM 3.7 – 1/1999; Revised 1/2005 for 8/2005 implementation)

Institutional Support

All faculty members are to provide institutional support as expected by college administration. This support may include, but is not limited to, curriculum development, classroom management, accreditation efforts, committee and task force assignments that may be ad hoc or standing, attendance and assistance at campus activities such as semester kickoff activities, commencement, and other events that are college-wide in nature or specific to the division/department of a faculty member, active participation in academic or regional planning and budgeting events, and collaborative efforts with other regions of the college.

Community Service

All faculty members are to provide community service support as expected by college administration. This support may include, but is not limited to, efforts on behalf of the college to advance the college's relationships within its service area and efforts by a department/division of the college, related to the faculty member's appointment, to advance the department/division's relationships within its service area.

Professional Development

All faculty members are to engage in appropriate professional development activity as expected by college administration. Such activity includes, but is not limited to, attendance and participation in workshops or conferences, in-service activities, and taking college or continuing education classes. These are activities that, upon successful completion, will improve the ability of the faculty member to carry out the specific assigned duties of the faculty appointment.

Academic Integrity - Cheating

Instructors are responsible for maintaining the academic integrity of the institution. Academic honesty in regard to both cheating and plagiarism is expected of all students and faculty.

Procedures for handling students who are suspected of cheating are as follows:

1. Instructors will treat all students in a consistent manner and will not permit cheating including plagiarism.
2. Instructors will be discreet in handling any suspected cheating and not publicly embarrass the student who is suspected.
3. Instructors may suspend students who are found to be guilty of cheating from the class for the remainder of the session in which the cheating incident occurs.
4. Instructors may recommend further action. (Excerpted from 1A.SSM)

Cheating (9.1SAP)

Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials or other academic work. This includes students who aid and abet, as well as those who attempt such behavior.

Disciplinary Action

A student who violates the rules and regulations of the College may be subject to but not limited to any of the following disciplinary actions:

1. Verbal reprimand
2. Restitution for damages
3. Restriction of privileges
4. Withdrawal from a course, program or the College for the remainder of the semester or term
5. Suspension from the College (one calendar year)
6. Dismissal from the College (five years, student may appeal for reinstatement).

Reinstatement

If a student is dismissed from any campus/region of Ivy Tech Community College of Indiana, that individual is dismissed from the College. The year starts at the time/date of the official notification to the student by the Chief Administrative Officer. After one calendar year, the individual under suspension may apply for reinstatement. If the student is dismissed, the student may appeal for reinstatement after five years. The individual must begin the reinstatement appeal process by informing the Chief Student Affairs Officer at the campus where the dismissal took place of her/his intentions. The appeal for reinstatement may be applied for at any campus/region of Ivy Tech where the individual hopes to attend. The campus/region Student Status Committee will act on the appeal within thirty (30) days of its receipt. The recommendation of the Student Status Committee will be forwarded to the Chief Administrative

Officer of the campus/region. That individual will render a judgment on the appeal. That judgment will be final.

SEE STUDENT AFFAIRS POLICIES AND PROCEDURES: 9.1 Student Rights and Responsibilities

Faculty Evaluation

APPM 3.10 EFFECTIVE DATE: 9/00

Purpose:

The Faculty Evaluation Process was designed to provide performance feedback throughout the year, while also providing for a summary evaluation at the end of the appraisal cycle. The process would consist of formative evaluations for the development of full-time faculty, and a summative evaluation that could form a basis for personnel decisions.

Procedures:

FACULTY EVALUATION

At a minimum, the faculty evaluation would consist of SUMMA evaluations, Course Evaluation, Self-Evaluation, Goal Setting, and a Summary Evaluation. Regions may augment the system with other forms of evaluation, but these would form the minimum necessary requirements. For instance, Nursing faculty may decide to conduct student evaluations at clinical sites, in addition to SUMMA for classroom evaluation. Likewise, a region may decide to add an open-ended student questionnaire on faculty performance to SUMMA.

Goal Setting

Goal Setting for the upcoming year could be done as a part of the Summary Evaluation from the previous year, or in a separate meeting. During the meeting, the evaluator and faculty member would arrive at mutually agreeable goals for the upcoming evaluation period. Benchmarks and benefits of the goals, as well as any needs, will be discussed at this time. The faculty member and chair/Dean of Academic Affairs would also determine evaluative weights for each of the main categories of faculty performance. The weights should reflect the relative importance of each area for that faculty member in the coming year. These weights may vary given the flexible nature of duties and special assignments. For instance, faculty may usually allocate 2-5% of their time for College wide, Campus, and/or Community Service. However, if they are working on a state committee that would comprise a significant part of their job, a weight higher than 5% would be assigned. In a different example, a faculty member may usually assign 80% to Instruction. If that faculty member were developing an internet offering, that Instruction weight may be reduced and the College wide, Campus, and/or Community Service weight would increase. The sum of the weights must equal 100%. Weights may be changed within the year, at the mutual agreement of supervisor and employee, if events warrant.

SUMMA

SUMMA would be done in accordance with current state policy.

Course Evaluation

The evaluation could be done by a peer, chair or Dean of Academic Affairs, depending on regional preference. The evaluation would be done at least once per evaluation cycle. The regional administration will determine the frequency, and adhere to it consistently. The evaluation consists of three parts: curriculum review, assessment review, and classroom review. The review would be scheduled with the instructor. Syllabus and assessment materials would be given to the evaluator prior to the classroom review.

The curriculum review would involve a review of the syllabus and its components. The course objectives and description should agree with those developed by statewide curriculum committees. The syllabus should describe how the objectives will be attained, and how students will be evaluated.

The assessment review would involve a review of available tests and instructions for other forms of assessment (i.e., essays, portfolios, lab projects, etc.). The review is designed to ensure assessment materials are consistent with course objectives.

The classroom review involves observing a class for no less than one hour. The evaluator should be conscious of those elements described that indicate good instructional methodology.

Within a week of the classroom review, the evaluator should discuss the evaluation with the instructor. The evaluator should comment on strengths and give suggestions for improvement. Repeat observations would be left to the discretion of the evaluator.

Self Evaluation

The Self-Evaluation is designed for the faculty members to conduct a performance review on themselves. Faculty should acknowledge every question at the depth they feel necessary. Faculty may answer the questions in two-three words, or provide additional support material for their response. The self-evaluation should be completed at least one month prior to the summary evaluation.

Summary Evaluation

The Summary Evaluation would be completed at the end of the evaluation period, by the chair/Dean of Academic Affairs. The Summary Evaluation is comprised of 3 components: evaluation of specific job related responsibilities, evaluation of goals, and other comments.

In evaluating job specific responsibilities, evaluators would rate faculty on each of the categories, and supply comments. Ratings would be based on discussions from that evaluation period, as evidenced in SUMMA, Course Evaluation, Self-Evaluation, or other communicated observations. The average score for the factors in each section would be multiplied by the evaluative weight to determine a numerical rating for each section. The sum of the numerical score for each section will be used to define a numerical score for the faculty member. The final score could be used, at regional discretion, for merit or other personnel decisions. Recommendations for the statewide use of these scores would be pending a review of the process in the future.

Part B of the summary evaluation involves a review of the goals from the evaluation period. The evaluation would consist of the benefits of the goal and a discussion of any barriers.

The final section asks for any additional comments from evaluator or employee.

ACADEMIC CHAIR EVALUATION

The Academic Chair Evaluation would mirror the steps in the faculty evaluation, with three exceptions.

Goal Setting

Goals would be appropriate for Academic Chairs. Evaluative weights would also be determined for the additional chair roles. Weights would vary depending on the relative importance of that role to each chair level and/or special duties. For instance, Program Administration and Enrollment Management should involve more time and importance for a Division Chair than a Program Chair, and the weights should reflect that.

Academic Chair Self Evaluation

The Academic Chair would be expected to complete the faculty self-evaluation in addition to the Chair self-evaluation. The Chair self-evaluation focuses on those areas unique to Chair responsibilities.

Summary Evaluation

The Summary Evaluation would have an additional section to Part A, reflecting Chair responsibilities.

In addition, there are Chair responsibilities which must be discussed throughout the evaluation period for which there are no appropriate evaluation instruments. Appropriate secondary and postsecondary linkages should be discussed on an ongoing basis, and may be evidenced through the effectiveness of formal or informal agreements. Advisory Committee effectiveness can be demonstrated through Advisory Committee Surveys and Committee minutes, and should be discussed. The Technical Program Review and the Plan for the Improvement of Teaching and Learning can also present itself as an opportunity for supervisors to discuss Chair performance.

Faculty/Chair Self Evaluation

This self-evaluation provides you the opportunity to review your activities, successes, challenges, and goals from the previous year. It also provides you the opportunity to provide information to your supervisor for the annual summary evaluation. The questions relate to certain key indicators, which support your job description and functions. There is no required length to your responses; however, there must be a response to every question, and you must provide enough substance to address the issue. Feel free to attach any documents or additional material you feel are appropriate.

- 1) Instruction
 - a) Class time was utilized effectively? Did classes meet on time, for full time allocated, handouts and materials ready for distribution to students, visual aids ready, etc.?
 - b) What resources do you use during a typical class?
 - c) What critical thinking strategies do you use within your courses?
 - d) How do you present new material to class?
 - e) What innovative teaching techniques have you tried in the past year? How would you rate their success?
 - f) How have you created an atmosphere conducive to learning?
 - g) How do you determine if material is appropriate to present to class?
 - h) Do your course syllabi adequately inform the student about class expectations? If not, what improvements could you make?
 - i) How often are safety concerns discussed in your class/lab?
 - j) Please discuss any additional items that are appropriate.

- 2) Program Management
 - a) How can students locate you? Do students find this conducive for them?
 - b) How did you assist in advising this year?
 - c) Please describe activities where you may have worked with your chair to further the interests of the program. (Curriculum development, advisory committees, scheduling, budget, etc.)
 - d) Please discuss any additional items that are appropriate.

- 3) Professional Development
 - a) How have you kept yourself current with changes in your field over the past year, both technically and pedagogically?
 - b) Are you active in any professional organizations? Which ones? Please list any activities.
 - c) Please discuss any additional items that are appropriate.

- 4) College And Community Service
 - a) How have you participated on site, regional, or state committees in the past year?
 - b) What College-related events have you participated in within the last year? Describe your role in the event.
 - c) How have you served as a community resource in the past year?
 - d) Are their resources (speakers, experiences, equipment, etc.) that you have brought to the college as a result of your community involvement? What are they?
 - e) Please discuss any additional items that are appropriate.

- 5) Previous Years Goals
 - a) Identify the goals your and your supervisor previously established for this year. Were you successful? Why or why not? What did you learn from your challenges?
 - b) Please discuss any additional items that are appropriate.

The following is to be completed by Academic Chairs. Please provide any additional material you deem appropriate.

- 1) Enrollment Management
 - a) Describe any activities in which you have worked with Student Affairs and/or Marketing.
 - b) In what ways were linkages with high schools and other colleges furthered in the past year?
 - c) Was the course schedule conducive to students? Please comment on the number of courses added, cancelled, and enrollments as well.
 - d) What was the program placement rate? How did you assist graduates in their placement activities?

- 2) Program Administration
 - a) In what ways have you assisted other departments in related activities?
 - b) Has your advisory committee been effective in the past year? Why or why not?
 - c) Describe any curriculum development activities you participated in the past year. Please include any efforts to further develop courses offered.
 - d) What activities have occurred in the past year to improve classes and/or labs?
 - e) Please comment on the Technical Program Review and The Plan for the Improvement of Teaching and Learning.
 - f) How effectively was your budget managed?

- 3) Human Resource Management
 - a) Have you been successful in recruiting and developing staff, full-time and adjunct faculty? How?
 - b) What issues are important to faculty, students, and staff? How are you addressing them?

Faculty Agreements

Full-time faculty members are awarded a nine-month agreement covering a period of 170 professional service days—160 instructional days and 10 non-instructional (this may differ for certain programs, e.g. Practical Nursing). These agreements generally begin in mid to late August and extend to mid or late May. A full or partial extended year agreement for the summer term may be offered to those faculty members who have been on a full-time agreement during the previous nine months if summer enrollment and budget permits.

All adjunct agreements are written for one semester/term only and specifically name the class or classes that the adjunct faculty member is appointed to teach.

Faculty Loading

APPM 3.7 EFFECTIVE DATE:1/99; Revised 1/05 for 8/05 implementation:

POLICY:

Fulltime faculty responsibilities include teaching, advising, institutional support, community service, and professional development. All faculty are expected to teach their assigned courses and fulfill all other faculty appointment obligations consistent with the procedures below. Faculty are obligated to the on-campus and off-campus time necessary to meet their professional responsibilities for classes, laboratories, office hours, meetings, and other assignments.

The distribution of a faculty member's comprehensive assignment will vary in accordance with department, division, and/or regional needs and faculty expertise. Decisions regarding courses taught, teaching locations, and class schedules are determined by regional administration. All faculty are expected to engage in teaching, advising, institutional support, community service, and professional development; however, this policy does not mandate any particular balance among these categories. Each faculty member's load must be approved in writing by the regional academic officer.

Faculty are expected to meet their assignment obligations within their appointment period, even if the obligations fall on a day when they are not routinely scheduled to be on campus.

At the discretion of the regional academic officer and with the agreement of the faculty member, fulltime faculty may fulfill advising, institutional support, community service, and professional development outside of the regular appointment period. The regular appointment period begins on the appointment start date and ends on the appointment end date, and does not include recognized regional academic breaks.

All terms of employment covered by this policy are to be followed by all regions.

ADVISING

All faculty are to provide student advising support as expected by college administration. This support may include, but is not limited to, assistance during registration periods, student advisement during posted office hours, and pre-registration student advisement assignments.

Institutional Support

All faculty are to provide institutional support as expected by college administration. This support may include, but is not limited to, curriculum development, classroom management, accreditation efforts, committee and task force assignments that may be ad hoc or standing, attendance and assistance at campus activities such as semester kickoff activities, commencement, and other events that are college-wide in nature or specific to the division/department of a faculty member, active participation in academic or regional planning and budgeting events, and collaborative efforts with other regions of the college.

Community Service

All faculty are to provide community service support as expected by college administration. This support may include, but is not limited to, efforts on behalf of the college to advance the college's relationships within its service area and efforts by a department/division of the college, related to the faculty member's appointment, to advance the department/division's relationships within its service area.

Professional Development

All faculty are to engage in appropriate professional development activity as expected by college administration. Such activity includes, but is not limited to, attendance and participation in workshops or conferences, in-service activities, and taking college or continuing education classes. These are activities that, upon successful completion, will improve the ability of the faculty member to carry out the specific assigned duties of the faculty appointment.

Teaching

Course loading standards are established to promote the College's orientation as a teaching institution and to ensure consistency of expectations about faculty loading, while at the same time maintaining a degree of regional flexibility.

A teaching load encompasses all instruction, including, but not limited to all credit, non-credit, traditional, hybrid, CCES, and distance courses.

Fulltime faculty are employed as professionals and are expected to give priority to their fulltime commitment to Ivy Tech State College. The nature of full-time employment inherently suggests that the position is an employee's primary work commitment and as such, involves an investment of considerable time in order to meet all expectations of the position. This policy seeks to follow the academic model, providing flexibility in how faculty members meet their full-time obligations. Therefore, this policy outlines minimum obligations in regard to required time in the classroom and in meeting assigned office hours.

Procedures For Course Loading Standards

Fall and Spring Semesters

Fulltime Faculty Member

- A full load is 14-16 credit hours. For faculty teaching courses with labs, clinical, or studios, a credit hour range of 14-16 may not be achievable. In those instances, the full load will be a weekly contact average of 20-24 hours. No regular faculty load shall exceed 24 average contact hours.

Clarifying examples:

1. A faculty member is assigned five three-credit-hour courses for a total of 15 credit hours and 15 contact hours. The faculty member picks up a sixth three-credit-hour course. This constitutes an “overload” and the faculty member receives overload compensation for the three-credit-hour course.
 2. A faculty member is assigned three four-credit-hour courses and one two-credit-hour course. Each of the three four-credit-hour courses has six weekly contact hours. Thus the faculty member has 14 credit hours and 20 contact hours. This constitutes a full-load. The faculty member picks up an additional three-credit-hour course. This three-credit-hour course becomes a part of the faculty member’s regular load and the two-credit-hour course becomes his overload. In the end, the faculty member has 15 credit hours and 21 contact hours in his regular assignment.
 3. A faculty member is assigned four, four-credit-hour courses. Each four-credit-hour course has seven contact hours. Thus the faculty member is assigned 16 credit hours and 28 contact hours of instruction. Because the assignment is equal to or less than 16 credit hours, no course is eligible for a complete overload. However, the faculty member is entitled to four contact hours of overload pay because the assigned load exceeds 24 contact hours. If the faculty member picks up a three-credit-hour course that meets for three contact hours, this course would become a part of the regular assignment resulting in a regular assignment of 15 credit hours and 24 contact hours. The remaining four-credit hour course becomes the overload assignment.
 4. A faculty member is assigned three eight-hour clinical days and responsibility for a four-hour weekly lecture. Credit hours assigned do not reach the 14-16 hour standard. However, the faculty member has been assigned 28 contact hours per week. The four weekly lecture hours are considered an overload assignment.
- Ten faculty service days per academic year (fall and spring semesters) will be assigned by regional administration.
 - Eight posted office hours per week that are approved by the regional academic officers, during which the faculty member is available to meet with students are required.
 - Where program accreditation requirements differ from these standards, loading must be consistent with program accreditation requirements.

Program Chair/Department Chair

- 9-12 credit hours or their equivalent per semester. For courses with labs, clinical, or studios, not to exceed a weekly average of 12-20 contact hours.
- For each credit hour or its equivalent that a program chair or department chair is reassigned from the regular fulltime teaching load for the purposes of program administration, that program chair or department chair shall schedule two additional weekly on-campus hours, in addition to the eight posted student office hours.

