The department and its members are subject to all regulations contained in *The University of Oklahoma Faculty Handbook – Norman Campus* and any subsequent revisions. Faculty members should be aware of these regulations, none of which are repeated in the departmental *Handbook*.

Rights and responsibilities of graduate teaching assistants are set forth in the University’s *Graduate Assistant Handbook* and in written policies issued by the Director of First-Year Composition. All graduate students, including teaching assistants, are subject to the provisions of the Student Code.

Provisions of the departmental *Handbook* may be amended by a simple majority of regular faculty members. However, one month shall intervene between any proposal to amend and a vote on the amendment.

At least every four years, an ad hoc committee appointed by the Chair, with the advice of the Policy Committee, will consider general revisions of this *Handbook*.

**Membership in the Department**

All those with regular (i.e., tenure-track) appointments are members of the faculty (*Faculty Handbook* 3.1.1).

**Structure and Governance of the Department**

The selection, duties, prerogatives, and evaluation of the Chair of the department are set forth in the *Faculty Handbook* 2.8.2.

The duties and responsibilities of Committee A, including evaluation of the faculty and recommendations on tenure, are set forth in the *Faculty Handbook* 2.8.2.

**Committee A** consists of the Chair and two tenured faculty members, elected in alternate years for two-year terms under the following procedures.

Nominations by any regular member of the faculty may be submitted to the Chair, in writing, at least ten days before the regular meeting of the department in May. All who agree to be nominated will be listed in the agenda for the May meeting of the department, which will be distributed at least one week before the meeting takes place.

Voting will be by written, secret ballot at the meeting. Absentee ballots will be accepted. If no nominee receives a simple majority of those voting, including abstentions, the names of the two candidates with the largest number of votes will be placed on a mail ballot for a run-off election.

The newly elected member of Committee A will take office on **May 15**.

Directors of Graduate Studies, Undergraduate Studies, and the First-Year Composition Program assist the Chair in relevant areas of departmental administration.

Regular meetings of the department will usually be scheduled on the first Wednesday of each month at 3:30pm. The Graduate Committee usually meets on the third Wednesday of each month. Other
standing committees and the Policy Committee should schedule regular meetings, called, with an agenda, at least a week in advance. All meetings of departmental committees, except Committee A, are open to regular faculty, but non-members may speak only with the consent of a majority of the committee members.

No faculty member shall serve both as a Director and as a Committee A member.

The **Policy Committee** is composed of the Chair, members of Committee A, and the directors of the Standing Committees. It advises the Chair on all matters not reserved to Committee A and is responsible for final approval of the schedule of courses. All adjunct and visiting appointments and their reappointments will be made by the Policy Committee after review of credentials and, in the case of reappointments, of teaching evaluations and course material.

The **Graduate Committee** consists of a director with the following membership ("M.A. and Ph.D. Programs," approved April 1995):

- Five faculty members (representing the seven existing faculty specialties, with some members representing more than one specialty)
- Two student members (one representing Ph.D. students, the other M.A. students)
- Director of First-Year Composition
- Director of Graduate Studies

The director is elected, at the April meeting, for a three-year term, to begin the following August 15. The director has one course per year released time and will have the services of a half-time secretary.

The duties of the director are:

- To oversee the program. This involves curriculum changes, assisting the Chair and other directors of programs in making out the course schedule, to serve as liaison with the Graduate College in establishing and enforcing requirements or advising special students, and to coordinate the work of the conveners.
- To monitor admission and progress of graduate students by establishing and enforcing admission standards, providing information and conducting orientation sessions, monitoring student grades and fulfillment of degree requirements, overseeing and assisting with advisement, maintaining and filing all necessary records, and making an annual oral report to the faculty and a written report to the Chair and Committee A on the status and needs of the program.
- With the conveners and director of First-Year Composition, to select and evaluate for retention or dismissal graduate teaching assistants, lecturers, and instructors.
- Develop, with the graduate committee, criteria for membership on the Graduate Faculty and use those criteria in recommending faculty for Graduate Faculty status.
- To call and conduct an annual meeting of the graduate faculty of the department.
- The members of the Graduate Committee must, according to the Graduate Faculty Charter, be elected. Each area of specialization will nominate one of its members. After one week’s
written notice, departmental members of the graduate faculty will vote, in the May departmental meeting, for five of the candidates. The candidates receiving the lowest number of votes will be eliminated; the other five will serve for two-year terms, beginning on the following August 15. Each committee member will work with faculty in her or his specialty to participate in the admission process, to establish sequences of courses, and to advise and mentor students.

- Regulations about advisement, requirements, examinations, the functions of the conveners, and other matters governing the graduate program are contained in “M.A. and Ph.D. Programs,” April 1995.

The **Undergraduate Committee** consists of a director and five advisors.

The director has one course released time per year and is assisted by a half-time secretary and the five advisors, who, with the Director, serve as the Undergraduate Committee.

The director is elected at the April department meeting for a three-year term to begin the following August 15.

