

The Attached Departmental Guidelines for the
Department of

English

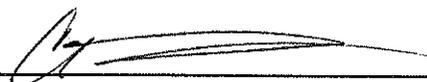
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The Metropolitan State College of Denver
are submitted for Approval for the Period

January 1, 2016 _____ through December 31,
_____ 2016 _____

Approvals:

Department Chair



Date 6.30.16

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Dean



Date

6/30/16

VPAA

Date _____

English Department Guidelines for 2015/16

Spring, 2015, all individual parts of the guidelines approved in department vote

September, 2015, the guidelines approved as a whole document by department vote

Department Mission Statement

Department of English faculty share a heritage in which language, both verbal and visual, writing, literature, and the art of teaching are valued as cornerstones of a liberal education. Representing distinct specializations, we form a community of readers, writers and linguists who pursue the study of humane letters for both aesthetic and practical reasons.

The English Department provides students from across the college with courses that fulfill the General Studies requirement in Written Communication: English 1010 (Composing Arguments) or English 1008 plus English 1009, and English 1020/1021 (Freshman Composition: Research, Analysis, and Documentation). The Department also teaches literature and cinema courses that meet the General Studies requirement in Arts and Humanities. Thus, in keeping with the liberal arts tradition of general education, the Department promotes both the basic intellectual skills of critical reading and writing and the kind of understanding of the human condition that comes from the experience and appreciation of literature and cinema.

For students majoring or minoring in English, the program provides a foundation in literature, language, linguistics, writing, cinema, and teaching. Thus students' command of written language, their ability to analyze and interpret both texts and concepts, and their broad understanding of human nature and social realities will enable them to be competitive in a variety of fields, including education, business, and public service or, with appropriate graduate work, in professions such as law and higher education.

English Department faculty members develop professionally, maintaining currency in the curricula they teach and in their scholarly and creative work leading to various forms of publication and presentation. They serve the University and community by volunteering in schools or other organizations by sharing with their fellow citizens the insights of teacher-scholars educated in the tradition of the liberal arts.

Preamble

Where examples are cited for fulfillment of each area of evaluation, they are, indeed, illustrative examples. Faculty members may cite other comparable activities to support a claim for a particular level of evaluation.

Professional Responsibilities

- I. Faculty shall perform responsibilities specified in the Handbook (in accordance with the academic calendar) and adhere to accepted standards of professional conduct, including: the conduct of assigned classes; providing the chair with timely notice in the event they cannot conduct a class (or classes); and shall arrange when possible, for instruction to be provided when they cannot be present—either by a substitute or by a class assignment.
- II. Faculty shall present to all students attending class a course description, class schedule, grading criteria, and special notices required by law or institutional policy (ADA statement, for example).
- III. Faculty shall adopt such procedures as necessary to assure that adequate and accurate records of student performance, and attendance if mandated by the syllabus, are maintained.
- IV. Faculty shall establish, post, and keep a minimum of 5 office hours each week during each academic term of the regular academic year. Faculty granted reassigned time will keep office hours as determined by the chair. Faculty members shall prepare for classes, evaluate students' performance, confer with and advise students, and participate in committee work, professional development, service, and other appropriate professional activities.

TEACHING

From *The Handbook for Professional Personnel* (2014)

Teaching is the act of **creating and maintaining an environment which enhances the opportunities for** student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

1. **Content Expertise:** To demonstrate knowledge and/or relevant experience: Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.
2. **Instructional Design:** To re-order and re-organize this knowledge/experience for student learning: Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.
3. **Instructional Delivery:** To communicate and “translate” this knowledge/experience into a format accessible to students: Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.
4. **Instructional Assessment:** To evaluate the mastery and other accomplishments of students: Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.
5. **Advising In and Beyond the Classroom:** To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment: Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

SCHOLARLY ACTIVITIES

From the *Handbook for Professional Personnel*

Scholarly Activities: Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.

Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.

Typically, to be considered scholarship, findings should be disseminated to either peer review by disciplinary scholars or professional or governmental organizations; or critical reflection by a wider community, including corporations or nonprofit organizations, for example.

In addition to these scholarly activities, and depending on the specific Department Guidelines, this category may also include activities in which the faculty member shares other knowledge with members of the learned and professional communities; continued education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member's discipline or assigned responsibilities.

SERVICE

From the *Handbook for Professional Personnel*: Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, school, or college or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.

Examples of service might include:

- (1) Committee participation
- (2) Committee leadership
- (3) Program or department contributions
- (4) Board participation
- (5) Unpaid public service to community and/or professional organizations
- (6) Contributions to disciplinary associations

Guidelines for Tenure and Promotion to Associate Professor

The institution, as well as The Handbook for Professional Personnel, makes no distinction between early tenure and tenure. If the candidate has met the guidelines listed below and is a 4th year tenure-track faculty member, whether he or she has brought in years or has any previous experience, he or she is eligible to apply for tenure and should be evaluated on the criteria listed below.

In order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has:

<u>TEACHING</u>	<u>SCHOLARLY ACTIVITY</u>	<u>SERVICE</u>
<p>In order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has:</p>	<p>For English Department faculty at all levels of review the following applies:</p> <ol style="list-style-type: none"> 1. A scholarly or creative work will be evaluated on its merits with no distinction made between single or multiple authorship. The faculty's contribution to such work should be clearly specified. 2. Scholarly or creative works accepted for publication at the time of portfolio submission meet this standard. 3. Creative work that is self-published or self-produced may be considered based on favorable reviews or commercial success that establishes the author's reputation in the field. 4. Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. 	<p>Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, college or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.</p> <p>Service involvement must be evident through the narrative, annotated CV and additional materials required for the portfolio for Year 3 and Tenure.</p>
<p><u>Meets Standards:</u></p> <ul style="list-style-type: none"> • Maintain an effective classroom environment with course content and pedagogies that meet the needs of a differentiated student body. • Update and modify courses to ensure currency. • Integrate scholarly activities in teaching and/or contribute 	<p><u>Meets Standards:</u></p> <p>Faculty shall maintain a record of excellence in discipline-specific or pedagogical scholarly activities that shows consistent and substantive development. Faculty shall make at least 5 meaningful contributions to scholarly activities where at least one shall be of Type A. Alternately, one contribution of type C will be sufficient. The list of activities is not all-inclusive and implies no hierarchy by the order in which items are listed.</p> <p><u>A:</u></p>	<p><u>Meets Standards:</u></p> <p>Continuous and active membership on one departmental committee for at least three years. The candidate should be able to demonstrate that he or she does more than attend meetings. For example, members can contribute by keeping minutes, writing committee reports and letters, organizing and communicating meetings, preparing sub-committee reports, or acting as committee chair or assistant chair.</p> <p style="text-align: center;">AND</p>