Division Chair

- 0-6 credit hours or their equivalent per semester. For courses with labs, clinical, or studios, not to exceed a weekly average of 4-8 contact hours. Within the credit hour/contact hour loading ranges, regions determine the applicable credit hours for a fulltime load. Assignments above this load will be considered an overload.
- For each credit hour or its equivalent that a division chair is reassigned from the regular fulltime teaching load for the purpose of division administration, that division chair shall schedule an additional two weekly on-campus hours, in addition to the eight posted student office hours.

Other Reassignments

- On a case-by-case basis, the regional academic officer may approve in writing a reassignment for faculty.

Summer Term

Responsible sound financial management for summer session is a regional requirement. Enrollments, the prior year’s average class size by division, workload, length of individual contracts, and length of summer session may cause the required number of student credit hours to vary by division. Adjustments may be made for special assignments or external regulations with the regional academic officer’s written approval.

Summer loading is enrollment driven. If enrollment is sufficient, fulltime faculty must be offered a minimum of a 50 percent contract. If enrollment is not sufficient in the regular program area, faculty may be approved to teach in other areas where they are credentialed. Contracts for regular fulltime faculty during the summer are pro-rated at 33.5 percent of the nine-month *base* salary for faculty on a 100 percent assignment.

Summer Loading Standards

<u>Fulltime Faculty</u>	<u>Teaching Load</u>	<u>Contact Hours (per term)</u>
Fulltime Faculty Member	12 credit hours, or equivalent	240-280 hours
Program Chair	6 – 9 credit hours or equivalent	190-220 hours
Department Chair	6 – 9 credit hours or equivalent	190-220 hours
Division Chair	No more than 3 credit hours	N/A

- Five posted office hours per week of the region's summer term, during which the fulltime faculty member is appropriately accessible to meet with students, are required during the faculty member's instructional appointment. Office hour requirements will be pro-rated for those faculty, program chairs, department chairs or division chairs on less than fulltime assignments.
- Four faculty service days per summer term, in addition to instructional days, will be assigned by regional administration. Faculty service day requirements will be pro-rated for those faculty, program chairs, department chairs or division chairs on less than fulltime assignments.

Faculty Overload Standards

- With the approval of the regional academic officer and with the agreement of the faculty member, fulltime instructional affairs faculty may teach the equivalent of one additional academic course (usually 3-4 credit hours or one additional lab, clinical, studio, etc.) as an overload per semester. The College reserves the right to determine which courses will comprise a regular fulltime load (14-16 credit hours).
- In exceptional circumstances, fulltime faculty may teach a second overload with documented rationale and the written approval of the regional academic officer, and with the agreement of the faculty member.
- Overload courses must be scheduled outside the faculty member's assigned workload.
- Compensation for overload will be paid on an adjunct faculty contract at the applicable regional adjunct rate of pay.
- Overloads will only occur once a fulltime assignment has been reached.

Travel Reimbursement*

Personal Automobile

- a. An employee traveling in his or her vehicle will be paid mileage allowance at rates shown below for the lesser of the distance actually traveled or the distance between the destination and the post.
- b. When a personal automobile is used for College travel, the College will reimburse the employee for the shortest route. The shortest route will be based on the authorized College Map Mileage Software (currently Delorme) or Rand McNally Internet site, dependent on which method was officially chosen by the region. The employee is free to choose any site for driving directions; however the mileage reimbursement will be based on Delorme or the Rand McNally site depending on which one was selected by the region. If the employee travels by a route other than the shortest route and can show just cause for taking that route (i.e. road closed due to detour), the employee should be reimbursed for that extra mileage, provided documentation is included with a travel voucher.
- c. Additional official automobile travel within a city or town shall be listed separately from travel between cities or towns, and shall be itemized sufficiently to show the address(es) visited and the approximate mileage and direction from the center of such city or town.

Example:

Visited 4100 East 38th Street
(8 miles NE Indianapolis).

- d. Additional official travel outside a city or town shall be listed separately from travel between cities or towns, and shall be itemized sufficiently to show the residence visited and the approximate mileage and direction from the center of the nearest town or city (driven through).

Example:

Contacted J. Doe residence
(2 miles NE of Lawrence).

Effective 10/1/05

Personal automobile mileage (in-state)

mileage rate: A = \$0.40 per mile

Personal automobile mileage (out-of-state)

mileage rate: A = \$0.40 per mile

B = \$0.40 per mile for the first 500 miles

C = \$0.20 per mile for the next 2,000 miles

Mileage will not be approved for trips in excess of 2,500 miles.

Out-of-state Travel

- e. Prior approval from the employee's respective Vice President or Chancellor is required for all out-of-state conferences, seminars, professional development meetings, etc.
- f. By virtue of being a College employee, in-state and some adjacent out-of-state travel is allowed with the approval of the employee's supervisor. It is College policy that employees are authorized to travel within the State of Indiana and within a sixty- (60) mile radius of the regional campus in adjacent states for the performance of normal job activities.

* For the complete policy see section I-A and II-E of the Financial Management Manual on-line at <http://www.ivytech.edu/fmm/section-h/h-ii-a.html>.

Professional Development

Improving the quality of education across all programs is a primary focus at Ivy Tech Community College of Indiana. Faculty members are expected to keep current in their field of study. The College assists full-time faculty in this effort through professional development opportunities. These may include workshops, seminars, conferences, certification programs, and formal education. The College may assist with the cost of attending professional development activities as budgetary funds are available.

The College sponsors the following professional development opportunities: the Academy for Instructional Excellence, the Leadership Academy, and supports a doctoral program with Indiana State University.

SEE EMPLOYEE HANDBOOK 3.3

SEE REGIONAL INFORMATION: Professional Development
Educational Support

Faculty Recognition

Two annual awards are given to faculty members. The Glenn W. Sample Award for Excellence in Instruction is presented to the faculty member who best exemplifies excellence in instruction. The intent of this award is to recognize one instructor annually who epitomizes the mission of Ivy Tech. The President's Award for Excellence in Instruction is presented annually to the finalists for the Glenn W. Sample Award for Excellence in Instruction. Full-time and adjunct faculty whose principal tasks involve direct instructional activities with the students are eligible for these awards.

SEE: APPM 7.10

SEE REGIONAL INFORMATION: Faculty Recognition

SEE EMPLOYEE HANDBOOK: Service Awards

Credential Requirements

The following credential requirements apply to all credit courses taught using the respective prefixes (for example BUS, ECE, HEA, et cetera) in all settings (for example, on-campus, off-campus, via technologies), and under all auspices (for example, through degree programs, through CCS, through dual credit).

APPM 3.8 **EFFECTIVE DATE:** 11/97, 12/99, 9/2000,10/01, 6/03, 6/04, 11/04, 6/05, 9/05, 2/06 (effective Fall 2006), 8/06 (effective Fall 2006)

PURPOSE:

Requirements for faculty credentials are an important means by which quality and consistency of instruction are promoted at Ivy Tech. Consistent credential requirements allow the College to meet the expectations of students, employers, other educational institutions, and accrediting bodies.

POLICY:

Background

The requirements of the North Central Association (NCA) were used as the threshold for the credential standards and procedures. The following NCA standards are of particular note:

"GIR 9: [The institution] employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution."

Typically this means that in an institution whose highest degree programs are significantly or predominantly at the associate level, that most (i.e., at least two thirds to three-quarters) of the faculty have earned, from accredited institutions: bachelor's or graduate degrees.

All or nearly all faculty teaching transfer courses (i.e., courses in subject areas where work toward the associate degree carries transfer credit toward higher degrees - the liberal arts, business, technology, and an ever-growing number of other fields) hold graduate degrees.

Faculty who now hold less than baccalaureate degrees possess special training, experience, creative production, or other accomplishments or distinctions that qualify them for their specific assignments, and, over the next three to five years, the institution will replace these faculty or upgrade their academic credentials.

Faculty who do not hold the typical degrees expected in an institution offering a particular level of instruction are nearing completion of these degrees, or are, with institutional encouragement and support, actively pursuing courses of study that will lead to those degrees within three to five years.

The institution has adopted and implemented criteria and processes for hiring and replacing faculty that require possession of the degree typical for an institution offering its level of instruction¹.

Criterion Two: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

In determining appropriate patterns of evidence for this criterion, the Commission considers evidence such as:

“e. faculty with educational credentials that testify to appropriate preparation for the courses they teach².”

For reporting and monitoring purposes on a semester-by-semester basis, for technical courses, a campus will be in compliance if between 66 percent (the minimum for academic operation) and 75 percent of all sections are taught by faculty with the required credentials. For general education courses, a minimum of 90 percent of all sections must be taught by faculty meeting the credential requirements. The goal of the policy is that 100 percent of all sections should be taught by properly credentialed faculty (as defined by the policy).

Faculty Credential Requirements

The following credential requirements apply to all courses taught using the respective prefixes (for example, BUS, ECE, HEA, etcetera), in all settings (for example, on campus, off-campus, via technologies), under all auspices (for example, through degree programs, through CCES).

In the Business, Technology, Health Services, Public Services, and Arts & Design divisions, when a faculty member's degree content is closely aligned to a specific course within the program, but the faculty member does not meet the program credential requirements, with appropriate documentation, the academic officers may certify the individual as credentialed for that specific course. For example, an individual with a JD would be credentialed to teach the BUS 102 Business Law, and an individual with a Master's in Nutrition would be credentialed to teach MEA 216 Nutrition.

¹ North Central Association of Colleges and Schools Commission on Institutions of Higher Education, *Handbook of Accreditation, 1994-1996*, Pages 21-22.

² North Central Association of Colleges and Schools Commission on Institutions of Higher Education, *Handbook of Accreditation, 1994-1996*, Page 33.

Each Ivy Tech degree program is expected to be accredited by the appropriate national and/or state accrediting and licensing boards. The College credential requirement policies have been developed to reflect these standards. However, a degree program will also have to adhere to the additional accreditation standards that are part of many accreditation regulations. These additional standards can include, but are not limited to, stipulations about what percentage of the program faculty must hold graduate degrees, higher credential or licensure requirements for program chairs, and a more limited array of appropriate degrees.

Providing students access to transfer programs and courses is part of Ivy Tech's mission. Applicable local and statewide transfer agreements may add additional credential requirements beyond the College policy, depending on the nature of the articulation. Each campus must adhere to the credential requirements specified in each articulation agreement in which it is participating.

Division of Business

Accounting: A qualified faculty member for ACC 101 and ACC 102 is one who:

- a) Possesses an earned masters or higher degree in accounting, from a regionally accredited institution; or
- b) Possesses a Masters degree in a related business field from a regionally accredited institution with documented 21 semester hours in Accounting.

Accounting: A qualified faculty member in all other Accounting courses is one who:

- a) Possesses an earned masters degree or higher from a regionally accredited institution in accounting; or
- b) Possesses a related or out-of-field masters degree, from a regionally accredited institution, with documented 18 semester hours or equivalent of courses in accounting beyond the introductory principle(s) level; or
- c) Possesses a bachelor's degree in accounting, from a regionally accredited institution, with documentation in two or more areas of:
 - i. Professional certification (national, regional or state)
 - ii. Two years of in-field professional employment
 - iii. Documented evidence of teaching excellence, including date of award
 - iv. Documentation of research and publication in the field
 - v. Documented relevant additional coursework beyond the bachelor's degree, equivalent to 18 semester hours or equivalent subject matter coursework, CEU's, vendor, or military; or

Business Administration: A qualified faculty member in Business Administration is one who:

- a) Possesses an earned masters degree or higher from a regionally accredited institution in business administration, public administration, management, marketing, or a business-administration-related field as appropriate to the course and /or specialty being taught; or
- b) Possesses a related or out-of field masters degree, from a regionally accredited institution, with documented 18 semester hours or equivalent of courses in business administration, public administration, management, marketing, or a business-administration-related field as appropriate to the course and /or specialty being taught beyond the introductory principle(s) level; or
- c) Possesses a bachelor's degree in business administration, public administration, management, marketing, or a business-administration-related field as appropriate to the

course and /or specialty being taught, from a regionally accredited institution, with documentation in two or more areas of:

- i. Professional certification (national, regional or state) in the field
- ii. Two years of in-field professional employment
- iii. Documented evidence of teaching excellence, including date of award
- iv. Documentation of research and publication in the field
- v. Documented relevant additional coursework beyond the bachelor's degree, equivalent to 18 semester hours or equivalent subject matter coursework, CEU's, vendor, or military.

Computer Information Systems: A qualified faculty member in computer information systems is one who:

- a) Possesses an earned masters degree or higher from a regionally accredited institution in computer information systems, management information systems, information technology, computer science or a computer-related degree as appropriate to the course and/or specialty being taught; or
- b) Possesses a related or out-of-field masters degree, from a regionally accredited institution, with documented 18 semester hours or equivalent of courses in a computer, business, mathematics, or engineering-related field as appropriate to the course and/or specialty being taught beyond the introductory principle(s) level; or
- c) Possesses a bachelor's degree in mathematics, engineering, or business/computer related field from a regionally accredited institution as appropriate to the course and/or specialty being taught with documentation in two or more areas of:
 - i. Professional certification (national, regional, or state) in the field
 - ii. Two years of in-field professional employment
 - iii. Documented evidence of teaching excellence, including date of award
 - iv. Documentation of research and publication in the field
 - v. Documented relevant additional coursework beyond the bachelor's degree, equivalent to 18 semester hours or equivalent subject matter coursework, CEU's, vendor, or military; or

Office Administration: A qualified faculty member in Office Administration is one who:

- a) Possesses an earned masters degree or higher from a regionally accredited institution in a business or computer-related discipline, as appropriate to the course and/or specialty being taught; or
- b) Possesses a related or out-of-field masters degree, from a regionally accredited institution, with documented 18 semester hours or equivalent of courses in business or computer-related discipline as appropriate to the course and/or specialty being taught beyond the introductory principle(s) level; or

- c) Possesses a bachelor's degree in a business or computer-related discipline as appropriate to the course and/or specialty being taught with documentation in two or more areas of:
 - i. Professional certification (national, regional or state)
 - ii. Two years of in-field professional employment
 - iii. Documented evidence of teaching excellence, including date of award
 - iv. Documentation of research and publication in field
 - v. Documented relevant additional coursework beyond the bachelor's degree, equivalent to 18 semester hours or equivalent matter coursework, CEU's, vendor or military

Division of Health Sciences

Associate of Science in Nursing: A qualified faculty member in nursing is one who has an earned master's degree in nursing from a regionally accredited institution, is a Registered Nurse licensed in Indiana, and has two years of directly related work experience.

Biotechnology: A qualified faculty member in biotechnology is one who has an earned master's or higher degree, from a regionally accredited institution, in biology, chemistry, biochemistry, biotechnology, microbiology, or a masters in a related field; 18 graduate semester hours in cell biology, biochemistry, molecular biology, biotechnology, and/or microbiology; and a minimum five year combination of full-time teaching and directly related work experience with at least two years experience in the field.

Dental Assisting: A qualified faculty member in dental assisting is one who has an earned baccalaureate or higher degree from a regionally accredited institution, is a Certified Dental Assistant (CDA), and has two years of directly related work experience.

Dental Assisting: DEN 118, DEN 122 & DEN130: A qualified faculty member in Dental Assistant is one who has an earned baccalaureate or higher degree from a regionally accredited institution, is a Certified Dental Assistant (CDA), and has two years of directly related work experience. Must be Indiana State licensed in Dental Radiography.

Health Information Technology: A qualified faculty member in health information technology is one who has a minimum of a bachelor degree from an accredited college or university and demonstrates current knowledge in course content and effectiveness in teaching assigned subjects.

The program director must be certified as a Registered Health Information Technician or Registered Health Information Administrator and must have a minimum of a baccalaureate degree from an accredited college or university, and at least two years experience in the field.

HHS Courses: A qualified faculty member for HHS-prefix courses is one who has earned baccalaureate or higher degree from a regionally accredited institution, with academic preparation appropriate to the course being taught; and has one of the following:

- a) Professional certification in the field;
- b) Two years of directly related work experience.

HHS 107 CNA Preparation: A qualified faculty member is one who has an earned bachelor's degree from a regionally accredited institution, is a Registered Nurse holding an unencumbered license in the state of Indiana, minimum of two years experience in nursing with at least one year of long term care experience and who has completed the required state training session including adult learning theory (may be waived if person holds a vocational teacher's license).

Medical Assisting: A qualified faculty member in medical assisting is one who has an earned baccalaureate or higher degree from a regionally accredited institution, with academic preparation appropriate to the course and/or specialty being taught; and has one of the following:

- a) Professional certification in the field;
- b) Two years of directly related work experience.

Medical Laboratory Technology: A qualified faculty member in medical laboratory technology is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in Medical Technology, allied health, or a life or clinical science; is a registered medical technologist; and has two years of directly related work experience.

Paramedic Science: A qualified faculty member in paramedic science is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, with academic preparation appropriate to the course(s) being taught; holds paramedic certification; and has two years of directly related work experience.

Practical Nursing: A qualified faculty member in practical nursing is one who has an earned masters degree in Nursing from a regionally accredited institution, is a Registered Nurse licensed in Indiana, and has two years of directly related work experience. Practical nursing faculty who hold a masters degree other than in nursing, who meet the other provisions of the credential requirement, and who had a fulltime appointment of record in May 2000 shall be considered too.

Physical Therapist Assistant: A qualified faculty member in physical therapist assistant is one who has an earned baccalaureate or higher degree from a regionally accredited institution, with academic preparation appropriate to the course(s) being taught; holds professional certification in the field; and has three years of directly related work experience.

The program director must also have a post-baccalaureate degree; experience in clinical practice; didactic and/or clinical teaching experience; experience in administration; experience in educational theory and methodology (curricular design, development, implementation, and evaluation); experience in instructional design and methodology; and experience in student evaluation and outcomes assessment.

Radiation Therapy: Program Director must hold, at a minimum, a masters degree; Proficient in curriculum design, Program administration, evaluation, instruction, and counseling; Documents the equivalent of three years full-time experience in radiation therapy; Documents two years experience as an instructor in a JRCERT accredited program; Holds ARRT certification or equivalent and registration in radiation therapy.