The duties of the director are:

- To oversee the program; to work with faculty to develop curriculum and appropriate courses and course rotation; to process paperwork for approval of new courses; to assess transfer credit; to deal with complaints about the undergraduate program; to represent the program to the university, at recruitment sessions, and at area schools; to work with the PR representative to improve recruitment; to assist the Chair and other directors in making out the course schedule; and to make annual oral reports to the faculty and written reports to the Chair about the status and needs of the program.

- To train advisors and to ensure that students are advised and mentored in a helpful and humane way; to counsel students who are having financial or academic difficulty; to find ways to make the undergraduate program work better for students.

- The undergraduate advisors, representing different specialties, will constitute the undergraduate committee. Members will be selected by the Policy Committee for two-year terms, beginning on the subsequent August 15. They work with the undergraduate director on curriculum, advisement and retention. They will schedule special office hours for advising.

The Director of Undergraduate Studies and the Undergraduate Committee will consider proposals for Intersession courses as required and make recommendations to the Chair, who will decide whether or not the course shall be offered.

To offer an Intersession course, a graduate student must a) have passed all general examinations and b) offer the course in the area of the dissertation.

The Director of Undergraduate Studies and the Undergraduate Committee will conduct a biannual review of the syllabi of all Continuing Education (correspondence) courses in English to ensure that reading and writing assignments are equivalent to courses offered on-campus and report their finding to the Chair. The Chair will then determine whether the department will continue to offer the course and under what conditions. **All courses numbered 2000 or above must be taught by a regularly appointed or emeritus member of the faculty.**

The **First-Year Composition Committee** consists of the director of first-year composition, three or four tenured/tenure-track advisors, and two special graduate assistants.
The Director has an eleven-month appointment; the term will begin the following July 1.

The Director has two courses released time per year.

The duties of the director are to revise the first-year composition program as needed; to schedule regular, honors, computer-mediated, and special sections of first-year composition; to make yearly classroom visits to teach graduate teaching assistant and to provide assessments for the guidance of the Graduate Committee when called on to do so; to assist the Graduate Committee in selecting and re-appointing teaching assistants; to oversee enrollment; to make annual oral reports about the status and needs of the program to the faculty and written reports to the Chair and the committee; to train the special graduate assistants to handle their duties; to deal with College of Arts and Sciences budget matters bearing on the program under the oversight of the Staff Assistant and the Chair; to represent the program to the university and to the larger community; to deal with complaints; and to train and oversee graduate teaching assistants and adjuncts.

This task involves visiting, assessing, and mentoring teaching assistants and adjuncts; running and participating in short orientation seminars for part-time teachers who have special assignments; acting as a resource for those teachers.

The composition advisors – two from the area of composition, rhetoric and literacy studies; one or two from outside that area; and the two special graduate assistants – will constitute the Composition Committee. Members will be selected by the Policy Committee for two-year terms. They will work with the director to revise curriculum and visit, assess, and mentor teaching assistants and adjuncts.

**Director of Writing and Rhetoric** (Approved by the Faculty in the Department of English February 5, 2003; approved to be moved into the *Handbook* by the Faculty in the Department of English, April 9, 2003.)

The director is elected at the May meeting, for a three-year term, to begin the following August 15. The duties of the director are:

- Sit on the First-Year Composition Committee and work with the Director of First-Year Composition to evaluate teachers.
- Sit on the Provost’s Advisory Committee for General Education Oversight.
- Direct Mid-Level Assessment and faculty development for writing in General Education Courses (contingent on appointment by the Vice Provost for Instruction).
- Convene CRL faculty to establish graduate course rotation.
- Coordinate and develop the undergraduate writing track (in collaboration with Coordinator of Creative Writing), including new courses.
- Oversee technology pedagogy and research.
- Work to maintain national standards for the CRL program.

**Other assignments.** The Chair, with the assistance of the Policy Committee, selects regular faculty members for two-year terms to perform the following jobs. These persons may call upon other faculty members for advice and assistance.

**Graduate Placement.** Assisting graduate students who are applying for academic jobs. Normally, this position will be assigned to a member of the Graduate Committee.
**Public Relations.** Producing informational and recruiting materials for the graduate and undergraduate programs and for other departmental functions and producing a yearly newsletter.

**Library.** Processing orders for the library; working on an equitable distribution of journal subscriptions among the various specializations; assisting new faculty in using their special allocations; building collections; and developing a policy for building library holdings in ways most beneficial to the department.

**Self-Study.** Doing research to help evaluate departmental programs and functions; gathering information about programs at other institutions; gathering, from internal sources, information about the composition and needs of the student body.

**Genre.** Producing the journal in a timely and professional manner with the help of two graduate assistants, each at .25 FTE.

**Film.** Administering the budget, hiring the projectionist and work-study assistant; adding to and maintaining the film and video library; working with graduate assistants using film in composition classes; organizing and publicizing the department’s film and video activities.

**Women’s Resources.** Running discussion and support groups for women among students and faculty; developing, with the assistance of coordinators, directors, and advisors, support and mentoring networks to increase retention rates among women.