<p>new pedagogical strategies or curricular work.</p> <ul style="list-style-type: none"> • Participate in effective and timely evaluation of individual students and in program assessment. • Advise students about program requirements, graduate school, internships, and job possibilities; write letters of recommendation upon request. • Provide evidence, via peer observations or the <u>required</u> summative observation, of effective facilitation of student learning. 	<p>Publication of a paper written for a scholarly or professional audience in a peer-reviewed journal (print or online); or a book chapter by a nationally recognized publisher; or publication or performance of an original creative work (e.g., novels, novellas, short stories, poems, playscripts, screenplays) commissioned by an established publisher (prose and poetry) or producer (plays and screenplays), or submitted to and accepted by an established publisher, producer, or literary journal; or equivalent activity - the faculty has the responsibility of demonstrating the comparability/equivalence.</p> <p><u>B:</u></p>	<p>Active membership on at least two departmental committees with significant activity that demonstrates shared governance at the department level. Examples include working with student clubs, student events, student coaching, student mentorship, and promotion of student achievement; serving as a member of a search committee, serving on a curriculum committee, an administrative task force such as assessment planning and reviewing for general studies or program-level assessment, or serving on ad hoc committees convened to explore a specific issue.</p> <p style="text-align: center;">AND</p> <p>An active, multiyear term on a college or university committee or Faculty Senate with subcommittee service.</p>
<p><u>Meets Standards for Tenure:</u></p> <p>The faculty member has a record of Student Ratings of Instruction (SRIs) at or above a 4.5 mean for 50% of classes taught; comments, too, show a record of effective teaching. Mitigating factors, like exceptionally low response rates in online classes, required or elective courses, upper or lower division courses, may be considered in evaluation decisions.</p>	<p>Peer-reviewed or invited presentations of the faculty’s work (scholarly or creative) at a regional, national or international conference. Or equivalent activity – the faculty has the responsibility of demonstrating the comparability/equivalence.</p> <p><u>C:</u></p> <p>Publication of peer-reviewed book-length contribution (e.g., critical study, translation, novel, short story or poetry collection, script, screenplay) or nationally recognized or nationally distributed production of original work (e.g., full-length play or film, multimedia exhibit)./</p>	<p style="text-align: center;">OR (may substitute for college/university service)</p> <p>A pattern of service in the community that is either discipline related or related to the mission¹ of MSU Denver. As per MSU Denver’s <i>Handbook for Professional Personnel</i>, such service must be unpaid.</p> <p>Note: Equivalent service activity—the faculty member has the responsibility of demonstrating the comparability/equivalence.</p>

¹ Metropolitan State University Mission Statement: MSU Denver's mission is to provide a high-quality, accessible, enriching education that prepares students for successful careers, post-graduate education and lifelong learning in a multicultural, global and technological society. To fulfill its mission, MSU Denver's diverse university community engages the community at large in scholarly inquiry, creative activity and the application of knowledge.

Guidelines for Promotion Full Professor

For promotion to Professor, there is an expectation for a record of “significant accomplishment” in all three areas. (Handbook for Professional Personnel V.H.C.) Therefore, the expectation for promotion is that the candidates goes beyond rather than maintaining previous standards for Associate Professor. The candidate demonstrates his or her “significant accomplishment” in the narrative, annotated CV and additional materials required in the portfolio submission process.

<u>TEACHING</u>	<u>SCHOLARLY ACTIVITY</u>	<u>SERVICE</u>
<p>In order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has:</p>	<p>For English Department faculty at all levels of review the following applies:</p> <ol style="list-style-type: none"> 1. A scholarly or creative work will be evaluated on its merits with no distinction made between single or multiple authorship. The faculty’s contribution to such work should be clearly specified. 2. Scholarly or creative works accepted for publication at the time of portfolio submission meet this standard. 3. Creative work that is self-published or self-produced may be considered based on favorable reviews or commercial success that establishes the author’s reputation in the field. 4. Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. 	<p>Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, college or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.</p> <p>Service involvement must be evident through the narrative, annotated CV and additional materials required.</p>
<p><u>Meets Standards:</u></p> <ul style="list-style-type: none"> • Maintain an effective classroom environment with course content and pedagogies that meet the needs of a differentiated student body. • Update and modify courses to ensure currency. • Integrate scholarly activities in teaching and/or contribute new pedagogical strategies or curricular work. • Participate in effective and timely evaluation of 	<p><u>Meets Standards:</u></p> <p>Faculty shall maintain a record of excellence in discipline-specific or pedagogical scholarly activities that shows consistent and substantive development. Faculty shall make at least 6 meaningful contributions to scholarly activities where at least one shall be of Type A. Alternately, one contribution of type C will be sufficient. The list of activities is not all-inclusive and implies no hierarchy by the order in which items are listed.</p> <p><u>A:</u></p> <p>Publication of a paper written for a scholarly or professional audience in a peer-reviewed journal (print or online); or a book chapter by a</p>	<p><u>Meets Standards:</u></p> <p>The candidate should demonstrate that he or she has acted in a leadership role.</p> <p style="text-align: center;">AND</p> <p>The candidate should demonstrate that he or she has participated in shared governance.</p> <p style="text-align: center;">AND</p> <p>Continuous and active membership on at least two departmental committees with service for at least two years on one committee.</p>