Clinical Coordinator must hold, at a minimum, a baccalaureate degree; Proficient in curriculum development, supervision, instruction, evaluation and counseling; Documents the equivalent of two years full-time experience in the professional discipline; Documents one year experience as an instructor in a JRCERT accredited program; holds ARRT certification or equivalent and registration in radiation therapy.

Didactic Program Faculty: Is qualified to teach the subject; is knowledgeable of course development, instruction, evaluation, and academic counseling; holds appropriate professional credentials, if applicable.

Radiological Technology: A qualified faculty member in radiological technology is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in radiological technology, a physical science, or an allied health field; is in the current American Registry of Radiological Technologists; has two years of directly related work experience; and has Indiana Department of Health General Certification.

Respiratory Care: A qualified faculty member in respiratory care is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, with academic preparation appropriate to the course(s) being taught; is a Registered Respiratory Therapist, licensed in Indiana; and has four years of directly related work experience.

Surgical Technology: A qualified faculty member in surgical technology is one who has an earned baccalaureate or higher degree from a regionally accredited institution, is a Certified Surgical Technologist, and has three years of clinical experience in the operating room for program chairs and one year of clinical experience in the operating room for all other faculty.

Division of Public Services

Criminal Justice: A qualified faculty member in Criminal Justice is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in criminology, law enforcement, social work, sociology, or other human services or behavioral sciences fields, or who has an earned Juris Doctorate degree; with academic preparation appropriate to the course(s) taught; and has one of the following:

- a) Professional certification in the field
- b) Two years of directly related work experience

Early Childhood Education: A qualified faculty member in Early Childhood Education is one who has an earned master's or higher degree, from a regionally accredited institution, in elementary/early childhood education, child development, special needs, or a related degree with 18 graduate credit hours in the field and with academic preparation appropriate to the course and/or specialty being taught; and has one of the following:

- a) Professional certification in the field;
- b) Two years of directly related work experience.

Education: A qualified faculty member in education is one who has an earned master's or higher degree, from a regionally accredited institution, in education or special needs education with academic preparation appropriate to the course and/or specialty being taught; and has one of the following:

- a) Professional certification in the field;
- b) Three years of elementary or secondary teaching experience.

Hospitality Administration: A qualified faculty member in Hospitality Administration is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, with academic preparation and/or work experience appropriate to the course and/or specialty being taught, and who has professional certification in the field.

Human Services: A qualified faculty member in Human Services is one who holds a master's or higher degree, from a regionally accredited institution, in a human services field, with academic preparation appropriate to the course and/or specialty being taught; and has one of the following:

- a) Professional certification in the field;
- b) Two years of directly related work experience.

Library Technical Assistant: A qualified faculty member in library technical assistant is one who has an earned Masters in library science from an ALA accredited institution.

Mortuary Science: A qualified faculty member in mortuary science is one who has an earned master's degree from a regionally accredited institution, is a Funeral Director licensed in Indiana, and has two years directly related experience.

Paralegal Studies: A qualified faculty member in paralegal studies is one who holds a Juris Doctorate degree or a baccalaureate degree in paralegal studies or political science, or an associate degree in paralegal studies and a baccalaureate or higher degree, from a regionally accredited institution, with academic preparation appropriate to the course(s) taught and has one of the following:

- a) Professional licensure in the field;
- b) Two years of directly related work experience.

Public Safety: A qualified faculty member in Public Safety is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in technology or engineering, or an associate degree in Public Safety, with a baccalaureate or higher degree in supervision, business, or industrial/vocational education; with academic preparation appropriate to the course and/or specialty being taught; or, has an earned baccalaureate or higher degree, from a regionally accredited institution with an advanced-level, national certification appropriate to the course being taught; and has one of the following:

- a) Professional certification in the field;
- b) Two years of directly related work experience.

Division of Technology

Aviation Technology: A qualified faculty member in Avionics Technology is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, with academic preparation appropriate to the course and/or specialty being taught; holds appropriate FAA certification; and has two years of directly related work experience.

Apprenticeship: Electrician, Plumber/Pipe fitter, Carpenter, Sheet Metal Worker, Bricklayer, Millwright, Ironworker, Operating Engineers, Telecommunications Technician, Electrical Lineman, Boilermakers, Painters, and Glazers: A qualified faculty member in the apprenticeship programs is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, with academic preparation and/or work experience appropriate to the course(s) being taught, or has journeyman certification in the field.

Automotive Technology: A qualified faculty member in Automotive Technology is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in technology or engineering, or an associate degree in Automotive Technology, with a baccalaureate or higher degree in supervision, business, or industrial/vocational education; with academic preparation appropriate to the course and/or specialty being taught; or, has an earned baccalaureate or higher degree, from a regionally accredited institution with an advanced-level, national certification appropriate to the course being taught; and has one of the following:

- a) Professional certification in the field;
- b) Two years of directly related work experience.

Building Construction Management: A qualified faculty member in Building Construction Management is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in construction technology, construction management, engineering, architecture, or an associate degree in Construction Technology or Construction Management, with a baccalaureate or higher degree in supervision, business, or industrial/vocational education; with academic preparation appropriate to the course and/or specialty being taught; and has one of the following:

- a) Professional certification in the field;
- b) Two years of directly related work experience.

Chemical Technology: A qualified faculty member in chemical technology is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in technology, engineering, mathematics, science, or business; with academic preparation appropriate to the course and/or specialty being taught; and has one of the following:

- a) Professional certification in the field;
- b) Two years of directly related work experience.

Construction Technology: A qualified faculty member in construction technology is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in technology, engineering, or architecture, or an associate degree in construction technology, with a baccalaureate or higher degree in supervision, business, or industrial/vocational education; with academic preparation appropriate to the course and/or specialty being taught; and has one of the following:

- a) Professional certification in the field;
- b) Two years of directly related work experience.

Design Technology: A qualified faculty member in design technology is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in technology, engineering, technical graphics, architecture, or geography, with academic preparation appropriate to the course and/or specialty being taught; and has one of the following:

- a) Professional certification in the field;
- b) Two years of directly related work experience.

Electronics and Computer Technology: A qualified faculty member in electronics and computer technology is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in technology or engineering, with academic preparation appropriate to the course and/or specialty being taught; and has one of the following:

- a) Professional certification in the field;
- b) Two years of directly related work experience.

Manufacturing and Industrial Technology: A qualified faculty member in manufacturing and industrial technology is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in technology, chemistry, physics or engineering, or an associate degree in technology, with a baccalaureate or higher degree in supervision, business, or industrial/vocational education; with academic preparation appropriate to the course and/or specialty being taught; or, has an earned baccalaureate or higher degree from a regionally accredited institution with an advanced-level, national certification appropriate to the course being taught; and has one of the following:

- a) Professional certification in the field;
- b) Two years of directly related work experience.

Recreational Vehicle Repair Technology: A qualified faculty member in recreational vehicle repair technology is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in technology or engineering, or an associate degree in recreational vehicle repair technology, with a baccalaureate or higher degree in supervision, business, or industrial/vocational education; with academic preparation appropriate to the course and/or specialty being taught; or, has an earned baccalaureate or higher degree, from a regionally accredited institution with an advanced-level, national certification appropriate to the course being taught; and has one of the following:

- a) Professional certification in the field;
- b) Two years of directly related work experience.

TEC Courses: A qualified faculty member teaching TEC-prefix courses is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in architecture, technology, chemistry, physics or engineering, or an associate degree in technology, with a baccalaureate or higher degree in supervision, business, or industrial/vocational education; with academic preparation appropriate to the course and/or specialty being taught; or, has an earned baccalaureate or higher degree from a regionally accredited institution with an advanced-level, national certification appropriate to the course being taught; and has one of the following:

- a) Professional certification in the field;
- b) Two years of directly related work experience.

Division of Arts and Design

Environmental Design: A qualified faculty member in environmental design is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in fine arts, visual communications, design, landscape architecture, horticulture, or landscape design with academic preparation appropriate to the course and/or specialty being taught; and has two of the following:

- a) A portfolio that demonstrates significant involvement as a practicing artist or designer;
- b) Professional certification in the field;
- c) Two years of directly related work experience.

Visual Communications: A qualified faculty member in visual communications is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in fine arts, visual communications, design or related degree field with academic preparation appropriate to the course and/or specialty being taught; and two from (a) through (c):

- a) A portfolio that demonstrates significant involvement as a practicing artist or designer;
- b) Professional certification in the field; or
- c) Two years of directly related work experience

Division of General Education and Support Services

General Education:

ANH 154, ANH 254: A qualified faculty member in anthropology is one who has an earned master's or higher degree, from a regionally accredited institution, in anthropology, or a master's degree with 18 graduate semester hours in anthropology.

ANP 101, ANP 102, ANP 201, ANP 203, ANP 204: A qualified faculty member in anatomy and physiology is one who has an earned master's or higher degree, from a regionally accredited institution, in anatomy and physiology, or a master's with 18 graduate semester hours in anatomy- and physiology-related courses.

ARH 101, ARH 102, ARH 110: A qualified faculty member in art history is one who has an earned master's or higher degree, from a regionally accredited institution, in art or art history, or a master's degree with 18 graduate semester hours in art or art history.

ASY 101: A qualified faculty member in astronomy is one who has an earned master's or higher degree, from a regionally accredited institution, in astronomy or a master's degree with 18 graduate semester hours in astronomy-related courses.

BIO 100, BIO 101, BIO 105, BIO 107, BIO 121: A qualified faculty member in biology is one who has an earned master's or higher degree, from a regionally accredited institution, in biology, or a master's degree with 18 graduate semester hours in biology-related courses.

BIO 110: A qualified faculty member in entomology is one who has an earned master's or higher degree, from a regionally accredited institution, in entomology, or a master's degree with 18 graduate semester hours in entomology-related courses.

BIO 201, BIO 202, BIO 211, BIO 212: A qualified faculty member in microbiology is one who has an earned master's or higher degree, from a regionally accredited institution, in microbiology, or a master's degree with 18 graduate semester hours in microbiology-related courses.

BIO 220: A qualified faculty member in environmental science is one who has an earned master's or higher degree, from a regionally accredited institution, in biology or chemistry, or a master's degree with 18 graduate semester hours in biology- and/or chemistry-related courses.

BIO 221: A qualified faculty member in biotechnology is one who has an earned master's or higher degree, from a regionally accredited institution, in biology, chemistry, biochemistry, biotechnology, microbiology, or a masters in a related field; 18 graduate semester hours in cell biology, biochemistry, molecular biology, biotechnology, and/or microbiology; and a minimum five year combination of full time teaching and directly related work experience with at least two years experience in the field.

CHM 101, CHM 102, CHM 105, CHM 106, CHM 111, CHM 112, CHM 113, CHM 204: A qualified faculty member in chemistry is one who has an earned master's or higher degree, from a regionally accredited institution, in chemistry, or a master's degree with 18 graduate semester hours in chemistry-related courses.

COM 101, COM 102, COM 201, COM 202, COM 203, COM 204, COM 211: A qualified faculty member in speech and communication is one who has an earned master's or higher degree, from a regionally accredited institution, in speech or communication, or a master's degree with 18 graduate semester credit hours in speech-related or communication-related courses.

ECN 101, ECN 201, ECN 202: A qualified faculty member in economics is one who has an earned master's or higher degree, from a regionally accredited institution, in economics, or a master's degree with 18 graduate semester hours in economics.

ENG 111, ENG 112, ENG 202, ENG 211, ENG 249, ENG 250: A qualified faculty member in composition is one who has an earned master's or higher degree, from a regionally accredited institution, in English, or a master's degree with 18 graduate semester credit hours in English or composition-related courses.

ENG 206, ENG 212, ENG 213, ENG 214, ENG 220, ENG 221, ENG 222, ENG 223, ENG 224, ENG 225, ENG 227, ENG 240, ENG 245: A qualified faculty member in literature is one who has an earned master's or higher degree, from a regionally accredited institution, in English, literature, or a master's degree with 18 graduate semester credit hours in English or literature-related courses.

FRE 101, FRE 102, FRE 201, FRE 202: A qualified faculty member in French is one who has an earned master's or higher degree, from a regionally accredited institution, in French, or a master's degree with 18 graduate semester hours in French language or literature courses. GEO 207: A qualified faculty member in geography is one who has an earned master's or higher degree, from a regionally accredited institution, in geography, or a master's with 18 graduate semester hours in geography-related courses.

HSY 101, HSY 102, HYS 125: A qualified faculty member in American history is one who has an earned master's or higher degree, from a regionally accredited institution, in history with a concentration in American history; or a master's degree with 18 graduate semester hours in American history.

HSY 235, HSY 236: A qualified faculty member in history is one who has an earned master's or higher degree, from a regionally accredited institution, in history; or a master's degree with 18 graduate semester hours in history.

HUM 100: Theatre Appreciation: A qualified faculty member in theatre is one who has an earned master's or higher degree, from a regionally accredited institution in theatre or a master's degree with 18 graduate semester credit hours in theatre-related courses.

HUM 117 Introduction to Music Theory: A qualified faculty member in music is one who has an earned master's or higher degree in music, from a regionally accredited institution, or a master's degree with 18 graduate semester credit hours in music theory.

HUM 118: Music Appreciation: A qualified faculty member in music is one who has an earned master's or higher degree in music, from a regionally accredited institution, or a master's degree with 18 graduate semester credit hours in music.

HUM 201 & 202 Humanities I & II: A qualified faculty member is one who has an earned master's or higher degree from a regionally accredited institution in a humanities program or a master's degree with 18 graduate semester hours in humanities.

IVY 101, 102, 103, 104, 105, 106, 107, 108, 109, 110: A qualified faculty member teaching Life Skills courses is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, with appropriate teaching or professional experience.

MAT 111, MAT 112, MAT 115, MAT 121, MAT 131, MAT 132, MAT 133, MAT 134, MAT 135, MAT 136, MAT 137, MAT 201, MAT 202, MAT 211, MAT 212, MAT 218, MAT 219, MAT 261, MAT 264, MAT 265: A qualified faculty member in mathematics is one who has an earned master's or higher degree, from a regionally accredited institution, in mathematics; or a master's degree with 18 graduate semester credit hours in mathematics-related courses.

MAT 141: A qualified faculty member in mathematics education is one who has an earned masters degree or higher, from a regionally accredited institution, in mathematics or mathematics education, or a master's degree in education with 18 graduate semester credit hours in mathematics courses, and who holds a current teaching license issued by the state of Indiana.

PHL 101: A qualified faculty member in philosophy is one who has an earned master's or higher degree, from a regionally accredited institution, in philosophy or a master's degree with 18 graduate semester credit hours in philosophy-related courses.

PHL 102, PHL 213: A qualified faculty member in ethics is one who has an earned master's or higher degree, from a regionally accredited institution, in philosophy, or a master's with 18 graduate semester credit hours in philosophy or ethics.

PHL 220: A qualified faculty member is one who has an earned master's or higher degree, from a regionally accredited institution, in philosophy or religious studies, or a master's with 18 graduate semester credit hours in philosophy or religious studies.

PHY 100, PHY 101, PHY 102, PHY 220, PHY 221: A qualified faculty member in physics is one who has an earned master's or higher degree, from a regionally accredited institution, in physics, or a master's degree with 18 graduate semester credit hours in physics-related courses.

POL 101, POL 112, POL 210, POL 220: A qualified faculty member in political science is one who has an earned master's or higher degree, from a regionally accredited institution, in political science, public administration, or American history or a master's degree with 18 graduate semester hours in political science, public administration, or American history.

POL 201, POL 211: A qualified faculty member in political science is one who has an earned master's or higher degree, from a regionally accredited institution, in political science or a master's degree with 18 graduate semester hours in political science-related courses.

PSY 101, PSY 180, PSY 201, PSY 205, PSY 210, PSY 240, PSY 242, PSY 253, PSY 280: A qualified faculty member in psychology is one who has an earned master's or higher degree, from a regionally accredited institution, in psychology, or a master's degree with 18 graduate semester hours in psychology including at least 6 hours in statistics and research methodology.

SCI 100, SCI 111: A qualified faculty member in physical science is one who has an earned master's or higher degree, from a regionally accredited institution, with 18 graduate semester hours in the physical sciences.

SOC 111, SOC 164, SOC 245, SOC 252, SOC 261: A qualified faculty member in sociology is one who has an earned master's or higher degree, from a regionally accredited institution, in sociology or social work, or a master's degree with 18 graduate semester hours in sociology.

SPN 101, 102, 201, 202: A qualified faculty member in Spanish is one who has an earned master's or higher degree, from a regionally accredited institution, in Spanish language or Spanish literature, or a master's degree with 18 graduate hours in Spanish language or Spanish literature.

Academic Skills Advancement

ANP 067: A qualified faculty member in anatomy and physiology is one who has an earned master's or higher degree, from a regionally accredited institution, in anatomy and physiology, or a master's with 18 graduate semester hours in anatomy- and physiology-related courses.

BIO 065: A qualified faculty member teaching academic skills advancement life sciences is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in life science, or a baccalaureate or higher degree with a minimum of nine semester hours of life science-related courses.

CHM 061: A qualified faculty member teaching academic skills advancement chemistry is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in chemistry, or a baccalaureate or higher degree with a minimum of nine semester hours in chemistry-related courses.

CIS 074: A qualified faculty member teaching computer literacy has an earned baccalaureate or higher degree, from a regionally accredited institution, with relevant computer experience.

ENG 001 – 004, ENG 010-021: A qualified faculty member teaching English for Speakers of Other Languages (ESOL) is one who has a minimum of one year's teaching or tutoring experience in second language and an earned baccalaureate or higher degree, from a regionally accredited institution, in English for Speakers of Other Languages, applied linguistics, English or reading.

ENG 007: A qualified faculty member teaching spelling is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in education, English or related field.

ENG 024, ENG 025: A qualified faculty member teaching academic skills advancement writing is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in English or a related area, with a minimum of nine hours at the college level in composition and/or rhetoric.

ENG 028: A qualified faculty member teaching academic skills advancement vocabulary is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in English or related field.