**Minorities’ Resources.** Running discussion and support groups for minorities among students and faculty; developing with the assistance of coordinators, directors, and advisors, support and mentoring networks to increase retention rates among minorities.

**Colloquia/Speakers.** Inviting and hosting speakers; establishing departmental and interdepartmental discussion groups, retreats, colloquia, and so on.

**Computers.** Advising Chair/department on needs and resources; writing grants, reports, applications, and other materials in order to obtain needed equipment; sitting on the College Computer committee; assisting in curricular development.

**Awards.** Announcing and soliciting nominations for departmental awards; meeting with appropriate Directors to grant awards; arranging the annual awards ceremony; facilitating nomination, in consultation with the appropriate standing committees, of students for extra-departmental prizes, awards, and fellowships that might require departmental recommendation.

**Classroom Teaching, Course Assignments, and Scheduling**

The Chair, with the advice of the Policy Committee, schedules and assigns all courses taught in the department each semester, working from three-year rotations and semester schedules provided by the Graduate and Undergraduate Committees.

No class may be rescheduled without the approval of the Chair, Dean, and Provost (*Faculty Handbook*, 4.12).

No faculty member shall schedule a class, a seminar, or an office hour between 3:30 and 5:00 p.m. on any Wednesday. This period is reserved for department and committee meetings and for departmental seminars and workshops.

Teaching loads are governed by University policy (*Faculty Handbook*, 3.14.1). The normal teaching load for a regular faculty member with full membership in the graduate faculty is two courses per term.
Junior Faculty Consolidation Semesters

In order to allow untenured members of the faculty to do intensive research, the department will, circumstances permitting, free these members from teaching and service responsibilities for one semester, subject to the following conditions:

The faculty member must be in residence during the consolidation semester with the exception of travel to permit access to research materials not available here. (Approved by the Faculty in the Department of English September 3, 2003.) (Approved to be moved into the Handbook by the Faculty in the Department of English, November 12, 2003)

The faculty member will continue to serve on thesis and dissertation committees to which she/he is already committed.

Other Policies and Procedures

Courses will be cancelled if they do not have the following levels of enrollment on the last day to enroll before classes begin. The College of Arts and Sciences mandates that 1000 and 2000-level courses (except those capped at lower levels) shall have enrollments of at least 20; 3000 and 4000-level courses enrollments of at least 12, and 5000 and 6000-level courses at least 6 before the beginning of the semester.

Any regular faculty members whose course does not enroll a sufficient number of students will be reassigned to another course according to the needs of the department. Area of specialization, teaching schedule, and other factors will be considered as far as possible, but the faculty member is expected to teach a full load.

Faculty members must schedule at least three office hours per week.

Faculty members are responsible for submitting, in a timely manner, information required by the department. This includes, but is not limited to, long course descriptions, book lists, and grades as well as, by proxy, teaching evaluation forms. Compliance with this requirement will be considered in the annual evaluation of teaching.

Faculty Class Attendance Policy. A faculty member’s assignment to teach a course is an important element of the faculty member’s professional responsibilities, including the obligation of the instructor to attend all classes and to teach. For medical and family emergencies and other unforeseeable contingencies, a scheduled class meeting may be canceled. For legitimate, foreseeable obligations, the faculty member is responsible for finding a reasonable, alternative way to perform teaching duties in the form of a substitute or a make-up session. (University Policy, Faculty Senate, 1-23-95; President, 2-12-95).

When a faculty member anticipates a planned absence from regular departmental duties for professional reasons, the faculty member should inform the department Chair of the date(s) of and the reason for the absence and indicate means of covering any class meetings that will be missed. If possible, the faculty member should provide a telephone number where she/he may be reached.

Faculty members who will be late or miss class should call into the main department number so that the information can be posted at the classroom.
Facilities

The Lounge is designated for the use of faculty, staff, and graduate students. Its use for any other purpose must be scheduled by the Staff Administrative Assistant. The Lounge is not to be used for classes or student conferences.

Tapes from the department video library should be requested from the person designated to handle film and video in the department and should be returned promptly. Regular faculty members may use the laser projector, VCRs, monitors, slide projector and big screen video monitor; see the person designated.

Allocation of personal M&O money to each regular faculty member for telephone, postage, supplies, and travel will be announced as early as possible after the beginning of the budget year.

Criteria for Tenure and Promotion
(Revised 2000; Approved by Provost December 12, 2000)

University regulations concerning tenure and promotion, including the definitions of teaching, research, and service and the procedures to be followed, are listed in Section 3 of the Faculty Handbook and will not be repeated in the departmental Handbook.

The department is responsible for establishing and publishing specific criteria for evaluating the performance of its members. As a Ph.D. granting department in a research university, it is responsible for maintaining standards appropriate to its mission locally in the university and nationally in the profession.

Promotion and tenure decisions rely in part on the candidates’ annual evaluations, but the dossier is far more than the sum of those evaluations. The following procedures and criteria will be used in reaching decisions on tenure and promotion cases within the Department of English.