<p>individual students and in program assessment.</p> <ul style="list-style-type: none"> • Create/Revise curriculum, as needed, within the program. • Advise students about program requirements, graduate school, internships, and job possibilities; write letters of recommendation upon request. • Engage in curriculum work: development of new courses/programs or revisions of existing courses/programs as needed. • Provide evidence, via peer observations or the <u>required</u> summative observation, of effective facilitation of student learning. 	<p>nationally recognized publisher; or publication or performance of an original creative work (e.g., novels, novellas, short stories, poems, playscripts, screenplays) commissioned by an established publisher (prose and poetry) or producer (plays and screenplays), or submitted to and accepted by an established publisher, producer, or literary journal; or equivalent activity - the faculty has the responsibility of demonstrating the comparability/equivalence.</p> <p>B:</p> <p>Peer-reviewed or invited presentations of the faculty’s work (scholarly or creative) at a regional, national or international conference. Or equivalent activity – the faculty has the responsibility of demonstrating the comparability/equivalence.</p>	<p style="text-align: center;">AND</p> <p>An active, multiyear term on a college or university committee/task force or Faculty Senate with subcommittee service.</p> <p style="text-align: center;">OR (may substitute for college/university service)</p> <p>Service in the community that is either discipline related or related to the mission² of MSU Denver. As per MSU Denver’s <i>Handbook for Professional Personnel</i>, such service must be unpaid.</p> <p>Equivalent service activity—the faculty member has the responsibility of demonstrating the comparability/equivalence.</p>
<p><u>Meets Standards for Promotion:</u></p> <p>The faculty member has a record of Student Ratings of Instruction (SRIs) at or above a 4.5 mean for 75% of classes taught; comments, too, show a record of effective teaching. Mitigating factors, like exceptionally low response rates in online classes, required or elective courses, upper or lower division courses, may be considered in evaluation decisions.</p>	<p><u>C:</u></p> <p>Publication of peer-reviewed book-length contribution (e.g., critical study, translation, novel, short story or poetry collection, script, screenplay) or nationally recognized or nationally distributed production of original work (e.g., full-length play or film, multimedia exhibit)</p>	

² Metropolitan State University Mission Statement: MSU Denver's mission is to provide a high-quality, accessible, enriching education that prepares students for successful careers, post-graduate education and lifelong learning in a multicultural, global and technological society. To fulfill its mission, MSU Denver's diverse university community engages the community at large in scholarly inquiry, creative activity and the application of knowledge.

Guidelines for Post-Tenure Review

<p><u>Teaching</u> In order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has:</p>	<p><u>Scholarly Activities</u></p> <p>For English Department faculty at all levels of review the following applies:</p> <ul style="list-style-type: none"> • A scholarly or creative work will be evaluated on its merits with no distinction made between single or multiple authorship. The faculty shall specify their individual contribution as multiple author. • Scholarly or creative works accepted for publication at the time of portfolio submission meet this standard. • Creative work that is self-published or self-produced may be considered based on favorable reviews or commercial success that establishes the author’s reputation in the field. • Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. 	<p><u>SERVICE</u></p> <p>Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, college or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.</p> <p>Service involvement must be evident through the narrative, annotated CV.</p>
<p><u>Meets Standards:</u></p> <ul style="list-style-type: none"> • Maintain an effective classroom environment with course content and pedagogies that meet the needs of a differentiated student body. • Update and modify courses to ensure currency. • Integrate scholarly activities in teaching and/or contribute 	<p><u>Meets Standards:</u></p> <p>Faculty shall maintain a record of excellence in discipline-specific or pedagogical scholarly activities that shows consistent and substantive development. Faculty shall make at least 3 meaningful contributions to scholarly activities (all from A or all from B or a combination totaling three will work). Alternately, one contribution of type C will be sufficient. The list of activities is not all-inclusive and implies no hierarchy by the order in which items are listed.</p>	<p><u>Meets Standards:</u></p> <p>The candidate should demonstrate that he or she has acted in a leadership role.</p> <p style="text-align: center;">AND</p> <p>The candidate should demonstrate that he or she has participated in shared governance.</p> <p style="text-align: center;">AND</p>