ENG 031, ENG 032: A qualified faculty member teaching academic skills advancement reading is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, in education or in a related field with experience in teaching of reading.

IVY 071: A qualified faculty member teaching academic skills advancement critical thinking has an earned baccalaureate or higher degree, from a regionally accredited institution, with demonstrated analytical skills in either educational or work settings.

IVY 070, IVY 072, IVY 073: A qualified faculty member teaching orientation is one who has an earned baccalaureate or higher degree, from a regionally accredited institution, with appropriate teaching experience.

MAT 040, MAT 044, MAT 050: A qualified faculty member teaching academic skills advancement mathematics is one who has an earned baccalaureate or higher degree in mathematics from a regionally accredited institution or a baccalaureate degree from a regionally accredited institution with a minimum of nine hours of college-level mathematics or mathematics intensive courses.

PHL 071: A qualified faculty member teaching academic skills advancement critical thinking has an earned baccalaureate or higher degree, from a regionally accredited institution, with demonstrated analytical skills in either educational or work settings.

Implementation of the Credential Requirements

A. Exceptions

All full-time faculty (F1, F2, F3, F4, and F5) must be in compliance with Ivy Tech Community College's credential requirements or be on an approved professional development plan that leads to meeting the required credential within a five-year time frame, commencing from January 1, 1998. Reasonable progress will be required in each of the five or fewer years, as detailed in a professional development plan. Exceptions to the above are limited to the following:

1. Full-time faculty who are currently engaged in, and have made reasonable progress (as described in their original plan) toward a written credential plan upgrade approved by the Regional Academic Officer; and, who elect to complete the requirements of that plan in the originally agreed-upon manner and timeframe.
2. Full-time faculty members who have completed a written credential upgrade plan approved by the Regional Academic Officers, as required by the credential policy established in 1993/94.
3. Full-time faculty hired prior to January 1, 1998, who possess a Master's degree in a field other than that specified in Ivy Tech Community College's credential policy, with documented 18 semester hours of graduate credit in the field being taught.

Those faculty in (1) or (2) above are considered to be provisionally qualified, if they are not pursuing or do not possess the currently required credentials, and should be encouraged to pursue the appropriate credentials. Those who elect not to pursue the appropriate credentials may limit the courses they are able to teach, and will not be considered credentialed according to the College's credential policy.

B. Hiring provisionally qualified full-time faculty

For open positions after January 1, 1998, if a search fails to culminate in the hiring of a credentialed faculty member, regions may elect to hire a non-credentialed faculty member, unless prohibited by programmatic accreditation or transfer agreements. In such instances, the provisionally qualified faculty member will be required to commit to a professional development plan and to make reasonable progress toward the required credential in his/her appointment year.

C. Hiring provisionally qualified adjunct faculty

Adjunct faculty must meet Ivy Tech Community College's credential requirements. If in any given academic year a reasonable search fails to culminate in the hiring of a credentialed adjunct faculty member, a non-credentialed adjunct faculty may be appointed. An annual search must be conducted for credentialed adjunct faculty. Documentation of the search and the exception is required.

D. Required documentation

Adequate documentation of compliance with the College's credential policy is essential to ensure a qualified and capable faculty and to facilitate reporting to internal and external stakeholders.

At a minimum, the following documentation should be maintained for all faculty:

1. **Status of Compliance:** A form showing how each faculty member meets his/her respective credential requirements must be maintained in the employee's file and copied in a central composite file to facilitate reporting.
2. **Transcript(s):** Official transcripts of all degrees earned must be maintained in the faculty member's credential file. In instances where the actual degree title is not that specifically named in the credential policy, yet it meets the credential requirement, a matrix that documents equivalency must be completed and filed by the Regional Academic Officer. Such documentation must reflect that coursework shown on the faculty member's transcript is essentially identical to that required in the stipulated degree.
3. **Professional Development Plan:** A professional development plan (PDP) must be in the file for all full-time faculty who do not meet the credential requirements. The professional development plan must specify the degree sought, time line for obtaining the required credential, a definition of "reasonable progress," and signatures of the faculty member and Regional Academic Office signifying an agreement to abide by the terms of the professional development plan.

Progress toward meeting the requirements of the professional development plan must be documented, at minimum, annually. Documentation of the progress and any follow-up discussions and/or modifications to the original professional development plan must be maintained in the faculty member's file.

4. The following additional documentation is required for all provisionally qualified faculty:

Search Details: Non-credentialed faculty can only be hired after a significant search for a credentialed applicant has been exhausted. Details of the search process must be documented in a credential file.

A database that reflects the credential compliance of regional faculty will be maintained at Central Office and distributed on an annual basis.

E. Questions/Answers

The following questions are representative of those most commonly asked. The responses are meant to assist with the interpretation of the policy, not to be policy itself. If you have further questions, please contact your Regional Academic Officer.

- (Q) I'm on an approved professional development plan that will lead to a degree other than those in the credential policy for my program. Must I pursue a different degree?
- (A) No. Existing professional development plans that were agreed to by you and your academic officer were established in good faith and will be honored as long as a formal agreement is in place and you have made substantial progress in meeting the requirements of the plan. However, once completed, you should pursue a master's degree in the field being taught. When possible, faculty should be encouraged to modify original plans to an appropriate degree if such a change causes no undue hardship or substantial loss of credit. All plans and changes to them must be documented in the faculty member's credential file.
- (Q) I completed the requirements of my written professional development plan established prior to January 1, 1998, but it does not meet requirements of the new policy. Will I be required to pursue a different degree?
- (A) You are not required to pursue a different degree. However, the region must report you in the non-credentialed faculty category. It would be advisable to pursue a master's degree in the field in which you are teaching. As a non-credentialed faculty member, you should understand that you are potentially limiting the course(s) you may teach.
- (Q) I am on an approved plan. I would like to switch to the new policy. If I elect to switch will I have the entire five years to complete the new degree?
- (A) Yes, however, yearly standards of progress will be required in each appointment year. The total time frame to complete the new degree may not exceed five years.
- (Q) I anticipate terminating my employment with Ivy Tech Community College before five years are up and I don't meet the required credential. Will I be required to pursue the required degree?
- (A) Yes, your current plan may be to leave the College before five years; however, situations change and employees may not always accurately predict what may occur in coming years. A professional development plan is required of all non-credentialed full-time faculty, except those specifically exempted by policy. The professional development plan dictates that reasonable progress is required/expected in each appointment year.
- (Q) I was in compliance with the credential standards established in 1993-94. With the new policy I am not in compliance. Am I required to meet the new policy?
- (A) Yes. The 1993-94 policy applied to all faculty, just as this 1998 policy applies to all faculty. It is the obligation of the College to maintain a credential policy that is appropriate for the institution and meets the expectations of external accreditation agencies.

- (Q) I have a master's degree, but not in the field in which I am teaching. What can I do to become credentialed in as expedient a manner as possible?
- (A) Faculty hired before January 1, 1998, who have an earned master's degree, may become credentialed through earning 18 credit hours in the field at the graduate level. Faculty hired after January 1, 1998, are required to meet the newly established standards.
- (Q) I am credentialed to teach in business administration but occasionally teach an accounting course. Which credential requirement must I meet?
- (A) Ivy Tech Community College's credential policy applies on a course by course basis. Faculty who teach across program lines must meet the requirements of both programs in order to be reported as credentialed for all courses being taught.
- (Q) Some of the courses in my program are division-prefix (i.e., HHS, TEC, and IVY) core courses. Which program credential policy applies?
- (A) Faculty who meet programmatic credential requirements are qualified to teach divisional cored courses with supervisor's approval.
- (Q) If a program faculty member teaches four courses for which he is qualified, but one for which he is not, does he count as credentialed?
- (A) Gross accounting for reporting purposes will be done by course section. A summary report by head-count compliance will also be created for purposes of reporting to NCA (et al.). Headcount compliance will be reported by program of assignment for the technical areas and course by course for General Education.
- (Q) Why are F1s required to meet the policy?
- (A) F1 is a faculty classification at Ivy Tech. Any faculty person who is responsible for a section will be reported. Lab assistants should be assigned a non-faculty classification.
- (Q) Will BIT faculty be required to meet the policy?
- (A) BIT courses with programmatic prefixes will be included in the credential reporting, and, consequently, must meet the respective credential requirements.

Glossary of Terms

“Academic preparation appropriate to the course”

A significant level of coursework – defined as 18 semester hours at the 200-level or higher – which indicates the faculty’s expertise and/or ability to teach the respective subject matter. The regional academic officer will determine the appropriateness of a particular course or courses.

“Portfolio”

A compilation of faculty’s work accomplishments that demonstrates acceptable professionalism, quality and work experience.

“Professional Certification”

A certificate by an external state, regional, national, or international agency which attests to significant breadth and depth of knowledge within a field of study.

“Professional Development Plan”

A formal written document developed collaboratively between the faculty member and the regional academic officer and reviewed by the human resources director. This plan must specify the degree sought, timeline for obtaining reasonable progress and any other conditions of the agreement. The plan must be placed in the faculty member’s personnel file and reviewed, at a minimum, annually.

“Reasonable progress”

Annual progress sufficient to ensure the completion of the required credential in the required timeframe, as described in the professional development plan.

“Reasonable search”

A search for a faculty member must be posted internally statewide and through at least two of the following means:

- APN (Academic Position Network)
- Major regional newspapers
- Professional publications
- College search (i.e., circulation of the announcement among other institutions)
- Other documented external search(es)

“Regionally accredited”

One of six regional institutional accrediting associations:

- Middle State Association of Colleges and Schools (MSA)
- New England Association of Schools and College (NEASC)
- North Central Association of Colleges and Schools (NCA)
- Northwest Association of Schools and Colleges (NASC)
- Southern Association of Colleges and School (SACS)
- Western Association of Schools and Colleges (WASC)

Faculty Classification Criteria

FACULTY CLASSIFICATIONS		
Classification Level	Classification Criteria	Position Title
F-1	<ul style="list-style-type: none"> a) Faculty personnel involved in direct classroom and/or laboratory instruction or instructional support. b) Appropriate preparation for the assignment. c) Must be on plan to reach credential status. d) Must remain in this classification at least one year. 	Assistant Instructor
F-2	<ul style="list-style-type: none"> a) Meet minimum credential requirements associated with instructional assignment. b) Must remain in this classification at least one year. 	Instructor
F-3	<ul style="list-style-type: none"> a) Meet credential requirements of F-2 classification. b) Must have 5 plus years-related teaching experience with at least 2 years teaching equivalency full time in higher education. c) Must remain in this category at least two years. 	Assistant Professor
F-4	<ul style="list-style-type: none"> a) Meets requirements of F-3 classification. b) Minimum of Master's Degree. c) Evidence of teaching expertise, peer review required. d) Service to college outside teaching and administrative assignments (e.g. regional or statewide committees). e) Evidence of professional and community service. f) Must remain in this category at least 4 years. 	Associate Professor
F-5	<ul style="list-style-type: none"> a) Meets requirements of F-4 classification. b) Master's required, Doctorate preferred. c) Evidence of significant contributions to College at statewide level. 	Professor

	<ul style="list-style-type: none">d) Evidence of professional contributions to field of study or to the teaching/learning process.e) Evidence of professional and community service.f) Scholarly activities—one or more of the following: publication, or participation at state or national levels in organizations.	
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Process For Promotion

Process for Promotion to New Faculty Rank

1. Timeline for implementation

Sept. 1 or Feb. 1



Submission of Intent to Seek Reclassification form to Dean of Academic Affairs. Dean's office will respond in seven working days with regard to eligibility for promotion.

Oct. 1 or March 1



Nov. 1 or Apr. 1

Dec. 1 or May 1

Portfolio due to Dean of Academic Affairs (with required number of copies). Dean forwards copies to review committee members

Deadline for Committee members to return recommendation for reclassification to Dean of Academic Affairs.

Deadline for Dean of Academic Affairs to notify faculty member of the results of the review.

Fall Semester

New classification goes into effect.

In-service training on how to prepare a portfolio is available; call Becky Nickoli to arrange a date and time.

2. Membership of the Portfolio Review Committee (three or five members)

- a. Immediate supervisor of faculty member seeking reclassification
- b. Peer faculty member appointed by the Dean of Academic Affairs
- c. The faculty member seeking reclassification will nominate three peer faculty members from which the academic dean will choose one to serve on the committee. The peer member may be from any program in the region or from another campus.
- d. Dean may appoint two additional members from other regions for F-4; will appoint two Deans of Academic Affairs from other regions for F-5
- e. Members of the committee must be at same or higher classification as the faculty member seeking reclassification. In those circumstances in which no peer is available, the regional academic dean will approve any exceptions.
- f. Dean of Academic Affairs will appoint chairperson of the committee.

3. Review Process

- a. Intent to seek reclassification forms should be submitted to Dean of Academic Affairs by either Sept. 1 or Feb. 1. At this time, the Dean should counsel with any applicant who is not eligible or who is deemed inappropriate for reclassification. Faculty members currently on a disciplinary track are not eligible to apply for a promotion.
- b. Portfolios should be submitted to Dean of Academic Affairs by Oct. 1 or March 1. Electronic or multi-media submissions are acceptable. The applicant should provide a copy for each member of the committee and the Dean. Once the portfolio has been submitted, no additions or changes may be made.
- c. Faculty members will be given a list of mentors available to help them in the creation of their portfolios. This list will include names of faculty members from the entire college who are familiar with the process and are willing to help other faculty members. There is also a list of print and online resources available.
- d. The committee chair, in consultation with the regional academic dean, will review the portfolio for eligibility to proceed in the process, using the first page of the “portfolio review checklist.” If the committee chair determines that the portfolio is not eligible for consideration, it will be returned to the candidate who may not resubmit it until the next submission period.
- e. Once it is determined that the portfolio is eligible for consideration, copies of the portfolio will be distributed to the rest of the committee members. The Review Committee is required to meet (in person or via teleconference) to discuss individual member findings and merge them into one recommendation that indicates the committee decision to approve/not approve. While individual recommendations are confidential, the numbers for/against approval should be identified. The faculty member may request a meeting with the committee chair after a decision about reclassification is made for the purpose of clarification of weaknesses or missing evidence.
- f. The committee chairperson will report the findings of the committee in writing to the Dean of Academic Affairs no later than November 1, or April 1. The Dean of Academic Affairs will then forward the recommendation to the campus administrator (Chancellor or Executive Dean) who will make the final decision to approve or not to approve the reclassification. It is important that the campus administrator be supportive of the promotion process and advise the committee chair and academic dean of any reasons for disapproving a promotion recommendation.
- g. The Dean of Academic Affairs will notify the faculty member of the decision by no later than Dec. 1 or May 1. All members of the review committee will be notified of the disposition of the recommendation.

IVY TECH COMMUNITY COLLEGE

**Intent to Seek Reclassification to Associate Professor (F-4)
Application Form
(Deadline for submission Sept. 1 or Feb. 1)**

NAME _____ CURRENT RANK _____

REGION _____

I, the above listed faculty member, wish to apply for reclassification to the Associate Professor rank.

	Yes	No
Is currently at Assistant Professor classification.	_____	_____
Has been Assistant Professor at least 2 years.	_____	_____
Has a minimum of a Master's degree.	_____	_____
Are you on a disciplinary track?	_____	_____

I would like to nominate the following faculty members to serve on my review committee. I understand that the academic dean will make the final appointment from the three names.

Suggested Committee Member _____ Rank _____

From Region _____

Suggested Committee Member _____ Rank _____

From Region _____

Suggested Committee Member _____ Rank _____

From Region _____

Signature of Applicant _____ Date _____

.....
Date received by Dean of Academic Affairs _____

Approval of applicant for reclassification process

Dean of Academic Affairs/Date

Human Resources Director/Date

EXAMPLES OF MATERIALS FOR POSSIBLE INCLUSION

Listed below are some examples of items that could be placed in the professional portfolio. The examples are correlated by letter to the Evaluation Checklist for the appropriate level. Required materials for all faculty portfolios include:

1. table of contents
2. narrative introduction that explains the significance of the documents included or introduces the various components of the portfolio.

Material from Yourself:

- (a) a reflective statement of your teaching philosophy and your contribution to the teaching mission of the College
- (b) a list of courses taught within the past year, with enrollments, grade distributions, and a brief description of the way each course was taught.
- (c) representative course syllabi which detail course content and objectives, teaching methods, readings, homework assignments and a reflective statement as to why the class was so constructed
- (d) the pursuit of research contributing directly to teaching one's discipline
- (e) a personal statement describing teaching goals for the next five years
- (f) description of steps taken to improve teaching including changes resulting from self-evaluation, time spent reading journals on improving teaching, participating in seminars and workshops on sharpening instructional skills
- (g) summary of steps taken to identify students with special problems and to design teaching and assessment procedures which facilitate their learning
- (h) summary of steps taken to insure that you remain technically competent in your field
- (i) summary of involvement in professional organizations
- (j) summary of coursework beyond the master's degree level
- (k) summary of involvement with employers appropriate to your subject field

The Products of Good Teaching:

- (l) student scores on pre-and post-course examinations
- (m) student essays, field-work reports, laboratory workbooks or logs
- (n) examples of graded student papers showing excellent, average, and poor work
- (o) a record of students who succeed in advanced study in related courses

Information from Others:

- (p) student evaluations of your classroom performance
- (q) invitations to teach from outside agencies, present a paper at a conference on teaching one's discipline or on teaching in general
- (r) supervisor course and teaching evaluation data, including classroom observation and/or annual evaluation (submitted by instructor being evaluated)
- (s) letters, memos, etc., from others recognizing service/excellence awards, certificates, etc.
- (t) evidence of committee assignments/work at state and/or regional level
- (u) evidence of professional presentations, published articles, accepted thesis/dissertation; can include programs from conferences, review of article, letters of recognition of work; evaluations.