Tenure

Probationary Period

Except in unusual cases, where specific criteria are established, in writing, by the dean and provost, faculty members on tenure-track appointments will be assistant professors. These appointments are made, by state law, on a yearly basis. (See Faculty Handbook, 3.5.6-7).

Reappointment is not automatic. The decision to reappoint will be based on careful review, by the Chair and Committee A, of the faculty member’s satisfactory performance in the areas of teaching and research and of the department’s needs, by means of formal, annual evaluation not only of the faculty member’s performance but of her/his cumulative progress towards meeting the criteria for tenure and promotion to associate professor.

Not later than April 1 of the faculty member’s third year, she/he will be asked to submit a version of the tenure dossier which will include the following: 1) a mini-vitae covering the faculty member’s years in the department; 2) research or creative work published, accepted, submitted, and in progress; 3) evidence of teaching effectiveness as defined below in “Evaluation of Teaching”.

The Chair and Committee A will, after consulting the faculty member, appoint three senior faculty members within the department in appropriate fields to read research/creative work and write an assessment of its quality, judged on a national scale, and of the candidate’s potential for further development as a scholar/creative writer. This ad hoc committee should also indicate ways in which the work may be improved or new directions explored.
The Chair and Committee A will use the procedures in “Evaluation of Teaching” to assess the faculty member’s progress as a teacher and, if appropriate, to suggest means of improvement.

Finally, the Chair and Committee A will decide whether or not to appoint the probationary faculty member beyond a fourth year.

The goal of these reviews and of less formal mentoring and advising is to help tenure-track faculty develop professionally and to prepare a solid case for tenure. It is the sense of the department that the evaluation process should be used to advise and aid the probationary faculty member. It is expected that under normal circumstances appointment will be continuous up to the time of the tenure decision unless there is compelling evidence that the faculty member is failing to perform satisfactorily.

**Tenure Decision**

Departmental tenure votes are normally held in the fall semester of the candidate’s sixth year of appointment. The candidate, with the advice of the Chair and Committee A, should begin preparation of the tenure dossier in the preceding spring. The candidate will suggest names of scholars outside the University who are acquainted with the candidate’s research and professional standing. The Chair and Committee A will select an equal number of outside referees and request evaluations from both lists. The dossier must contain letters from at least six referees who are outside the University.

The College of Arts and Sciences and Faculty Senate offices have copies of the format in which dossier materials are to be presented.

For other details about procedure, see *Faculty Handbook* 3.7.5.

The tenure decision is based primarily upon the candidate’s record in teaching and research. To qualify for tenure, the faculty member must have a) established herself/himself as a successful teacher; b) engaged in research or creative activity that has won national recognition in significant refereed publication and that demonstrates in concrete fashion promise of continuing achievement. Committee service within the department is expected, but on departmental, college, and university levels, it is less important than teaching and research/creative activity.

**Teaching**

Teaching is defined and discussed in *Faculty Handbook*, 3.6.1, and the department’s method of assignment in “Evaluation of Teaching”. In order to be granted tenure, the candidate should demonstrate teaching effectiveness in general education and lower division courses and a high quality of performance in his/her area of specialization. Evaluation of teaching is based upon the following: a) student evaluations; b) annual classroom visits by a member of the tenured faculty, chosen in consultation with Committee A, conducted in the manner prescribed in “Evaluation of Teaching”; c) course materials submitted by the candidate; d) other relevant indications of success (e.g., publications or conference presentations by graduate students).

**Research and Creative Activity**

See *Faculty Handbook*, 3.6.2. In order to meet the criteria for tenure and promotion, research (and, insofar as possible, creative activity) must be subjected to peer review before publication and to the evaluation of outside referees as part of the tenure process.

Research and creative activity must be demonstrated by publication. Quality and quantity are important. Ordinarily a book will be expected for tenure and promotion to Associate Professor. If a
candidate can present a compelling case that a body of publications is equivalent to the accomplishment represented by a book, that work may likewise form the basis for tenure and promotion to Associate Professor.

For a tenure and promotion case in the area of creative writing, a candidate will be expected to have published a book beyond the publications required for his or her initial appointment. If a candidate can present a compelling case that a body of publications is equivalent to the accomplishment represented by a book, that work may likewise form the basis for tenure and promotion to Associate Professor. For faculty in creative writing appointed before 2001, the older rules and expectations apply. (Accepted by department faculty at the November 20, 2000 department meeting; approved by the Provost’s Office, December 12, 2000.)

Professional and University Service

While service plays a secondary role in the tenure decision, and therefore probationary candidates are cautioned not to overburden themselves with service responsibilities outside the department, either for the university or for regional or national organizations, candidates are expected to perform duties within the department.

Promotion

Associate Professor

Consideration of promotion to associate professor will normally coincide with the decision to grant tenure. In cases where promotion is being considered separately, the decision will be based on the criteria for tenure.

Professor

The candidate for promotion to the rank of professor should, in addition to successful teaching and service, provide evidence of continued growth as a scholar or creative writer and should have warranted national recognition for those publications and for proposals for external funding. Both quality and quantity are important. Work used in the tenure dossier may not, except in extraordinary cases, be used to justify promotion to professor. Though exceptions may be considered, a book written and published after tenure is granted will be expected.