<p>new pedagogical strategies or curricular work.</p> <ul style="list-style-type: none"> • Participate in effective and timely evaluation of individual students and in program assessment. • Advise students about program requirements, graduate school, internships, and job possibilities; write letters of recommendation upon request. • Provide evidence, via peer observations or the <u>required</u> summative observation, of effective facilitation of student learning.. 	<p><u>A:</u> Publication of a paper written for a scholarly or professional audience in a peer-reviewed journal (print or online); or a book chapter by a nationally recognized publisher; or publication or performance of an original creative work (e.g., novels, novellas, short stories, poems, playscripts, screenplays) commissioned by an established publisher (prose and poetry) or producer (plays and screenplays), or submitted to and accepted by an established publisher, producer, or literary journal; or equivalent activity - the faculty has the responsibility of demonstrating the comparability/equivalence.</p>	<p>Active membership on at least two departmental committees.</p> <p style="text-align: center;">AND</p> <p>An active, term on a college or university committee/taskforce or Faculty Senate with subcommittee service.</p> <p style="text-align: center;">OR (may substitute for college/university service)</p> <p>Service in the community that is either discipline related or related to the mission³ of MSU Denver. As per MSU Denver’s <i>Handbook for Professional Personnel</i>, such service must be unpaid.</p>
<p><u>Meets Standards for PTR:</u> The faculty member has a record of Student Ratings of Instruction (SRIs) at or above a 4.5 mean for 50% of classes taught; comments, too, show a record of effective teaching. Mitigating factors, like exceptionally low response rates in online classes, required or elective courses, upper or lower division courses, may be considered in evaluation decisions.</p>	<p><u>B:</u> Peer-reviewed or invited presentations of the faculty’s work (scholarly or creative) at a regional, national, or international conference, or advanced study; or equivalent activity – the faculty has the responsibility of demonstrating the comparability/equivalence.</p>	<p>Equivalent service activity—the faculty member has the responsibility of demonstrating the comparability/equivalence.</p>
	<p><u>C:</u> Publication of peer-reviewed book-length contribution (e.g., critical study, translation, novel, short story or poetry collection, script, screenplay) or nationally recognized or nationally distributed production of original work (e.g., full-length play or film, multimedia exhibit) shall be eligible to serve as an equivalent activity – the faculty has the responsibility of demonstrating the comparability/equivalence.</p>	

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CAT II Guidelines
January 19, 2015
Approved in Department Meeting: January 28, 2015

Professional Responsibilities

- I. Faculty shall perform responsibilities specified in the Handbook (in accordance with the academic calendar) and adhere to accepted standards of professional conduct, including: the conduct of assigned classes; providing the front office with timely notice in the event they cannot conduct a class (or classes); and shall arranging when possible, for instruction to be provided when they cannot be present—either by a substitute or by a class assignment.
- II. Faculty shall present to all students attending class a course description, class schedule, grading criteria, and special notices required by law or institutional policy (ADA statement, for example).
- III. Faculty shall adopt such procedures as necessary to assure that adequate and accurate records of student performance, and attendance if mandated by the syllabus, are maintained. Gradebooks for the term will be turned in to the front office by the end of the term.
- IV. Faculty shall establish, post, and keep a minimum of 5 office hours each week during each academic term of the regular academic year. Faculty members shall prepare for classes, evaluate students' performance, confer with and advise students.
- V. The faculty member is not required for evaluation purposes to do additional work beyond teaching classes, but may participate in departmental or other service activities, scholarly pursuits, and curriculum development and may include such material in any re-appointment, promotion, or multi-year contract documents.
- VI. A class observation is required by the Handbook during the first year for reappointment to the next year.