APPLICATION FOR RECLASSIFICATION TO ASSOCIATE PROFESSOR (F-4)

PORTFOLIO EVALUATION CHECKLIST, PART 1

Name of Applicant: _____ Date Portfolio Received: _____

The Applicant's Portfolio:

	Yes	No
Includes current information.*	_____	_____
Balances information from self, from others and from products of student learning.	_____	_____
Relates practice to an articulated philosophy of teaching/learning.	_____	_____
Includes sufficient multiple, selective sources of information to make an objective evaluation.	_____	_____
Adequately supplements narrative description and analysis with empirical evidence.	_____	_____

If any of the above are "No," the committee should advise the applicant to add the missing elements and resubmit the portfolio during the next cycle.

* the definition of "current" may vary by discipline, e.g., what is current for CIS may be more recent than for another discipline. "Current" is defined as 2-3 years for purposes of identifying professional development activities and which courses have been taught.

PORTFOLIO EVALUATION CHECKLIST (F4)

Part II. Portfolio Evaluation Checklist (F-4)

An acceptable portfolio will meet all of the following expectations at a level considered representative of instructional competency at the Associate Professor classification level. The committee should exercise discretion in determining what is relevant (e.g., a division chair may teach few or no classes and have little current information on the teaching-related criteria). The committee will review the portfolio, meet and submit recommendations no later than November 1 or April 1.

EXAMPLES OF MATERIALS FOR POSSIBLE INCLUSION	Meets Expectations. (Comments Required)	Does Not Meet Expectations. (Comments Required)	Insufficient Supporting Materials to Make Determination. (Comments Required)
1. Is familiar with and capable of discussing contemporary thinking in field of teaching/learning. (b, d, e, f, g)			
2. Demonstrates a strong commitment to continuing education in content area as well as in teaching and learning. (d, f, h, i, j)			
3. Has in-depth knowledge of subject matter or field relating to instructional assignment. (d, f, h, j, k, q)			

4. Is actively involved with employers or postsecondary faculty at other institutions appropriate to his/her primary instructional responsibility. (d, q, s)			
5. Has evidence of professional contribution to field of study or the teaching/learning process. (i)			
6. Makes significant contributions while serving on State and/or Regional Committees. (t)			
7. Uses a variety of instructional methods to insure coverage of all areas of cognitive learning. (m, b, c, f, r)			
8. Course syllabi promote student learning and define successful student behaviors. (j, d, e, f, q, p, r)			

<p>9. Evidence of efforts to improve teaching is included. (l, n, o, a, p, r)</p>			
<p>10. Use classroom assessment effectively. (m, n, o, b, c, f, s)</p>			
<p>11. Assessment of student learning focuses on higher cognitive levels. (l, m, n, o, a)</p>			
<p>12. Products of student learning reveal successful teaching. (b, g, l, m, n, o)</p>			
<p>13. Out-of-class commitment to student learning is apparent. (p)</p>			
<p>14. SUMMA evaluations reveal commitment to student learning. (r)</p>			

15. Evidence exists of positive evaluation(s) of teaching excellence by supervisors and/or peers. (r)			
16. Professional evaluation reflects acceptable performance in all areas of responsibility. (r)			

Additional comments by evaluator:

Associate Professor Classification Recommended: **Yes** **No**
Evaluator _____ (Only Committee Chairperson needs to sign
final report form.)
Date _____

IVY TECH STATE COLLEGE

Intent to Seek Reclassification to Full Professor (F-5)

Application Form

(Deadline for submission Sept. 1 or Feb. 1)

NAME _____ CURRENT RANK _____

REGION _____

I, the above listed faculty member wish to apply for reclassification to the Full Professor rank.

	Yes	No
Is currently at Associate Professor classification.	_____	_____
Has been Associate Professor at least 4 years.	_____	_____
Has a minimum of a Master's degree.	_____	_____
Are you on a disciplinary track?	_____	_____

I would like to nominate the following faculty members to serve on my review committee. I understand that the academic dean will make the final appointment from the three names.

Suggested Committee Member _____ Rank _____
From Region _____

Suggested Committee Member _____ Rank _____
From Region _____

Suggested Committee Member _____ Rank _____
From Region _____

Signature of Applicant _____
Date _____

Date received by Dean of Academic Affairs _____

Approval of applicant for reclassification process

Dean of Academic Affairs/Date

Human Resources Director/Date

PORTFOLIO EVALUATION CHECKLIST (F5)

An acceptable portfolio will meet all of the following expectations at a level considered representative of instructional competency at the Full Professor classification level. The committee should exercise discretion to determine what is relevant (e.g., a division chair may teach few or no classes and have little current information on teaching-related criteria). The committee will review the portfolio, meet and submit recommendations no later than November 1 or April 1.

EXAMPLES OF MATERIALS FOR POSSIBLE INCLUSION	Meets Expectations. (Comments Required)	Does Not Meet Expectations. (Comments Required)	Insufficient Supporting Materials to Make Determination. (Comments Required)
1. Is familiar with and capable of discussing contemporary thinking in field of teaching/learning. (b, d, e, f, g)			
2. Demonstrates a strong commitment to continuing education in content area as well as in teaching and learning. (d, f, h, i, j)			
3. Has in-depth knowledge of subject matter or field relating to instructional assignment. (d, f, h, j, k, q)			
4. Is actively involved with employers or postsecondary			

<p>faculty at other institutions appropriate to his/her primary instructional responsibility. (d, q, s)</p>			
<p>5. Has evidence of professional contribution to field of study or the teaching/learning process. (i)</p>			
<p>6. Makes significant contributions while serving on State and/or Regional Committees. (t)</p>			
<p>7. Engages in research, publication and/or makes presentations at professional meeting. (m, n, a, b, c, f, g, p, r)</p>			
<p>8. Uses a variety of instructional methods to insure coverage of all areas of cognitive learning. (m, b, c, f, r)</p>			
<p>Includes writing and speaking assignments for students in repertoire of instructional methods. (c, p)</p>			

<p>9. Course syllabi promote student learning and define successful student behaviors. (j, d, e, f, q, p, r)</p>			
<p>10. Evidence of efforts to improve teaching is included. (l, n, o, a, p, r)</p>			
<p>11. Use classroom assessment effectively. (m, n, o, b, c, f, s)</p>			
<p>12. Assessment of student learning focuses on higher cognitive levels. (l, m, n, o, a)</p>			
<p>13. Products of student learning reveal successful teaching. (b, d, f, g, h, i, j, k, q)</p>			
<p>14. Out-of-class commitment to student learning is apparent.(p)</p>			

15. SUMMA evaluations reveal commitment to student learning. (R)			
16. Evidence exists of positive evaluation(s) of teaching excellence by supervisors and/or peers. (r)			
17. Professional evaluation reflects acceptable performance in all areas of responsibility. (r)			

Additional comments by evaluator:

Professor Classification Recommended: **Yes** **No**

Evaluator _____ (Only Committee Chairperson needs to sign final report form.)

Date _____

APPLICATION FOR RECLASSIFICATION TO PROFESSOR (F-5)
PORTFOLIO EVALUATION CHECKLIST, PART 1

Name of Applicant: _____ Date Portfolio Received: _____

The Applicant's Portfolio:

	Yes	No
Includes current information.*	_____	_____
Balances information from self, from others and from products of student learning.	_____	_____
Relates practice to an articulated philosophy of teaching/learning.	_____	_____
Includes sufficient multiple, selective sources of information to make an objective evaluation.	_____	_____
Adequately supplements narrative description and analysis with empirical evidence.	_____	_____

If any of the above are "No," the committee should advise the applicant to add the missing elements and resubmit the portfolio during the next cycle.

* the definition of "current" may vary by discipline, e.g., what is current for CIS may be more recent than for another discipline. "Current" is defined as 2-3 years for purposes of identifying professional development activities and which courses have been taught.

Employee Complaint and Grievance Procedure and Employee Harassment Policy

Employee Complaints Or Grievances

The College wants to provide you with a working environment which contributes positively to good communication, cooperation and teamwork among employees. From time to time, misunderstandings among employees occur which need resolution. The College encourages employees to resolve their complaints informally. The College Employee Informal Complaint procedures are designed to accomplish a quick resolution which is usually most expeditious and effective.

Whenever that effort does not result in a resolution to your satisfaction, the College Formal Grievance Procedure is available for your use.

Both the informal and formal procedures have been used successfully at the College.

SEE: APPM 3.6

SEE EMPLOYEE HANDBOOK In print or on the infonet for entire text of complaint or grievance procedure.

Program Effectiveness

Program faculty from the regions meet at least once per academic year to review the effectiveness of their respective programs. Membership of each committee consists of at least one faculty member from each region authorized to offer the degree program. A region may send more than one representative to the meetings; however that region will have only one vote when considering changes.

Curriculum committee tasks will be consistent with those outlined in Academic Policy and Procedures Manual 1.5. Those tasks will involve a review of student performance on capstone course exercises, a review of general education and technical outcome assessment activities (as outlined in Academic Policy and Procedures Manual section 13), a review of the Key Quality Indicators (as outlined in Academic Policy and Procedures Manual section 2) that are relevant, and any other programmatic information consistent with the purposes of the degree.

Key Quality Indicators

As part of the development of an institutional effectiveness plan and as part of preparation for the 1999 NCA self-study, the College developed 25 Key Quality Indicators. In November, 2006, the KQI's were updated in anticipation of the 2008-2009 comprehensive visit. These indicators are listed on the following page and are "key" to the continuous self-assessment and continuous quality improvement strategies of the College. These KQI's serve as a catalyst to campus and college-wide planning for improvement and meeting them will allow the College to achieve a level of quality and consistency among its campuses that will assure both internal and external publics that the College has made an ongoing commitment to continuous improvement.

Key Quality Indicators
(Draft as of 11/2006)

1. There are adequate full-time faculty members for the program mix of each campus.
2. There are appropriately credentialed faculty members at each campus.
3. Degree programs meet external validation standards.
4. There is appropriate and up-to-date educational equipment to support the academic initiatives of the College.
5. There is appropriate support for the library operations of the College.
6. Academically under prepared students receive remedial education that would allow them to meet educational objectives.
7. Students demonstrate mastery of technical and general education skills.
8. Graduates are successfully employed or continuing their education..
9. Distance learning offerings of the College meet the same quality expectations as the traditional course offerings.
10. The College provides strong support systems for students.
11. The College provides a culture of outcomes assessment for each functional area of Student Affairs.
12. The College provides a student centered environment that fosters intentional individual development.

Advisory Committees

APPM 9.0 – Effective 9/92 – Updated 6/02

PURPOSE:

Each Ivy Tech region maintains a program advisory committee for each college program presented by that region to assist the faculty and administration in providing relevant and up-to-date instruction. The committee should be made up of five or more members composed of representatives from business and industry, area secondary schools and other postsecondary institutions. These committees provide vital communication links between the College and the community. Advisory committee members provide educators with “eyes and ears” Tuned to rapidly changing needs of business and industry. Advisory committees help disseminate information that will be of benefit to students, to the program, to the College, and to other outside agencies or individuals. They supply the guidance and critical assessment necessary for Ivy Tech to equip program graduates and employers with the skills so vital to their services. These committees act in an advisory capacity.

POLICY:

Advisory committees can assist the College by providing some of the following kinds of assistance:

1. Develop and maintain a high level of quality
2. Provide input on program improvement
3. Review programs for relevance
4. Participate in program planning process
5. Assess current and projected workforce needs
6. Act in a liaison role with all outside agencies that are interested in the educational program
7. Suggest or identify cooperative education, externship or practicum sites for those students in programs with such features
8. Identify the equipment necessary to create real life learning experiences and complement instruction
9. Work with the placement office in its effort to find jobs for program graduates
10. Market the programs
11. Plan and participate in development efforts associated with the program

PROCEDURES:

Appointment of regional program advisory committees and committee operations are regionally determined.

SEE REGIONAL INFORMATION: Advisory Committees

Grade Appeals

APPM 4.7 EFFECTIVE DATE: 8/06

PURPOSE:

The purpose of the College's policy and procedures concerning appeals of grades is to protect students' rights and interests, to protect academic integrity, and to insure appropriate standards of due process for faculty and students.

POLICY:

College grading policies reflect the quality of performance and achievement of competency by students who complete one or more courses. Grade appeals may occur when a student feels that the final grade received in a course is inaccurate.

GENERAL PROCEDURES:

1. When a student believes the final grade he or she received in a course is inaccurate, he or she should make an appointment with the instructor who issued the grade or status and explain the reasons for this belief. This process must be initiated within thirty (30) calendar days of receiving the grade. The instructor and the student should make every effort to resolve the issue. It is expected that most, if not all, misunderstandings will be resolved at this level.
2. If the grade or status issue is not resolved, the student can appeal in writing to the instructor's supervisor. This individual may be the regional division chair or program chair. Once the student has appealed the grade or status with the chairperson, if the issue is not resolved to the student's satisfaction the student may appeal to the regional department chairperson, next higher chairperson, or whomever is next in line.
3. The student's next recourse is to appeal to the regional chief academic officer. The student must notify the dean of academic affairs in writing of his or her intent to appeal the grade. An appeals committee will be formed by the academic dean, consisting of a faculty member from the program or from the division in which the program is housed, a faculty member from another division, the regional student affairs dean or designee, the regional academic affairs dean, and an optional fifth regional person, possibly staff. The appeals committee's decision will be forwarded to the student. Students not satisfied with the committee's decision may make a final appeal to the regional chancellor.

Intellectual Property

APPM 7.11 EFFECTIVE DATE: 2/02

PURPOSE:

Ivy Tech Community College is committed to teaching and related scholarly activities of its faculty and staff (henceforth referred to as the creators). Further, the College recognizes that in pursuit of those activities, faculty and staff will create copyrightable or patentable works such as printed materials and publications, multi-media materials, and online courses (henceforth referred to as intellectual property). These works may and often do involve rights of ownership, needs for protection, rewards from ownership, and responsibilities during development that affect the creators and the College.

The College recognizes the value in faculty and staff pursuing such activities and wishes to facilitate such through this policy. The College also recognizes that it has an obligation to itself and to the public to share in any financial benefits derived from College support used in the development of intellectual property. The purpose of this Intellectual Property Policy is to clarify issues related to the ownership, sale, licensing, and distribution of intellectual property and to provide a framework that offers flexibility and protection to both creator(s) and the College.

POLICY:

Contracting for Intellectual Property

The College recognizes that faculty and staff, in an effort to improve their contributions to students and the mission of the College, have in the past and likely will in the future, create intellectual property without first negotiating an agreement with the College concerning ownership rights. Whether a work is undertaken by an employee without entering into a prior agreement with the College, or whether the work is undertaken at the request of the College, it is the intent of this **policy that the following provisions control the relationship between the College and the creator(s).**

In the first instance, when the development of intellectual property is planned by faculty or staff without having been requested by the College, the College encourages the creator(s) to first negotiate with the College for rights prior to the creation of such intellectual property relative to the ownership of that specific intellectual property.

In the second instance, when the College desires the creation of intellectual property, the College shall contract with creator(s) in advance. The ideal situation would be to negotiate such contract at the time of renewing the annual employment contract.

PROCEDURES:

In contracting for a given piece of intellectual property, the following provisions shall control the relationship between the College and the creator(s).

1. Independent works

If a work is created, developed, or produced wholly on the employee's own time and without any College support, the creator(s) shall retain all rights of equity and ownership. For example, if the creator(s) independently develops an online course, the course may be offered through the College at the discretion of the College, and the College and creator(s) shall negotiate an agreement with respect to the rights and responsibilities of each party. In any event, should the creator(s) leave the College, the College shall retain a non-exclusive, non-transferable license to offer the course for one year following that departure.

Materials or inventions developed as part of an independent consulting project performed by College personnel for outside organizations shall not be considered to have been College supported or commissioned, and all rights to such property, other than those involving the substantial use of College funds or facilities, shall remain with the individual. Such work shall not violate state law or College policy regarding conflict of interest.

2. Creation of Online Courses or Other Works with College Support

If the College requests or agrees to the creation of an online course or other works by an employee, or if the employee has created such a work and made use of College resources in the process without prior negotiation, the College shall have non-exclusive, non-transferable rights to use the work for three years, while the creator is employed. If the creator leaves the College, he or she may take the work to use for his or her purpose, but the College retains the right to use the work for the balance of three years. The College may continue to use the work beyond this time period in the event such an agreement was developed with the creator.

It is expected that the creator will keep the work current by making modifications and updates as appropriate during the time the creator is employed by the College. Consideration for additional support from the region will be given if major changes to an online course or other works are required.

While employed, the creator will not use the property in any way that is in competition with the College, without prior written consent. In the case of an online course and during the term of the creator's employment, the creator will have the right of first refusal to teach the course. Should the author be unwilling to teach a section or sections of the course in a given academic term, or if teaching these sections would exceed a reasonable load as deemed appropriate per faculty loading policies and practices, the region has the right to ask another employee or employees to teach the course for one academic term only.

It is expected that the College and/or region will provide the necessary support, including off-loading, computer training and distance education support for the creation or development of the online course or other works.

The contracting parameters established above for the creation of online courses or other works are not intended to apply to the employee’s normal job responsibilities that are associated with traditional classroom instruction and course development, such as writing course outlines or preparation.

The terms of the contracts written for the same purpose, i.e., creation of online courses or other works, should be consistent within the region and/or College. Any exceptions to a standard agreement would require the approval of selected officers e.g., Chancellor, Executive Director of Human Resources, RAO) within the region.

3. Works Commissioned by the College

If the College requests a faculty or staff member to create a specific work as a part of his or her assigned duties, the College has exclusive rights of ownership unless otherwise negotiated.

4. Works Sponsored by External Sources

Typically, intellectual property rights for works developed with funds provided by external sponsors (through grants, contracts, etc.) will be specified by grant agreements, contracts, and/or other documents. In the absence of any such agreement and in cases where it is clear that intellectual property may develop as part of the work of the sponsored project, the College and involved creator(s) will negotiate and sign an intellectual property agreement that best represents the interests of both parties.