Evaluation of teaching, including peer evaluation, will be conducted as set forth in “Evaluation of Teaching”.

Procedures

Each year the Chair and/or Committee A shall notify members of the faculty of deadlines for the promotion process in the coming academic year. Those wishing to be considered for promotion will be given a copy of the schedule and format for assembling a dossier.

As in tenure cases, both the candidate and Committee A will prepare a list of external referees of scholars able to judge the amount and significance of the candidate’s work.

The dossier, including external evaluations, the candidate’s vita and narrative of accomplishments since promotion to associate professor, and copies of published work, will be available to all full professors in the department.
Graduate Faculty Status
(Voted on and accepted at the January 16, 2002 department meeting.)

Untenured Faculty

Each untenured faculty will be given M2 status for one-year renewable terms. This status allows all graduate teaching and directing MA Theses, but does not allow directing dissertations. When an untenured faculty member has a book manuscript accepted for publication, status will be M3 (status that includes directing dissertations). Upon tenure, faculty will receive a 5-year term as below. Untenured faculty may petition Committee A to recommend upgrading of status for directing dissertations in extraordinary circumstances. Committee A will make a recommendation to the graduate Director for change of status.

Tenured Faculty

Each tenured faculty member will have her or his graduate teaching status renewed in the year of Post-Tenure Review. All faculty have Post-Tenure Review every 5 years; faculty whose composite annual evaluation drops below 2.01 for two consecutive years receive Post-Tenure Review at the time of the second below 2.01 Committee A evaluation. Such faculty and faculty with a cumulative 5-year evaluation below 2.01 are required “to develop and participate in a professional development plan.”

At the time of the review, the research component of the Post-Tenure Review shall be the basis of Committee A recommendation to the Graduate Director concerning faculty status. The following cumulative research evaluations will usually serve as the basis of Committee A’s recommendation.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Type of Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 3.0</td>
<td>Full Graduate Status (M3)</td>
</tr>
<tr>
<td>Above 2.5</td>
<td>May direct M.A. theses; serve on Ph.D. committees (M2)</td>
</tr>
<tr>
<td>Above 2.01</td>
<td>May teach graduate courses and serve on M.A. thesis committees (M1)</td>
</tr>
</tbody>
</table>

Committee A may adjust its recommendation to the Graduate Director by considering other relevant factors besides the annual research evaluations. Also, it may recommend a more inclusive status earlier than the end of the 5-year appointment.

Term Faculty Appointments
(Approved by the Faculty in the Department of English February 5, 2003; approved to move into the Handbook by the Faculty in the Department of English, April 9, 2003.)

Definition and scope

The following provisions shall apply to faculty who are appointed year-to-year for a specific term of years. Such faculty shall be referred to below as “term faculty.” This policy should be read in conjunction with all applicable University and College policies. In case of a conflict, University and College policies will control. The maximum number of term faculty in the department shall be six.

Appointment and length of term

A term faculty member may be given the title of instructor or lecturer, as appropriate to the individual’s professional credentials and background. The length of the term will ordinarily be three years, except as approved by the unit, Dean, and Senior Vice President and Provost.
Rights and duties

Term faculty shall have all the rights and responsibilities of other faculty with their titles, except as provided by this policy or by the College and University policies. Rights and privileges restricted to tenured and tenure-track faculty by this policy includes only the following:

- Voting on tenure decisions (tenured faculty only)
- Voting on personnel issues
- Voting on Committee A membership
- Voting on Graduate Committee membership

Otherwise, term faculty fully share the rights and duties of regular faculty, including but not limited to the following:

- Involvement in faculty governance and curriculum development
- Eligibility for career development opportunities, for example applying for internal college and department support for professional activities

The duties of term faculty will be 100% teaching.

Application

Instructors and Lecturers may apply at the end of the first week of the spring semester in their second year of teaching in the department. Applicants shall submit a portfolio containing the following:

- A cover letter outlining their strengths as a teacher and other information deemed suitable by the applicant
- Syllabi and all teaching materials from recently taught courses
- Student Evaluations

In addition, applicants shall be interviewed by the First-Year Composition Committee (FYCC) and shall make available student papers with comments. Two members of the FYCC will observe the applicants and reports from earlier observations will be included as information for the committee’s deliberations. Ranking of applicants shall be based on departmental need and a holistic evaluation of all the information described above.

Evaluation

Term faculty members shall be evaluated annually as part of the process applicable to all faculty as specified in the University of Oklahoma Faculty Handbook section 3.11. During the final year of the term the faculty member will receive a comprehensive and thorough evaluation of his/her performance during the entire term. This process shall begin no later than the start of the semester prior to the last semester of the faculty member’s term. The standards of performance and sources of information for evaluating teaching are as follows:

- Applicants shall submit an updated dossier with inclusions listed under Application above. The evaluation will consider this information as well as the information required from annual review described under Renewal below.
- In addition, applicants shall be interviewed by the First-Year Composition Committee (FYCC) and shall make available student papers with comments. Two members of the FYCC will observe the applicants and reports from earlier observations will be included as information
for the committee’s deliberations. Evaluation of applicants shall be based on a holistic evaluation of all the information described above.

