

English Department Guidelines for 2013-14

Passed October, 2012, Department Meeting
Updated by Cindy Carlson after November, 2012 Chairs' Reconciliation

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 and writers 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 (Freshman Composition: the Essay) or English 1008 plus English 1009, and English 1020 (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, 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 writing) 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 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.

[preceding material adapted from 2010 approved departmental guidelines.]

Teaching

Evaluation Standards for Teaching [from the new Handbook]: 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.

The portfolio system currently requires a rating of NI, MS, or for teaching; the departmental task force drafted a guideline for MS.

Meets Standards for Re-appointment and Tenure: 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 tenure candidate uses student learning objectives/outcomes, as one means to facilitate student learning and assessment. The faculty member shows appropriate work on developing new or reviewing existing curriculum. The faculty member uses professional expertise, along with course and/or program assessment results, as available, to improve courses. The faculty member advises students, participates in a variety of departmental advising activities, and uses professional knowledge and contacts where appropriate in writing letters of recommendation.

Sixth Year: The faculty member has a record of a variety of course preparations, as appropriate to the member's particular discipline and departmental needs, including revisions of particular courses to meet student, departmental and college needs. The faculty member has a record of effective participation in course and program review, departmental assessment activities, and advising. The faculty member shows examination of teaching practices with evidence of improved teaching, including student evaluations near or above the departmental average, including comments if available. If possible, faculty member should have four peer observations by the chair and four by peers in the discipline for developmental purposes.

The following benchmarks for Third year tenure candidates are suggestions only; they do not form part of the guidelines themselves.

Third Year: The faculty member shows progress toward a variety of course preparations, including work in General Education and program courses as appropriate for the candidate's particular discipline. The faculty member has adapted courses to meet student needs and improve learning for students, has participated in assessment activities, has learned the advising process, and shows progress toward advising students effectively. The faculty member shows work toward moving student evaluations nearer or above departmental averages. Student comments, where available, are a valued part of the portfolio and can be considered. Advising activities include participation in advising events, recording advising, becoming informed and keeping current in advising issues. It is recommended that the faculty member have two peer observations by the chair and two by peers in the discipline for developmental purposes.

PROMOTION TO PROFESSOR—*Significant Accomplishment:* The faculty member has a strong record of a variety of course preparations, as appropriate to the member's particular discipline and departmental needs, including revisions of particular courses to meet student, departmental and college needs. The faculty member has a record of highly effective participation in course, curriculum, whether as part of committee, task force, or updating of a particular course, and/or program review, departmental assessment activities, and advising. The faculty member shows examination of teaching practices with clear evidence of strong teaching, including student evaluations in most classes at or above the departmental average, including comments if available.

POST-TENURE REVIEW—Meets Standards: The faculty member teaches a range of courses appropriate to the member's particular discipline and keeps those courses up to date. The faculty member has a record of participation in course review and assessment for the Department. The faculty member advises students. The faculty member has student evaluations at or near the departmental average, including comments if available.

Guideline for Summative Peer Observation of Instruction for Tenure

Meets Standards: The faculty member's summative peer observation commentary demonstrates that she/he facilitates student learning through classroom instructional activities and/or interactions and through course design.

Scholarly Activities

New Handbook language: 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.

Guideline to achieve tenure: Tenure candidate must demonstrate in their narrative that they have made one or more major contributions to their discipline that have been peer reviewed or accepted by a jury.

Meets Standards: The tenure candidate has had a disciplinary, pedagogical or creative work in a peer-reviewed publication, whether in print or online; or if appropriate to the discipline, the candidate has had his/her creative work accepted into a juried performance. Additionally, the faculty member may balance his/her scholarly and creative publication[s] with peer-reviewed presentations at professional meetings. Other possible activities would include upgrading of the faculty member's education as appropriate to her/his work assignments.

Sixth Year: Candidate has a solid record of peer-reviewed or juried conference or equivalent scholarly, creative, or pedagogical presentations in his or her field with at least one beyond the regional level and an accepted, performed, or published work.

The following benchmarks for Third year tenure candidates are suggestions only; they do not form part of the guidelines themselves.

Third Year: Candidate is presenting at a conference at least once per academic year and shows progress toward taking a scholarly, creative or pedagogical work to a larger audience. In the alternative, candidate can show publication or other completion of a scholarly, creative or pedagogical work for a larger audience.

PROMOTION TO PROFESSOR—Significant Accomplishment: Candidate has a solid record of peer-reviewed or juried conference or equivalent scholarly, creative, or pedagogical presentations in his or her field with at least one beyond the regional level. Candidate has a peer-reviewed published work, whether print or online, or its equivalent.

POST-TENURE REVIEW—Meets Standards: Candidate continues to engage in professional development activities, including presentations or publication, on a regular basis beyond the institutional level.

Service

Handbook: 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 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, nonprofit organizations, or government agencies.

Guideline to achieve tenure: Tenure candidate must demonstrate in their narrative that they have participated in shared governance at the college, and used their disciplinary or professional expertise to make an unpaid contribution to their professional organizations or the community outside of the college.

Meets Standards: The tenure candidate demonstrates ongoing and meaningful contributions to shared governance at the college or contributions within his/her disciplinary organization or contributions that use his/her disciplinary expertise to the community outside of the college.

Sixth Year: Candidate can show leadership, such as, chairing a committee, writing a major report for a committee, task force, or other shared governance or community or professional group in at least one of his/her service activities.

The following benchmarks for Third year Tenure candidates are suggestions only; they do not form part of the guidelines themselves.

Third Year: Candidate has participated in at least one significant committee at the Department or other level of the College system of shared governance. Or the candidate has a record of significant service that uses his/her disciplinary expertise to the community or his/her disciplinary organization.

PROMOTION TO PROFESSOR—Significant Accomplishment: Candidate can show a pattern of leadership in his or her service activities, such as chairing a committee, writing a major report for a committee, task force, or other shared governance or community or professional group in at least one of his or her service activities.

POST-TENURE REVIEW—Meets Standards: Candidate continues to participate in at least one committee at the Department or other level of the College or participates in significant service to the community that uses his or her disciplinary expertise.