Intellectual Property Ownership and Equity Guidelines

CONDITION	OWNERSHIP	EQUITY
Independent Works	Individual	Individual: 100%
College Support	Individual owns College has non-exclusive, non-transferable right to use for 3 years	<u>During employment:</u> Individual 50% College 50% <u>After employment:</u> Individual 100%
Commissioned Works	College owns	College: 100%
Externally Sponsored Works	As specified	As specified

5. Works of Students

The College encourages and supports students who produce intellectual property directly related to course assignments. Course-related activities may be carried out with access to College facilities and equipment provided appropriate channels and guidelines are followed. Students shall adhere to the laws governing the use of copyrighted materials. Students shall have sole ownership and equity rights to property they produce for course assignments.

If the display of student work online during a course is done on a password protected web site and follows the same guidelines as the sharing of student work in the face-to-face class does, no written permission from the student is necessary. However, if the College wishes to continue displaying a student's work online beyond the semester in which the student is enrolled in the course, written permission should be obtained .

If the student creates a work while performing in an employment relationship with the College for the development of the materials in question, ownership resides with the College.

If a work is developed by a student specifically as part of a College employee's formal project, including research and scholarly publications, institution or sponsored project, ownership will reside with the faculty or staff who created the work or the College, to be determined using the provisions outlined above.

Waiver of Participation

The College or the employee may relinquish all or a portion of its/his/her own rights to the property at any time during the process covered by this policy.

Disclosure of Intellectual Property

College personnel who, during their affiliation with the College, produce intellectual property of commercial value resulting from or through the affiliation shall disclose such developments to their supervisor, who will forward the disclosure to the regional academic dean. College personnel who, subsequent to their affiliation, produce intellectual property that was supported in part by the College shall disclose such developments to their former supervisor. Disclosure in either situation must be initiated within sixty (60) days after notification of the marketability of the intellectual property.

Exclusions

Agreements for works developed prior to the implementation of this policy shall continue to apply. Absent such an agreement, it is the intent of the College that works developed by creator(s) prior to the implementation of this policy shall be analyzed and addressed on a case by case basis, using this policy as a guide.

The College claims no ownership of textbooks, journal articles, class/lecture notes, popular nonfiction, novels, poems, musical compositions or other artistic works developed by the faculty or staff that are not institutionally commissioned works.

Employee Compliance with Copyright Law

All College employees have the individual responsibility to understand and abide by copyright law in the development of materials, in teaching, and in all other College activities. Each employee must insure that his or her activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others, and that the materials used and developed at Ivy Tech Community College contain nothing unlawful, unethical, or libelous, and do not constitute any violation of any right of privacy. Each employee will accurately assess and classify all materials used in or under development for College activities into one of the following categories:

1. The employee holds legal copyright to all materials in use and/or under development or such materials are not copyrightable.
2. The employee has obtained all required permissions, licenses, or releases from holders of such rights or has advised that permissions must be obtained; or
3. The employee has determined after careful study that the intended use is covered by an exemption to copyright laws.

The College shall provide support, information, training, and guidance on copyright law and its applications to employees who are involved in the development and use of intellectual property.

Glossary of Terms

College:

Refers to Ivy Tech Community College

College Support:

The use of College facilities, equipment, personnel and other College resources customarily made available to employees for the performance of their regular job duties.

Copyright:

Copyright gives the owner the exclusive right to reproduce the copyrighted work, create derivative works based on the original, distribute or sell the work, and to display or publicly perform the work. Copyright protects the work against unauthorized use or copying.

Copyrightable Work:

An original work of authorship fixed in a tangible format of expression. Copyrightable works include, but are not limited to, books and other literary works, articles, dramatic works, musical compositions, sound recordings, choreographic works, visual artworks, photographs, motion pictures, multimedia products and software.

Creator:

Any faculty or staff or student who develops or creates intellectual property.

Equity:

The proportionate share (ownership interest) of the intellectual property and its value held by each of the owners.

Independent Works:

Works created, developed, or produced wholly on the employee's own time and without any College support.

Intellectual Property:

Any copyrightable or patentable work.

License:

A contract in which a copyright or patent owner gives another permission to exercise one or more of the rights reserved for the owner under copyright or patent law.

Owner(s):

The creator(s) of the property or the person(s) or organizations(s) to whom rights to the property have been legally transferred.

Patent:

A patent gives the owner the right to exclude others from making, using, selling, or importing a patented invention or discovery.

Patentable Work:

Any new and useful discovery, process, machine, device, manufactured product, composition of matter or other invention that qualifies for protection under United States Patent Law.

Assessment

Student assessment begins as the students enter the College. Degree seeking students must take the ASSET or COMPASS exams prior to enrolling in classes, unless they are eligible for a substitution. Students are placed in classes appropriate to their ability as demonstrated through their scores.

Once enrolled in class, students are involved in continuous, multiple assessments of academic achievement embedded within their courses. These assessments relate to the measurable objectives on each course outline of record. These assessments assure that, over the course of their educational experience, students are progressing towards their educational goals.

Near the end of their degree objective, students take the relevant capstone course. The capstone course is designed to be the culminating experience in which students are asked to demonstrate the skills required of their degree. Capstone experiences include a verification of technical skills through certification or licensure exams, or a portfolio. Capstone experiences also include an assessment of general education outcomes as measured by the Collegiate Assessment of Academic Proficiency (CAAP). Students take two CAAP modules. A listing of exams, portfolio guidelines, and procedures for general education assessments is found in the Academic Policies and Procedures Manual, section 13.

Several months after graduation, the graduates are sent a Graduate Survey that asks them about their Ivy Tech experiences and their employment. With the graduate's permission, the employer is sent an Employer Follow-up Survey that asks about their satisfaction with Ivy Tech graduates, what additional skills they would like to see taught, and the general impression of the education the College is providing.

Information from entry assessment, course embedded assessment, capstone experiences, surveys and statewide program committees are used in evaluating the success of the programs.

Assessment policies and procedures are found in APPM 13.0. – 13.5.

FOR MORE INFORMATION: Assessment: Manual of Policy and Good Practice
SEE REGIONAL INFORMATION: Assessment

Prior Learning Assessment (PLA)

APPM 6.1 EFFECTIVE DATE: 9/01

PURPOSE:

Ivy Tech Community College proposes to acknowledge the prior learning experiences of both current and prospective students by awarding credit for appropriate prior learning. Such prior experience could include but is not limited to the following: workplace learning, military experiences and training, college-level credit from other institutions, nationally recognized testing, certifications, and community service. The awarding of prior learning credit for experience will be limited to technical coursework. General education competencies must be validated through nationally recognized testing. If program accreditation or licensure issues in certain programs preclude the awarding of PLA credit, the College will not award PLA credit for coursework in that program.

The forms developed for the PLA process will be used for those requests for which there is no automatic awarding of credit suggested through other means; e.g., the certification crosswalk is the source of determinations about the awarding of credit for earned certifications, so there is no need to use the PLA forms to validate credits awarded for certifications on the crosswalk.

Availability of awarding credit for prior learning can be a powerful tool for recruiting and retaining students, especially non-traditional students who have a wealth of experience, some of which can translate into college credit. This incentive should prove particularly helpful in recruiting students to the new community college initiative. The College will implement its PLA program using the guidelines of the Council of Adult and Experiential Learning (CAEL).

POLICY:

To develop and implement consistent, statewide processes for the valid and reliable assessment of experiential and extra-collegiate learning at the college-level. To provide appropriate academic recognition for knowledge so identified consistent with high standards of quality and rigor.

STUDENT REQUISITES:

- The student must be currently admitted as a degree seeking Ivy Tech Community College student. Credits earned through the PLA process will not be included on the transcript until the student has enrolled in a course.
- In order to complete degree requirements at the College, students must earn at least 15-degree credits as a regular student of Ivy Tech, and not through test-out or other means of advanced placement.
- Students who request to have prior learning evaluated for credit are not excused from the requirements for entry assessment. Course prerequisite requirements must still be met or otherwise documented. At the discretion of a faculty advisor it is possible, e.g., to substitute other higher level courses for the credits represented by prerequisites that would otherwise have been taken.

- Students wishing to have credit awarded for workforce certifications that appear on the certification crosswalk do not need to use the PLA process. They will be awarded the credit per the College policy on awarding transfer. Such students do not need to be degree seeking and must provide documentation that they have successfully passed licensure or certification testing. Fees are not charged for this type of credit and a status of “V” will be awarded. Faculty evaluating such a request will use the College-wide certification crosswalk document, to be finalized in spring, 2001. The crosswalk will be updated periodically.

PROCEDURES:

- Each student must meet with the PLA Coordinator to initiate the PLA credit evaluation process.
- Based on a self-evaluation, the student will identify the course(s) for which he/she wishes to make application for PLA credit.
- The student will then evaluate his/her personal experiential and extra-collegiate learning activities and reconcile these experiences with the statewide competency objectives specified for each individual course, as provided by the PLA Coordinator.
- The student will meet with the PLA Evaluator and complete the PLA Application form for each course for which he or she is seeking credit. The purpose of this process is for the Evaluator and the student to agree upon the evaluation instrument(s) that will be used to assess the student’s learning for the awarding of Ivy Tech Community College credit.
- The student will pay a \$45 fee to the bursar’s office for each course application. The course application form will be signed at the bursar’s office when the student has made payment. Financial aid does not cover PLA credit.
- Finally, the student will complete the assessment activities as agreed upon in the PLA Application and submit the completed documentation to the PLA Evaluator for official review.

PLA COORDINATOR

POLICY:

Each region will designate a person to coordinate PLA credit. This may be the Dean of Academic Affairs or his/her designee.

PROCEDURES:

- The PLA Coordinator will meet with students interested in receiving PLA credit and initiate the PLA credit evaluation process.
- The Coordinator and the student will discuss the student’s experience and its possible relationship to the student’s proposed area of study, the costs of PLA credit evaluation, the process the student will be required to follow, and transferability of Ivy Tech Community College PLA credit to other colleges and universities.
- The Coordinator will provide the student with a packet of information containing the student’s chosen field of study Program Checklist listing all courses required for the

degree, the name of the of the PLA Evaluator for the selected program, the course objectives for each required course, and possible evaluation methods to be used for assessment of the student's experience(s).

- The Coordinator will follow up on in-process evaluations and verify completed evaluations meet college policy. Next the Coordinator will complete PLA Summary Credit form.
- The PLA Summary Credit form and PLA Course Evaluation form, completed by the PLA Evaluator, will be forwarded to the Registrar for recording.
- The Coordinator will also be responsible for coordinating the training of regional Program Chairs and their designees in evaluating PLA.
- Student appeals regarding the PLA process will follow the College policy for grade appeals.

PLA EVALUATOR

POLICY:

- Program Chairs or their designee will serve in the role of PLA Evaluator and be responsible for meeting with students wishing to earn credit for PLA.

PROCEDURES:

- This meeting takes place after the student has met with the PLA Coordinator and the student has completed his/her self-evaluation. The Evaluator and the student will agree on the best evaluation instrument(s) for use in assessing the student's experience(s) for each desired course. The PLA Application form will be completed for each course for which the student is seeking PLA credit.
- After the student completes the required documentation associated with the evaluation instruments, the student will give his or her completed portfolio to the assigned
- The PLA Evaluator will verify the student has paid the related fees before the evaluation process begins. Payment is made at the bursar's office and the course application is signed to indicate that payment has been made.
- The PLA Evaluator will then evaluate the evidence(s) of learning relating to course(s) in the student's chosen field of study. The evaluation will be based on the statewide course objectives set for the course and evaluated through a combination of allowable competency verification instruments. The evaluation of a request for PLA credit should be completed by 30 working days before the end of the semester in which it is submitted for consideration unless there are extenuating circumstances. It is to the student's advantage to submit the prior learning documentation as early in the semester as possible.
- The student must satisfactorily demonstrate competency at a level comparable to that expected of students in the course.
- The Evaluator then completes the PLA Course Evaluation form for each course being recommended for credit and forward it to the PLA Coordinator.

REGISTRAR

POLICY:

The registrar will comply with AACRO policies for assessment of prior learning.

PROCEDURES:

- At the completion of the PLA evaluation process, the Registrar will receive the PLA Summary Credit form and the PLA Evaluation form(s) from the PLA Coordinator.
- The college credit awarded will be entered into SIS at that time with a status of “V”.
- Credit earned through the PLA process will be tracked through the use of section numbers.
- The portfolio will be returned to the student. The other PLA forms will be kept in the student’s permanent folder.

COST OF ASSESSMENT

POLICY:

- A \$45 fee for each course application to be processed will be assessed at the time of application with the Bursar.

CREDIT TRANSFERABILITY

POLICY:

- The determination to accept credits earned through the PLA process is always the decision of the receiving institution.

PROCEDURES:

- The PLA Coordinator will need to be aware of existing transfer agreements and how receiving institution will handle PLA credits and advise students accordingly.

PORTFOLIO AND ASSESSMENT

PROCEDURES:

- The student’s portfolio is the compiled result of the student’s completed evaluation instrument(s) and/or documentation of each course for which the student is seeking PLA credit.
- It may contain several different types of documentation (examples listed below.)
- The portfolio will start with a summary statement from the student explaining what the evaluator will find in the portfolio and what the student hopes to accomplish as a result of the PLA evaluation.
- The portfolio will be organized by courses for which the student is requesting credit.

Required Student Documentation:

- Documents should ensure validity, i.e. measure what is intended. Excessive documentation, attractively presented, should not compensate for poor performance in assessment or questionable relevance of learning to the objective.
- Whenever appropriate, evaluators should seek different forms of evidence of learning and use more than one type of assessment in order to reach a valid judgment. In measuring an individual's learning, evaluators should use techniques that are appropriate to the background and characteristics of the learner.
- In no event should an extraneous handicap be allowed to invalidate the assessment. Students could prove competency through a variety of avenues.
- It would be the decision of the PLA Evaluator to select the most appropriate form of documentation.

The following are examples of supporting documentation (this is NOT an exhaustive list):

- Departmental testing
- Nationally recognized test (ACT, CLEP, DANTES)
- Credit recommendations from ACE reviewed training and military experience
- Certification crosswalks per Ivy Tech Community College Workforce Certification Center
- Work-related Learning
 - Resumes with job descriptions
 - Letters of commendations, promotion or evaluations
 - Awards or citations
 - Reports, proposals, or other material written on job
 - Samples of suggestions adopted by company
 - Blueprints, schematics, or artwork
 - Licenses or certifications
 - Military separation documents
 - Military education records
- Community Service or Personal Accomplishments
 - Commendations or awards
 - Exhibits such as photographs or videotapes
 - Newsletter or magazine clippings
 - Letters of corroboration from co-volunteers, clients served and supervisors
 - Speeches given, projects/proposals written
- Non-college Courses and Training
 - Official transcript
 - Course requirements
 - Number of clinical hours
 - Proof of enrollment/completion
 - Course syllabi, description(s), or outline(s)
 - Diplomas/certificates (notarized copy)

Required Campus Documentation:**Procedures:**

At the end of the evaluation process the following documents will be completed.

- PLA Application form signed by the PLA Evaluator and student (example attached) for each course evaluated.
- PLA Course Evaluation form signed by the PLA Evaluator (example attached) for each course evaluated.
- PLA Summary Credit form signed by the PLA Coordinator (example attached) summarizing PLA credit(s) awarded to the student.

Prior Learning Assessment Application

Integrated Accounting Software
ACC 225

Student _____ Social Security _____ Date _____
Address _____ Phone # _____

Examples of Assessment Instruments: credit by exam (department or national), on-site skill verification, ACE CREDIT or military, certification crosswalks, work-related learning, community service or personal accomplishments, and/or non-college courses and training

COURSE OBJECTIVE	ASSESSMENT INSTRUMENT
Properly record transactions on the correct input sheets for entry into the computer using appropriate references.	
Trace a transaction from the point of entry in the system to the general ledger account it affects.	
Prepare adjusting and/or correcting entries as needed to bring accounts up to date or correct the ledger.	
Use an accounting software package to prepare depreciation schedules.	
Use an accounting software package to perform the complete accounting cycle, including using subsidiary ledgers which integrate with the general ledger.	
Use an accounting software package to produce financial and managerial reports and explain the usefulness of each report.	
Perform financial statement analysis and prepare a written report. The analyses and report should require the following minimum skills: A. Math 1. Linear equations/formulas 2. Graph reading and construction 3. Rational expression and equation	

<ul style="list-style-type: none"> 4. Proper mathematical tools selection 5. Appropriate Data selection 6. Estimation and Reasonableness 	
<ul style="list-style-type: none"> B. Communication 1. Purpose/focus and clarity 2. Organization/coherence 3. Correctness/writing conventions 4. Style 5. Critical Thinking 6. Reference when appropriate. 	

The assessment instrument(s) listed above will be used to demonstrate competency in the required objectives of the course.

 Student's Signature Date

 Bursar's Signature Date

 PLA Evaluator's Signature Date

**Prior Learning Assessment
COURSE EVALUATION**

Integrated Accounting Software
ACC 225

Student _____ Social Security _____ Date _____
Address _____ Phone # _____

COURSE OBJECTIVE	PROOF OF DEMONSTRATED COMPETENCY
Properly record transactions on the correct input sheets for entry into the computer using appropriate references.	
Trace a transaction from the point of entry in the system to the general ledger account it affects.	
Prepare adjusting and/or correcting entries as needed to bring accounts up to date or correct the ledger.	
Use an accounting software package to prepare depreciation schedules.	
Use an accounting software package to perform the complete accounting cycle, including using subsidiary ledgers which integrate with the general ledger.	
Use an accounting software package to produce financial and managerial reports and explain the usefulness of each report.	
Perform financial statement analysis and prepare a written report. The analyses and report should require the following minimum skills: B. Math 7. Linear equations/formulas 8. Graph reading and construction 9. Rational expression and equation 10. Proper mathematical tools selection	

11. Appropriate Data selection 12. Estimation and Reasonableness	
B. Communication 7. Purpose/focus and clarity 8. Organization/coherence 9. Correctness/writing conventions 10. Style 11. Critical Thinking 12. Reference when appropriate.	

I have evaluated the above named student's prior learning experiences as documented. He/she has shown competency in a minimum of 80% of the objectives. Therefore I recommend credit for the course.