**Renewal**

A term faculty appointment must be renewed annually to remain in effect. The renewal decision shall be accomplished by the same procedures employed for tenure-track faculty in their probationary period with the exception that only teaching is evaluated. The faculty member will be notified of the department’s recommendation of annual renewal or non-renewal no later than March 1. Consideration of annual renewal shall be accomplished as follows: Faculty shall submit updated dossiers containing the same kinds of information required in the application portfolio described above and the interview with members of FYCC and observations by two members of FYCC will be repeated. The decision to reappoint will be based on a holistic evaluation of all of this information.

**Reappointment to a second 3-year term**

Instructors and Lecturers may apply for reappointment for a second, final three-year term at the end of the first week of spring semester. Applicants shall submit a portfolio containing the following:

- A cover letter outlining their strengths as a teacher and other information deemed suitable by the applicant
- Syllabi and all teaching materials from recently taught courses
- Student evaluations

In addition, applicants shall be interviewed by the First-Year Composition Committee (FYCC) and shall make available student papers with comments. Two members of the FYCC will observe the applicants and reports from earlier observations will be included as information for the committee’s deliberations. Ranking of applicants shall be based on departmental need and a holistic evaluation of all the information described above.

The faculty member will be notified of the department’s recommendation of renewal or non-renewal for a final three-year term no later than March 1.

**Annual Evaluation**

*(Revised Spring 1996)*

Each year, Committee A is responsible for evaluating all regular, full-time members of the department in the areas of teaching, research/creative activity, and service. The usual percentages devoted to these areas are, respectively, 40, 40, and 20 percent. However, the university and the College of Arts and Sciences encourage departments to establish differential loads and percentages. The department will use the following differentiations:

Probationary faculty who have been relieved from service requirement:
- Teaching, 50%
- Research/Creative Activity, 50%

Probationary faculty who have been asked to perform departmental service: 40/40/20

Tenured faculty on 2/2 course load: 40/40/20

Chair: 20/20/60

Tenured faculty with course loads higher than 2/2: 60/20/20
Note: Tenured faculty who have received lower than a 3.0 on research for four consecutive annual evaluations will be assigned an additional course in the following year. Faculty who receive lower than a 3.0 evaluation for two additional, consecutive years will be assigned two additional courses in the following year. Loads will be reduced according to a schedule, established by Committee A, linked to publication.

Chaired professors will be evaluated according to the terms agreed to at their appointment.

Any exceptions to these divisions will be determined, after consultation with faculty members affected, by Committee A at the beginning of each academic year. Written statements of any changes will be part of the faculty member’s permanent record and will be provided to the Dean of the College of Arts and Sciences and to the Provost.

**Evaluation of Teaching**

Teaching is a practice that helps students learn; it involves the transmission of knowledge and cultural values, but resists descriptive definition. Teaching in this department includes instruction of courses or seminars scheduled in the regular academic year; direction of undergraduate and graduate reading and research; advising and counseling; and all other activity involving the supervision of students in recognized academic pursuits.

Good teaching can be directly identified only when the results can be measured and specifically attributed to teaching activity. However, since such a procedure is impractical if not impossible, the evaluation of teaching must depend on inferences. To be as objective as possible, these inferences must be based on evidence of teaching behavior obtained from students and colleagues alike.

**Criteria**

All evaluations will measure teaching activity (e.g., classroom teaching, direction of reading courses, direction of theses and dissertations) against the following criteria:

- The teacher’s knowledge of the material, considered according to the level and nature of the context in which is it presented.

- The teacher’s ability to establish suitable objectives, to present materials consistent with them, and to organize the materials coherently.

- The teacher’s effectiveness in instructing his/her students, including clarity of presentation, ability to motivate students to learn, sensitivity to students’ response, and professional availability to students.

**Procedures**

**The Administrative Classroom Visitation Program**

Each faculty member in the department may request administrative observation each academic year. Probationary faculty members will be visited annually by a member of the tenured faculty, chosen in consultation with Committee A. In any given year, a faculty member may choose, after consulting...
with Committee A, any one or more tenured faculty members in the department to conduct the observation(s). The faculty may choose a different colleague each year.

**Pre-Observation Meeting**

A meeting between the person conducting the observation and the teacher being observed should be held prior to the class visitation. Before the meeting, the teacher should make available to the observer copies of course materials related to the proposed class visit. This meeting gives the teacher an opportunity to place the class visit in the context of the entire course, to discuss objectives, to discuss student perceptions of the course, to focus on the upcoming visit and its place in the framework of the course, and to discuss other possible areas related to teaching.