Re-appointment: Courses are kept current through review of instructional resources and addition of new materials, as appropriate. The narrative describes how the faculty member has designed and taught, using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the faculty member uses student learning objectives/outcomes, as one means to facilitate student learning and assessment. The faculty member uses professional expertise, along with course and/or program assessment results, as available, to improve courses. Faculty member has a record of Student Ratings of Instruction at or above 4.5 for a majority of classes taught; comments, too, show a record of effective teaching. Mitigating factors, like exceptionally low response rates in online classes may be considered in evaluation decisions. Any re-assigned time is included in the narrative, accompanied by Handbook-required documentation that explains its merit and effectiveness.

Senior Lecturer: The faculty member has at least six years, as defined in the Handbook, of teaching. The faculty member has a record of effective teaching as appropriate to the member's

particular discipline and departmental needs, including revisions or creations of particular classes to meet student, departmental and college needs. The faculty member has a record of effective participation in departmental assessment activities. The faculty member shows examination of teaching practices with evidence of improved teaching, including student evaluations at or above 4 in a majority of classes taught, including comments if available. Faculty member must have a summative peer observation. Any re-assigned time is included in the narrative with Handbook-required documentation that explains its merit and effectiveness.

Multi-year Contract: Depending on departmental needs, a faculty member may apply for a multi-year contract of two to three years after the faculty member has completed three years of full time service as a Category II member of the Department. Application shall consist of a letter, vita, summative peer review, and the last three years of re-appointment reviews. The decision to extend a multi-year contract will be made after consultation among the Department Chair and the Dean of Letters, Arts, and Sciences.

**Draft CAT III Guidelines
January 12, 2015**

Professional Responsibilities

- I.** Faculty shall perform responsibilities specified in the Handbook (in accordance with the academic calendar) and adhere to accepted standards of professional conduct, including: the conduct of assigned classes; providing the front office with timely notice in the event they cannot conduct a class (or classes); and shall arranging when possible, for instruction to be provided when they cannot be present—either by a substitute or by a class assignment.
- II.** Faculty shall present to all students attending class a course description, class schedule, grading criteria, and special notices required by law or institutional policy (ADA statement, for example).
- III.** Faculty shall adopt such procedures as necessary to assure that adequate and accurate records of student performance, and attendance if mandated by the syllabus, are maintained. Gradebooks for the term will be turned in to the front office by the end of the term.
- IV.** Faculty members shall prepare for classes, evaluate students' performance, confer with and advise students in their own classes, and attend one departmental workshop each term and the closing meeting of the term.

Reappointment: Reappointment is based on these guidelines and departmental need. Courses are kept current through review of instructional resources and addition of new materials, and compliance with changing departmental syllabi, as appropriate. Expectations for student learning and performance are clearly communicated in syllabi and the faculty member uses student learning objectives/outcomes, as one means to facilitate student learning and assessment. The faculty member uses professional expertise, along with course and/or program assessment results, as available, to improve courses. Faculty member has a record of Student Ratings of Instruction at or above 4.5 for the majority of classes taught; comments, too, show a record of effective teaching. Mitigating factors, like exceptionally low response rates in online classes may be considered in evaluation decisions. Faculty members communicate regularly with their students via email and respond promptly to emails from students, office staff, the Director of First Year Writing, and the Department Chair.