PLA Evaluator's Signature

**IVY TECH COMMUNITY COLLEGE
Prior Learning Assessment**

PLA SUMMARY OF CREDIT

NAME _____ SS# _____ Date _____

Making Application To _____ Program _____ Term _____

COURSE NUMBER	COURSE NAME	CR. HRS.
TOTAL CREDIT HOURS AWARDED		

PLA Coordinator's Signature

Posted By Date



Student Application for Assessment for Prior Learning

Student must be admitted as a degree –seeking student at Ivy Tech.



Student meets with local PLA Coordinator to initiate the PLA credit evaluation process.



Student identifies courses for which he/she wishes to make application for PLA credit. PLA coordinator provides student with a list of objectives for the course(s) identified.



Student evaluates his/her personal experiential and extra-collegiate learning activities and matches them with course objectives.



Student meets with PLA Evaluator and completes PLA application form for each course for which he/she is seeking credit. Student and evaluator agree on instruments to be used to assess student's learning.



Student pays a \$45/course fee to Bursar's Office for each course application. Bursar signs application to confirm payment.



Student completes assessment activities agreed upon and submits completed documentation to the PLA Evaluator for official review.



PLA Evaluator reviews the student's materials by 30 working days before the end of the semester. When completed, the evaluation form(s) is/are forwarded to the PLA Coordinator.



The PLA Coordinator compiles the evaluation forms on the summary of credit form, signs the form and forwards it to the Registrar.



The Registrar enters college credits awarded into SIS with a status of "V".



The portfolio will be returned to the student. Other PLA forms will be kept in the student's permanent folder.

INSTITUTIONAL POLICIES AND PROCEDURES

Logo Standards

As the focal point of our graphic identity system, the Ivy Tech Community College of Indiana logo successfully communicates our message in a variety of applications: on buildings, signs, stationery, promotional media, and more. The following guidelines are designed to ensure consistency of appearance, color and positioning of the logo. Please note that regional marketing departments should approve all logo usage for regional campuses prior to production.

SCHOOL NAME

“Ivy Tech Community College of Indiana” is the official name. It should be used as such on all official documents. It is permissible to use the name “Ivy Tech Community College” on all printed material. When utilizing regional names, they should appear as “Ivy Tech Community College-Region” in written format. Further details as to the usage of the name in various formats are detailed in this style guide. It is not permissible to utilize “ITCC” in any manner.

LOGO COLOR OPTIONS

Due to the variety of logo usage needs and the many reproduction options, you will need to select the artwork most appropriate for your specific need. Please refer to the “Logo Usage Quick Reference Guide” for recommended uses for each version.

FONTS

Trajan and Fairfield are the recommended font families. To ensure consistency with the logo, these fonts should be prominent in all pieces you design. When a complementary sans serif font is needed, choose a classic, clean font, such as the Arial or Helvetica font family.

IDENTITY ELEMENTS

The term “logo” is used to indicate the major elements of the identity:

- Icon (the stacked “I-V-Y”)
- Logotype (the “Ivy Tech Community College” name)
- Campus name, where applicable

The logo should be reproduced only from the master artwork provided electronically or from the reproduction slicks included in the style guide. The icon, logotype, and campus name should never be redrawn.

Whenever practical, the icon and the logotype should be used together. There may be instances, however, when the icon may appear alone—primarily when the logotype will be reproduced too small or at too far a distance to be seen clearly (flags are just one example of an appropriate use of the icon by itself).

CAMPUS IDENTIFICATION

To ensure maximum flexibility, there are multiple approved versions of the logo:

- “Statewide” versions (both horizontal and vertical; 1-color, 2-color, and full-color versions)
- “Regional” versions (both horizontal and vertical; 1-color, 2-color, and full-color versions)

The preferred version is the statewide logo, but the regional versions are also acceptable when you need to differentiate based on your location. Remember the following when determining whether a regional logo is needed:

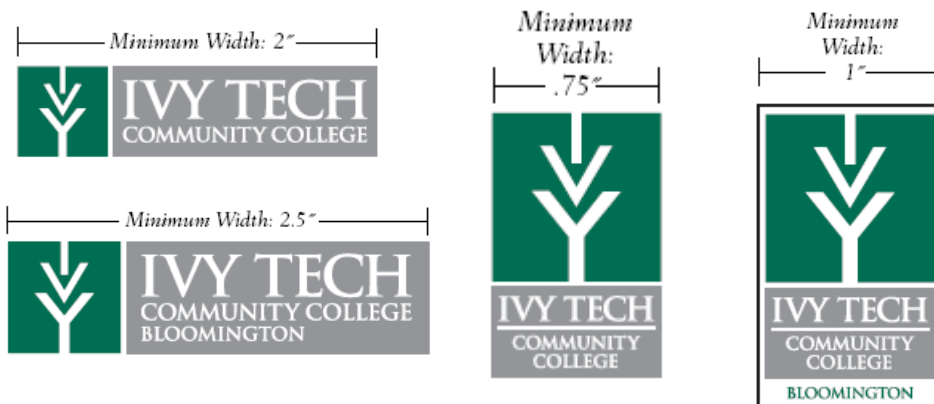
- The logo’s cumulative impact is stronger when it is used consistently. Use the statewide version as often as possible to maximize its impact on all audiences.
- Using the statewide logo makes your materials relevant to the largest possible audience and ensures the maximum shelf life for your materials.
- Many students will self-select which campus is best for their needs, so directing them to a specific campus is rarely necessary.
- Many students will live within the boundaries of one Ivy Tech region and work outside those boundaries. There are significant advantages, therefore, when these students see Ivy Tech as a unified, statewide community college, not as an individual campus or region.



SIZE GUIDELINES

To ensure visibility, please adhere to the following size guidelines:

- When using the statewide horizontal logo, the width must never be less than 2.”
- When using the statewide vertical logo, the width must never be less than .75.”
- When using a regional horizontal logo, the width must never be less than 2.5.”
- When using a regional vertical logo, the width must never be less than 1.”



IMPROPER USE OF THE LOGO

To avoid improper use of the logo, always adhere to the basic guidelines set forth in the style guide. An important rule to remember is that the logo should always be treated as a symbol, not as a word in a phrase, sentence or headline. The logo may be used in the masthead of a newsletter, but only if it is treated as a separate design element, not incorporated into the actual name of the newsletter.

Other useful guidelines to avoid improper use of the logo include:

- Do not use different type fonts for the logotype either in upper or lower case.
- Do not change the proportion or position of the icon and logotype.
- Do not print the logo in any other color other than the colors specified in this style guide.
- Do not print the logo on a background with too little contrast.
- Do not position the logo too close to other symbols or logos.
- Do not position the logo vertically or at an angle.
- Do not use low resolution electronic versions of the logo (i.e. low resolution JPG) files for printed materials.
- Do not change proportions of the logo when resizing.

If you have any questions about these guidelines, or about uses outside the scope of this style guide, please call the Ivy Tech Community College Marketing Department at (317) 921-4321.

Full Time Equivalency (FTE)

FTE stands for “full-time equivalent” and is used in determining student enrollment trends, costs, loading, etc. The formulas for determining FTE were established by the CHE (the Indiana Commission for Higher Education):

1 FTE = 15 credit hours of generated credit

(If a student were to enroll for 15 credits, that would equal 1 FTE; if three students each enrolled for 12 credit hours of classes, they would generate 2.4 FTE— $12+12+12=36$ divided by $15=2.4$)

Sometimes the term “annualized FTE” is used. Annualized FTE is figured by adding the credit generated during a year and dividing by 2, i.e. Annualized FTE= Summer credit hours + fall credit hours + spring credit hours ÷ 2.

“FTE” may be part of the formula for determining College funding.

Computer Resources and Support

The Employee Handbook includes a Computer Resources policy which addresses copyright, privacy, intellectual property, acceptable use of resources, and several other topics related to computer use at the College.

Access to and use for College computer resources is an educational opportunity which is a privilege extended by the College to employees and other authorized users to promote the mission of the College and carry out assigned job responsibilities. Computer resources are defined as including, but not limited to, hardware, software, systems, networks, data stored, transmitted or accessed using College computers and college-provided access to e-mail, Intranet, Internet, World Wide Web, or any other internal or external service, server or provider. Any activity which violates local, state, or federal law or ignores common standards of honesty, privacy and decency is a violation of this policy.

College computing resources are to be used to advance the College's mission of education, and public service. These resources are provided to employees and other authorized users for purposes related to their studies, their responsibilities for providing instruction, the discharge of their duties as employees, their official business with the College, and other College authorized activities.

The College acknowledges, however, that occasionally employees use college computing resources assigned to them or to which they are granted access for non-commercial, personal use. Such occasional noncommercial uses are permitted by employees if they are not excessive; do not incur costs; do not interfere with the efficient operation of the College, its employees, or its computing resources; are not prohibited by the supervisor or faculty; and are not otherwise prohibited by this policy or any other college policy or directive. The College will not provide technical support for any use not directly related to college business.

For the complete text of the Computer Resources Policy, see the Employee Handbook reference below.

FOR MORE INFORMATION: [EMPLOYEE HANDBOOK](#)
SEE REGIONAL INFORMATION: Computer Resources and Support

Library Resources

Each of Ivy Tech's 23 campuses has a library. The statewide College libraries have purchased several shared on-line resources so that students around the state can have similar access, regardless of the size of the campus they attend. Each library has a core collection of reference, program-related, and general education support materials. Each library also offers reference service to assist students with research.

There is a statewide library catalog that displays the resources of all 23 campuses. Students and faculty can also search the catalogs of several other Indiana college and university libraries. There is an inter-library loan service that enables students and faculty to borrow materials from other libraries (both inside and outside the Ivy Tech system) when they are not locally available. Tours of the library and instruction in its use are available at each campus; see the local librarian for more information. Hours of operation, staffing, and some services may vary from campus to campus.

SEE REGIONAL INFORMATION:
SEE THE COLLEGE WEBSITE AT:

Library
www.ivytech.edu/library/

Safety and Security

APPM 3.5 EFFECTIVE DATE: 9/92

Faculty Responsibilities (APPM 3.5)

The health and well being of students and employees are major concerns of the institution.

It shall be the policy of the College to conform to the provisions of the Occupational Safety and Health Act as they apply to the operations of the College, specifically in maintaining a workplace that is free from hazards that would be likely to cause death, serious physical harm, or diseases in connection with work performed. Faculty are expected to strictly observe OSHA requirements and all other local, state and federal safety rules and regulations that pertain to the classroom/lab/clinic.

Procedures: Regionally determined

STUDENT AFFAIRS POLICIES 11.1 EFFECTIVE DATE AUGUST 1993

Purpose

The purpose of campus security services at Ivy Tech is to ensure safe and secure environment for students, staff, and guests. Student Affairs is responsible to coordinate with campus security officials issues related to campus safety.

Policy

It is the policy of the College to have a person designated as the chief security officer for the region/campus. Campus security will work closely with local law enforcement officers to provide a safe and secure environment and to make sure that campus crimes are reported and investigated.

Process

The campus security process includes the following:

- Compliance with the Campus Security Act of 1990.

All crimes and security issues are reported to the proper college officials and law enforcement agencies.

Educate student, staff, and guests about proper security and safety procedures.

Enforce all state, local, and campus security laws and regulations.

Regional Responsibilities - Primary Student Affairs Officer

1. Disseminates annual campus crime report to prospective students and current students.
2. Ensures that proper policy notification appears in student handbooks and catalogs.
3. Reports any crimes reported by students to the campus security officer or local police.

Central Responsibilities - Student Affairs Liaison

1. Monitors college wide activity to insure compliance with College policy and procedures.
2. Collects, assimilates, and disperses data necessary for maintaining accountability and necessary information for internal and external use.
3. Ensures that proper policy notification appears in the college wide catalog.

SEE EMPLOYEE HANDBOOK

SEE REGIONAL INFORMATION:

Emergency Procedures

STUDENT AFFAIRS POLICIES AND PROCEDURES

Student Rights and Responsibilities
As Taken from Student Affairs Policies
and Procedures Manual
Revised 8/2006

Student Rights and Responsibilities

(As Taken from Student Affairs Policies and Procedures Manual – Revised 8/2006)

STUDENT AFFAIRS POLICIES 9.1 Revised 2/99

Purpose

The purpose and overall objective of student rights and responsibilities policies at Ivy Tech is to provide a process for the fair and just administration of the College's student judicial system. Student Affairs is responsible for the planning, management, and evaluation of the College's student rights and responsibilities process.

Policy

The College policy regarding student rights and responsibilities is to provide students, faculty and staff with the college rules and the procedures for due process.

Process

The student rights and responsibilities process includes the following:

1. Administering the student disciplinary system.
2. Administering the student grievance policy.
3. Disseminating information relative to the rights and responsibilities of students (e.g., Student Handbook/Regional Catalog).

The process of student rights and responsibilities includes the following:

Regional Responsibilities

1. Administers the student disciplinary system.
2. Administers the student grievance process.
3. Disseminates information relative to the rights and responsibilities of students. (e.g. Student Handbook/Regional Catalog).
4. Implements and maintains the standards of the Family Rights and Privacy Act of 1974.
5. Prepares and submits data as deemed necessary by the chief administrative officer for purposes of accountability, information, internal management analysis, and satisfying external agency requirements.
6. Refers academic appeals to the chief academic officer.

Central Responsibilities

1. Assists the regional office by recommending policy and procedures and the maintenance of same.
2. Assists the regional office by identifying and providing timely information regarding procedures and process.
3. Monitors college-wide activity to assure compliance with College policy and procedure requirements.
4. Collects, assimilates, and disperses data necessary for maintaining accountability and necessary information for internal management analysis, and satisfying external agency requirements.

Tasks

The tasks of student rights and responsibilities include:

1. Coordinating and monitoring the delivery of student disciplinary system.
2. Coordinating and assuring timely delivery of the student grievance process.
3. Evaluating the effectiveness and planning for the future accordingly.
 - a. Determine criteria for measuring success.
 - b. Define, obtain, analyze, and interpret data and other information.
 - c. Recommend the modification, replacement or discontinuance of the individual features of the policy.
 - d. Establish a continuing review of service results.
 - e. Assess the value, benefits, or social utility of the service goals, objectives, and practices and of the evaluation process itself.

Student Conduct

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

The reputation of Ivy Tech and the community depends, in large part, upon the behavior of its students. Students enrolled at the College are expected to conduct themselves in a mature, dignified and honorable manner. Students are entitled to a learning atmosphere free from discrimination, harassment, sexual harassment and intimidation. This applies to the conduct between faculty and staff to students, student to student, and students to faculty and staff.

Students are subject to College jurisdiction while enrolled at Ivy Tech. The College reserves the right to take disciplinary action against any student whose conduct, in the opinion of Ivy Tech representatives, is not in the best interests of the student, other students, or the College.

All Ivy Tech students are expected to abide by the following College rules of conduct.

"Student" as used refers to a student, a group of students, a prospective student or a group of prospective students.

COLLEGE RULES

1. Assembly

College policy states that assembly in a manner that obstructs the free movement of others about the campus, inhibits the free and normal use of the College buildings and facilities, or prevents or obstructs the normal operation of the College is not permitted. Obstruction of the free flow of pedestrian or vehicular traffic on College premises or at College-sponsored or supervised activities are included in the definition of obstruction.

2. Cheating

Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet, as well as those who attempt such behavior.

3. Children on Campus

Due to insurance and security purposes, children are not allowed to be on Ivy Tech property without direct supervision by parent or guardian with the exception of childcare centers. Children are not allowed in classrooms unless through the expressed consent of the instructor.

4. Commitment of College Funding

Committing College funding, including student clubs or organizations, without written approval and paperwork will result in the student being responsible for the money owed, the student being removed from the club or organization, and disciplinary action being evoked. No student shall enter into a contract with an outside agency using the name of the College. Contracts entered into in violation of this rule shall be the personal responsibility of the student.

5. Compliance and Identification

Students who fail to comply with direction of College officials or law enforcement officers in the performance of their duties and/or fail to identify themselves to these persons when requested to do so are subject to disciplinary sanctions.

6. Discrimination Activities

Any student involved in discrimination activities towards students or staff will face disciplinary action.

7. Disruptive Behavior

Behaviors or actions that disrupt the College's processes (academic and/or non-academic) are in violation of College rules. No student shall behave in a manner that is unacceptable in a learning environment or that endangers or infringes on the rights and/or safety of himself or herself or other students, visitors, staff, patients in a clinical situation, and/or children in childcare centers at Ivy Tech. If misconduct warrants an immediate suspension from the institutional setting for the remainder of the instructional period, the instructor may do so without a prior hearing. If the student does not voluntarily leave the institutional setting, campus official(s) and/or campus security officers may remove the student from that setting upon oral request by the instructor.

- 8. Electronic Equipment or Programs**
Use of electronic equipment or programs in a manner that is disruptive to other students, staff, or College processes is prohibited. This includes electronic equipment being played loudly. Students introducing computer viruses will be subject to disciplinary action, including dismissal.
- 9. Financial Responsibility**
Students are expected to pay all fees, fines, or loans in a timely manner. Official transcripts and copies of records will not be given to the student and degrees will not be awarded until debts to the College are paid. Students will be allowed to inspect and view transcripts and records. Students will not be allowed to register in an “owe fees” status.
- 10. Fundraising or Solicitation**
College policy requires that individuals or organizations seeking the use of campus facilities or scheduling activities to solicit funds, must first obtain written approval from the appropriate College official. College rules and regulations govern fundraising activities, the money collected, and the use of the money collected by the fundraising activities. Misrepresentation, or misuse, will result in the student being responsible for the money owed to an institution or individual, in the student being removed from the club or organization, and the student facing disciplinary action. The student is also accountable to state and federal laws and regulations.
- 11. Furnishing False Information With Intent to Deceive**
Providing false information is against College rules and state laws.
- 12. Harassment/Sexual Harassment/Stalking and/or Intimidation**
This is defined as conduct causing alarm, or creating a risk by threatening to commit crimes against persons or their property or making unwelcome sexual advances or requests for sexual favors. This also covers harassment or intimidation of persons involved in a disciplinary hearing and of persons in authority who are in the process of discharging their responsibilities. Harassment, stalking, and/or intimidation is not permitted. Perpetrators are also subject to Indiana state law.
- 13. Hazing**
Hazing, an initiation process usually into a club or organization, which often involves humiliating or otherwise harmful tasks, performances, or behaviors, is not permitted.
- 14. Inappropriate Use of College Computer Resources**
Theft or other abuse of computer time is against College rules, which include but are not limited to:

 - a. Unauthorized entry into a file, to use, read, or change the contents or for any other purpose.
 - b. Unauthorized transfer of a file.
 - c. Unauthorized use of another user’s identification and password.
 - d. Use of computing facilities to interfere with the work of another student, faculty member or college official.