**The Observation**

The goal in the observation is to record in as much detail as possible what happens in the class. The observer should focus on the way the class begins and ends, the clarity of presentation, kinds of questions, exchanges with students and between students, support materials used and any activity that bears meaningfully on the effectiveness of teaching. The goal is not to impose standards, but to discover the teacher’s particular approach and style. Obviously, lecture classes will differ from discussion classes, and writing classes from literature classes, and so on. The observer's task is to gather as much information as possible so that a fair report can be written.

**Post-Observation Meeting**

In the follow-up meeting after the observation the observer and the teacher should discuss what occurred in the class in detail. The teacher may want to discuss various phases of the class, focusing on how the plans for the class matched what actually occurred. The observer could then outline the phases of the class as reconstructed from notes. The discussion could also focus on how representative the class was, and how it fit the course context; it could also consider goals and any other relevant matters of concern. If the teacher believes the class period was atypical, the observer and the teacher may want to arrange another visitation. The goal of the observation is to get an assessment of a typical class period.

**The Report**

A copy of the observer’s report should be given to the teacher, and the teacher has the right to respond to it before it is transmitted to Committee A or to anyone else. The observer’s report should incorporate the following elements:

- A summary of the course-plan as a whole and a description of each class visit within that intellectual and pedagogical context.

- Copies of the course description, syllabus, class hand-outs, and other such material (for the observed course) chosen for inclusion by the teacher.

- A summary of what transpired in the pre- and post-observation meetings.

- An assessment of teaching – plans, goals, and the actual conduct of the class.

**Consultant Observer Program**

Evaluation of teaching should first serve the needs of the teachers involved. It should allow teachers to assess what is working in their classroom and other teaching contexts and what is not working. Teachers should have ample opportunity to modify what they are doing in order to make their
teaching more effective. In order to insure that faculty are supported in this evaluation process we recommend that an observation-consultation program be made available to all interested faculty.

The program we envision would require the department to make available senior faculty members committed to teaching to serve as observer-consultants. These observer-consultants would work individually and confidentially with colleagues for as long as both consider it useful.

**Student Evaluation**

Student evaluations should ideally allow teachers to ascertain how successfully various components of their courses are working, and to make warranted changes based on student reactions, analyses, and judgments. Student evaluations are also used to give administrators information about students’ perceptions of classes. It should be kept in mind that while student ratings have been shown to be generally reliable, that is, consistent and replicable, it has not been demonstrated that their results are valid, that is, actually measure teacher effectiveness. Moreover, comparing student assessments of different faculty members may be a doubtful value since a number of studies have shown that such assessments are highly influenced by student attitudes toward such factors as the race, ethnic, and national origin, gender, sexual orientation, creed or age of the instructor. Students’ grade point average, major field of study, type of class and the time a class is offered can also influence student assessments; however, despite any problems such evaluations may entail, they are still relied on as additional sources of information about teacher effectiveness.

**Standardized Evaluations**

These evaluations contain uniform questions. Beside the college-wide and university-wide questions that are used on these forms, faculty can add questions of their own. Departments can do the same. If a department believes certain questions could give it better information, these can be added to forms in that department.

**Self-created Evaluations**

If the primary purpose of student evaluations is to help teachers improve their courses, then these should be done before the end of the course. Teachers can devise evaluations for special segments of their courses, for mid-term or at any other point in the course where student feedback will help the teacher make changes for the better. Teacher-generated evaluations can touch on particulars peculiar to individual courses and frequently can give an accurate picture of what students read, wrote and in general did in the course and how successful they thought each component was. Evaluations done at various times in the course can lead to meaningful changes while the course is still in progress. They can also cover a wider range of topics, and in much more detail.

**Procedures for Committee A Evaluation**

Since a teacher’s knowledge, preparation, and competence can best be judged by his/her peers, the members of Committee A will carefully assess these aspects of his/her teaching as part of its annual evaluation of faculty for purposes of determining the progress of untenured faculty; merit recommendations for all faculty; and recommendations for promotion in rank.

To help Committee A do a full and fair assessment of teaching, faculty being evaluated may submit any of the following materials that will best represent their teaching.

- Materials developed by faculty members related to their teaching, such as syllabi, tests, reading lists, course booklets, special trips or functions, student class publications, videotapes, and any other supporting materials.
• Samples of student work. For example, faculty may wish to include several drafts of student papers that show the progressive ability of a student to handle the topic. Material in this category should be carefully selected and explained.

• Committee A will be given all copies of the “standardized forms required for use in all courses.” Faculty may wish to use other forms in addition to but not in place of the standard forms. These standardized forms should be returned to faculty in a reasonable amount of time.

• Reports on class visitation, if any, conducted under the Administrative Classroom Visitation Program.

• Descriptions and reports of any faculty development efforts participated in by those being evaluated. These include participation in workshops on teaching (whether on or off campus); special seminars related to teaching; local, state and national meetings related to teaching; and faculty development efforts sponsored by the college or university.

In its assessment, Committee A will consider issues raised by course load, class size and lack of homogeneity between teacher and students.

If the faculty member wishes, Committee A will meet and discuss with each teacher such matters as course objectives and methods, as well as the teacher’s own assessment of his/her success. If the faculty member desires a class visit and gives at least three month’s notice prior to the annual evaluations in February, visitation of the teacher’s classes will be arranged. Committee A will then incorporate its conclusions in the annual evaluation.