- e. Use of computing facilities to send, receive, or view obscene or abusive messages.
- f. Use of computing facilities to interfere with normal operation of the College computing system.
- g. Use of computing facilities for students' personal benefit.
- h. Use of College owned computer resources to prepare or print work for commercial purposes.
- i. Inappropriate Use of Printers:
 - i. Printers are intended for class-related activities. Printing Internet web pages or other information not directly related to an authorized use is prohibited.
 - ii. Excessive printing is prohibited. Students must follow lab guidelines limiting the number of copies or pages that may be printed.
 - iii. Using non-approved paper in a college-owned printer is prohibited.

15. Motor Vehicles

Students are expected to comply with parking regulations. Handicapped parking spaces and visitors' areas are reserved for those purposes, and vehicles improperly parked in those areas may be ticketed or towed at the owner's expense.

16. Safety

No student shall engage in behavior that violates the safety rules of any institutional setting or other College premises, and/or College sponsored events whether such procedures are written or oral rules or directions. This shall include, but not be limited to, the wearing of any required personal protective equipment and the prescribed methods and procedures for handling and disposing of certain materials that may be hazardous, unstable, infectious, etc.

17. Signs or Surveys

Students may erect signs, conduct surveys, or display signs or posters on designated bulletin boards.

18. Use of College Name

The College name and logo are registered trademarks. The use of the College name or logo must be authorized by the officials in charge of College trademarks. Use without authorization is against College rules.

19. Use of College Facilities

Students are permitted on campus during normal published Ivy Tech Community College of Indiana hours and at other times established in the College calendar. Students wishing to utilize College facilities at other times must request permission from the appropriate College official. Unauthorized possession, duplication, or use of keys or electronic locking devices to any College premise, or unauthorized entry to or use of College premise is against College rules.

20. **Compliance with Indiana State Laws**

Violation of these laws is also against College rules and violators may also be prosecuted according to Indiana law.

- **Alcoholic Beverages**
Consuming, being under the influence of, or possessing intoxicating beverages on College property is not permitted.
- **Arms/Deadly Weapons/Explosives/Chemicals**
Possession of firearms (except those possessed by police or campus security officers) and other weapons, dangerous chemicals, or any explosive or explosive device is prohibited on College property or at any College sponsored activity held elsewhere. No student shall use or threaten to use firearms, other weapons, dangerous chemicals, or any explosive or explosive device on College property or at any College sponsored activity held elsewhere. A harmless instrument designed to look like a firearm, explosive, or weapon that is used by a person to cause fear in or assault of another person is included within the meaning of a firearm, explosive, or weapon.
- **Assault and Battery, Abusive Actions, Physical and/or Verbal Altercations and /or Threatening Language**
Assault and battery, abusive actions, physical and/or verbal altercations, and/or threatening language are prohibited under College rules. Perpetrators are also subject to Indiana State law. No student shall threaten or commit a physical or sexual attack on faculty, staff or another student. No student shall force or threaten to force another student, faculty or staff member to have sexual contact against that person's will. Any student charged with an assault on Ivy Tech Community College of Indiana property or at any College sponsored activity is subject to prosecution and will be disciplined under the campus code of student conduct.
- **Counterfeiting and Altering**
Copying or altering in any manner any record, document, or identification form used or maintained by the College is not permitted.
- **Dumping and Littering**
No student shall deposit, dump, litter or otherwise dispose of any refuse on college property, except in duly designated refuse depositories
- **Gambling**
Gambling is not allowed except where permitted by state law or within a sanctioned program or class.
- **Illegal Use of Drugs**
Being under the influence of, use of, possession of, or distributing illegal drugs is not permitted.
- **Smoking**
All Ivy Tech Community College of Indiana buildings are classified as "non-smoking" facilities. Smoking is permitted only in designated areas.
- **Theft of Property**
Theft of personal property, College property, or property located on College property is a violation of College rules.

- **Vandalism**
The destruction or mutilation of Ivy Tech Community College of Indiana books, magazines, equipment, resources, or buildings is a violation.

21. Repeated Offenses of a Less Serious Nature

Repeated offenses of a less serious nature are considered disruptive and will be handled under the College's disciplinary process.

VIOLATIONS

The College strives to provide an educational and professional environment that allows individuals to engage in their daily activities in a safe, healthy, and secure manner. Local, state, or federal law enforcement officials will be notified of anyone violating local, state, or federal laws. Violators shall be subject to prosecution by the appropriate law enforcement officials.

Anyone found in violation of College regulations shall be subject to disciplinary action by the College through due process procedures for student conduct violations.

The regulations and procedures will be placed for reading and review in the Library/Learning Resource Center. Copies will also be available through the Office of Admissions or Student Affairs.

DISCIPLINARY ACTION

Cases of student misconduct and/or lack of academic integrity are to be referred to the chief academic officer or chief student affairs officer. A student who violates the rules and regulations of the College may be subject to disciplinary actions which may include, but not limited to the following:

1. Verbal reprimand;
2. Restitution for damages;
3. Restriction of privileges;
4. Failure of the assignment or course;
5. Withdrawal from a course, program or the College for the remainder of the semester or term;
6. Suspension from the College (one calendar year);
7. Dismissal from the College (five years; student may appeal for reinstatement).

In addition, the College representative will be responsible to review all initial disciplinary procedures and may suspend a student for a period of time until the Student Status Committee can meet.

Students are provided an opportunity to appeal any disciplinary decision and are required to sign a waiver if they choose to waive the right to appeal. The basic process in discipline cases is as follows: to notice of charges, notice of possible penalty, and opportunity to explain a defense to some authority.

1. An appropriate College official shall notify the student that he or she is accused of violating a regulation.
2. The student shall be notified in writing that he or she may elect one of three courses of action:
 - a. The student may admit the alleged violation and agrees with the recommended disciplinary action. A signed waiver which waives the right to appeal is required;
 - b. The student may admit the alleged violation and request a hearing before the Student Status Committee.
 - c. The student may deny the alleged violation, in which case the administrative officer shall refer him/her to the Student Status Committee.

The Student Status Committee hears all appeals relating to disciplinary actions.

STUDENT GRIEVANCE PROCESS

The student grievance process provides the College an appropriate mechanism to deal with violations of student rules of conduct and conversely allows a student with a disagreement to grieve against a College employee's decision affecting that student. The College encourages students to resolve their complaints informally. The informal grievance procedures are designed to accomplish a quick resolution that is most expeditious and effective.

Whenever the informal process does not result in a satisfactory resolution, the College formal grievance procedure is also available.

Informal Grievance Procedure

The student shall initiate the informal process with the student working one-on-one with appropriate faculty or staff and must be started within thirty (30) calendar days of the incident. Students must bring to the attention of their instructor (in cases involving academic coursework) or relevant supervisory staff member legitimate complaints perceived by them. The student should first bring the complaint to the attention of his/her instructor or the person with whom the student has a complaint. A conference with the student will be scheduled as soon as possible and within 5 working days (Monday - Friday) of notice of the student complaint, at the latest. The intent of these conferences is to ensure an early discussion of the issue, that the issue has been raised in a timely fashion, and that if possible a mutually acceptable resolution can be reached.

A student who feels that the conference would be futile because of that person's involvement or the situation/concern cannot be resolved with the instructor or staff with whom the student has the complaint; he or she should bring the grievance in writing to the supervisor of that area or department. The conference will be held as soon as possible and at least within 5 working days of notice of the complaint. Such conferences are to be conducted in proper sequence of supervisors. If the grievance is not resolved with an instructor, the student may elect to request a conference with a department head, division chair or the chief academic officer, as deemed appropriate. Non-instructional areas follow the same step process. Through Student Affairs, for example, the process would be advisors/counselors, then manager, and finally the chief student affairs officer. Grievances may cover matters such as the application of College policies and practices to the grievant, but the existence or content of the policies may not be grieved.

Formal Grievance Procedure

If a student is not satisfied with the results of the informal process, the student may proceed with the formal grievance as described below.

Format of the Written Grievance

If the complaint is not resolved to the student's satisfaction through the informal procedure, the student shall reduce the grievance to writing. The formal complaint must:

1. Clearly state the facts giving rise to the grievance
2. Describe the efforts to informally resolve the complaint
3. State the remedy sought by the grievant
4. Be signed and dated

Timely Filing of a Formal Grievance

Students must file complaints within a reasonable period of time, not to exceed thirty (30) calendar days, after the informal grievance process has been exhausted. Students must file a grievance within thirty (30) days of the end of the term in which the incident occurred.

Filing the Formal Grievance

Original copies of the formal written grievance document shall be filed with both the regional office of Student Affairs and the College's Executive Director for Student Support Systems (One West 26th Street, Indianapolis, Indiana 46208). The Executive Director shall assign a College Grievance Coordinator who shall coordinate the handling of the grievance within the region.

Mediation

Reasonable efforts should be made by the Grievance Coordinator to mediate a mutually agreeable resolution of the matter with the parties. A signed document should be generated by the Grievance Coordinator stating the results of the mediation.

Student Status Committee

The Student Status Committee is a committee whose purpose is to review all formal grievances referred to it and recommend a resolution to the chief administrative officer. It will be composed of six members, including two full-time instructional staff members and two administrative staff persons appointed by the chief administrative officer of the region. The additional two members will be students designated by the Student Government Association or the chief student affairs officer. The Committee's review of a formal appeal will begin no later than thirty (30) days after fact-finding and mediation terminates. The Grievance Coordinator shall keep the grievance body informed of efforts related to fact-finding and mediation. Central Office support, as needed, will be available to the Grievance Coordinator.

Disposition of a Formal Grievance by the Student Status Committee

If mediation does not resolve the grievance, the Student Status Committee shall, in all cases, conduct a hearing. Unless there is a mutual resolution of the grievance, the grievance shall not be dismissed prior to the hearing. Written notice of the procedures, actions, and meetings at all stages of the formal complaint procedure, including the role of advisors to each party, will be provided to both the student (grievant) and respondent.

The Student Status Committee will ensure the student due process. The student has the following rights:

1. Reasonable advance written notification of the time and place of the hearing. The student shall be given reasonable advance notice of the hearing;
2. Notification in writing of the charges with sufficient particularity to enable the student to prepare a defense;
3. Notification in writing of the names of the witness(es) directly responsible for reporting the alleged violation, or, if there are no such witness(es), written notification of how the alleged violation was reported.
4. Notice of actions and meetings at all stages of this appeal procedure;
5. An opportunity to be heard;
6. An opportunity to question witnesses at hearings;
7. An opportunity to have a representative present when presenting facts, being questioned, or asking questions.
8. An expeditious hearing of the case.
9. An explanation of the decision rendered in the case.

The student shall not be required to testify against him or herself. Once the formal grievance has been initiated and attempts by the Grievance Coordinator to mediate a settlement have been exhausted, a hearing shall be held pursuant to the hearing guidelines entitled "STUDENT GRIEVANCE HEARING PROCEDURAL GUIDELINES." These guidelines, which are occasionally updated, describe how the actual hearing will be conducted. The Grievance Coordinator will provide a copy to both the student (grievant) and respondent at the beginning of the formal process. Persons who desire to view the guidelines should contact the chief student affairs officer for a copy.

The Student Status Committee will issue a recommendation(s) to the chief administrative officer following its deliberation. Recommendations of the Student Status Committee, if approved by the chief administrative officer is final, unless appealed to the Office of the President (see Appeal to the Office of the President). The student will be informed in writing of the chief administrative officer's decision. A copy of the letter with the chief administrative officer's decision will be filed in the student's permanent record.

Appeal to the Office of the President

If the student does not accept the decision of the Student Status Committee, the student may appeal, in writing, within thirty (30) calendar days from the written notification by sending a written notice to the General Counsel, Collegewide Appeals Grievance Body, at P.O. Box 1763, Indianapolis, IN 46206.

An appeal of the decision of the Student Status Committee to the College-wide Appeals Grievance Body is limited to procedural errors. The College-wide Appeals Grievance Body does not review or re-hear the merits of the original grievance. The College-wide Appeals Grievance Body can recommend to the President that the decision should stand or to remand it back to the campus chief administrative officer for

GRADE APPEALS

When a student believes the final grade he or she received in a course is inaccurate he or she should make an appointment with the instructor who issued the grade or status and explain the reasons for this belief. This process must be initiated within thirty (30) calendar days of receiving the grade. The instructor and the student should make every effort to resolve the issue. It is expected that most, if not all, misunderstandings will be resolved at this level.

If the grade or status issue is not resolved, the student can appeal in writing to the instructor's supervisor. This individual may be the department chairperson or program chairperson. Once the student has appealed the grade or status with the chairperson, if the issue is not resolved to the student's satisfaction the student may appeal to the department chairperson, next higher chairperson, or whomever is next in line.

The student's next recourse is to appeal to the chief academic officer. If the student feels further appeal is necessary, he or she may file a formal grievance to the Student Status Committee following the procedures as outlined above.

(See page 87 – Academic Policies and Procedures 4.7)

REINSTATEMENT TO THE COLLEGE

If a student is dismissed from any campus/region of Ivy Tech Community College of Indiana, that individual is dismissed from the College. The year starts at the time/date of the official notification to the student by the Chief Administrative Officer. After one calendar year, the individual under suspension may apply for reinstatement. If the student is dismissed, the student may appeal for reinstatement after five years. The individual must begin the reinstatement appeal process by informing the chief student affairs officer

at the campus where the dismissal took place of her/his intentions. The appeal for reinstatement may be applied for at any campus/region of Ivy Tech where the individual hopes to attend. The campus/region Student Status Committee will act on the appeal within thirty (30) days of its receipt. The recommendation of the Student Status Committee will be forwarded to the chief administrative officer of the campus/region. That individual will render a judgment on the appeal. That judgment will be final.

1K.SSM Sexual Harassment and Sexual Assault

Ivy Tech Community College is committed to the maintenance of an environment that is supportive of its primary educational mission and free from all exploitation and intimidation. The College will not tolerate sexual harassment, sexual assault, rape, or other forms of nonconsensual sexual activity.

Ivy Tech Community College supports this policy for students, faculty, and staff through its educational prevention programs and its counseling support services.

Sexual harassment is defined as unwelcome sexual advances, requests to engage in sexual conduct, and other physical and expressive behavior of a sexual nature where:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
2. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual; or
3. such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or demeaning employment or educational environment.

Sexual harassment is a form of sex discrimination, which is illegal under Title VII of the Civil Rights Act of 1964 for employees and under Title IX of the Education Amendments of 1972 for students.

Ivy Tech will enforce this policy through internal disciplinary procedures, security programs, and the encouragement of external prosecution of alleged offenders through appropriate external judicial forums. Violations of this policy shall include, but not be limited to the following:

1. Persistent, unwanted attempts to change a professional or educational relationship to a personal one; unwelcome sexual flirtations and inappropriate put-downs of individual persons or classes of people to serious physical abuses such as sexual assault and rape; unwelcome sexual advances; repeated sexually oriented kidding, teasing, joking, or flirting; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; derogatory or demeaning comments about either gender in general, whether sexual or not; leering, whistling, touching, pinching, or brushing against

another's body; offensive crude language; or displaying objects or pictures which are sexual in nature that would create hostile or offensive work or learning environments.

2. Any form of nonconsensual sexual intercourse, committed by physical force, coercion, threat, or intimidation, actual or implied, by a person(s) known or unknown to the victim.
3. Any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse or sexual touching, committed without physical force, coercion, threat, or intimidation; exhibitionism or sexual language of a threatening nature by a person(s) known or unknown to the victim.

Nonconsensual activity shall include, but not be limited to, situations where the victim is unable to consent because he/she is physically helpless, mentally incapacitated, or is unconscious. The inability to consent may be due to drug or alcohol consumption, regardless of whether or not the consumption was with the victim's consent.

Consensual sexual activity between an instructor or staff member and a student is discouraged.

Victims of sexual harassment or nonconsensual sexual activity are encouraged to file a complaint through College officials as soon as possible after the alleged incident. Students should file complaints with the Office of Student Affairs and employees should file with the office responsible for human resources/employee relations. Victims of a sexual assault should seek help immediately. If physically injured, victims should seek medical treatment immediately or as quickly as possible. Contact campus security or the police as soon as possible to report the incident. It is important to preserve any evidence of the crime to assist with the investigation. Victims should not wash themselves or their clothes, or change clothes before being examined at a medical facility.

If the offense involves another student, disciplinary action may be initiated within the College. Sanctions may include required counseling, temporary suspension, or dismissal. Both the accuser and the accused are entitled to have others present during any proceeding. The outcome of the proceedings will be provided to both the accuser and the accused for any proceedings where sexual assault is alleged. The College will attempt to assist the victim with requested changes in academic situations whenever reasonably possible.

Students who perceive that they are victims of sexual harassment should contact the campus Affirmative Action Office or the Student Affairs Office. The Affirmative Action Office responds to every complaint, providing proper remediation when harassment is determined. Complaints against students will be forwarded to the Office of Student Affairs for resolution within the College's due process procedures for students.

Complaints against College employees will be handled by the Office of Human Resources for resolution within the problem solving process. Members of the College community found to be in violation of this policy through the procedures and systems described above shall be subject to sanctions including reprimands, suspension and/or termination of employment, or permanent expulsion for students.

This policy shall supplement all other College policies relating to sexual assault and harassment, all of which shall remain in effect. All policies shall be applied consistently in such a manner as to accomplish their collective purposes and may be amended from time to time as deemed necessary or desirable by the College.