**Evaluation Scale**

Committee A considers:

The numerical standardized evaluations according to the following schedule:

- 4.01-5.00 = Outstanding on the individual’s mean score on student evaluations
- 3.01-4.00 = Very good on the individual’s mean score on student evaluations
- 2.01-3.00 = Good, meets expectations on the individual’s mean score on student evaluations

The quality of syllabi, reading lists, assignments, student comments, and any other materials supplied by the faculty member. It also considers teaching prizes.

The number of directed readings, theses and dissertations supervised, and any evidence of the quality of the supervision supplied. It also considers the level, type, and size of class taught.

**Evaluation of Research and Creative Activity**

(Revised Spring 1998)

See the principle stated below: cases for promotion and tenure must be more than the sum of annual evaluations.

Research and creative activity in the discipline of English means, primarily, work published after peer review. Secondarily, oral presentations, grant proposals submitted and/or accepted, essay length reviews, reprinted articles, educational software, scripts, video presentations, or exhibits are considered as evidence of scholarly activity. In both cases, quantity and quality of the work are equally important. Being subject to the professional standards of peer review is the first measure of
published work as “significant”. The second part of evaluating a published work’s significance includes judging the degree to which it represents new knowledge or accomplishment in its field, as well as to what extent it contributes to English studies and/or the intellectual and scholarly endeavors of the department. It is recommended that faculty members indicate the quality of their published work by providing Committee A with pertinent information about the publication venue, such as journals’, magazines’, or anthologies’ circulation and their ratio of acceptances to rejections. In the case of creative writing oral presentations, faculty members should inform Committee A whether the presentations were invited; at their discretion, they may in addition include other relevant information regarding the quantity and quality of the venues, as may also faculty members who deliver scholarly presentations.

Tenured faculty are evaluated primarily for work that has appeared in print or been presented at conferences during the previous year. Probationary faculty are evaluated for work published, accepted, or demonstrably in progress. For all faculty, a longer period of time is taken into account when there is evidence of substantial long-term projects (such as books or bibliographies) which may have yielded articles already accepted for publication in the current year, which may have produced publications for the previous year and which will in all likelihood do so again in the coming year, or which have been the result of extended effort. In a year when faculty members have published a book, they have the option of counting any additional scholarly or creative work (such as articles, poems, or nonfiction essays) published in the same year toward the evaluation in the next year.

Since Committee A evaluates faculty research or creative performance holistically, the ultimate scores assigned to faculty members will often represent a composite of their various activities, such as publishing both scholarly and creative work, or attending conferences. The scale below therefore represents a skeletal baseline, to which the committee will consider adding increments corresponding to faculty members’ additional activities. Composites will reflect the variety of faculty members’ activities, although they are not designed to be strictly numerically cumulative (e.g., 2 for an ongoing project, 1.5 for two conference papers, and 2.1 for one article do not “add up” to 5.6). Rather, the evaluation numbers represent a basic grid for minimum professional work which reflects ascending scales of achievement.

**Evaluation Scale**

5.0 = 1 authored scholarly book; or 1 book of poems, fiction, non-fiction; or book-length literary translation

4.01 – 4.80 = 1 edited book; or 1 collaborative book

3.5 – 4.0 = 3 significant articles; or 3 significant short stories, creative essays, or essay-length translations; or a revised edition of a book or anthology (single-authored/edited or collaborative, with at least 20% new material

2.80 – 3.40 = 2 significant articles; or 2 significant short stories, creative essays, or essay-length translation

2.01 – 2.70 = 1 significant article; or 1 significant short story, creative essay, or essay-length translation

2.01 = a substantial long-term project – including a scholarly book, a long poem, a novel, a collection of stories, creative nonfiction, or literary translation – which may have produced publications in the evaluation period and will in all likelihood do so again in the coming year, or which has yielded material already accepted for publication in the coming year.

1.50 – 4.01 = significant poems judged by number and quality of venues.
0.0– 2.01 = conference papers/invited lectures or readings (for a 2.1, at least 3 papers at national or international meetings)

**Evaluation of Service**

As indicated above, probationary faculty will not be evaluated in this area when they are not asked to serve on committees or to perform special services.

Tenured faculty are expected to do most of the necessary administration in the department, in the university, and in the profession. Each tenured faculty member and untenured members who are asked to serve the department will provide Committee A with a report on the duties performed in each component of service to help the committee evaluate, insofar as possible, not only the amount but the quality of service.

**Service**

4.01 – 5.00 = Substantial service (department + university + national/professional/ community service) OR

3.50 – 4.00 = Substantial successful and significant service in the department

CONVERSION SCALE for the Provost’s form:

- 4.01-5.0 Outstanding
- 3.01-4.0 Very Good
- 2.01-3.0 Good, Meets Expectations
- 1.01-2.0 Marginal
- 0.01-1.0 Unacceptable

Each faculty member will receive a copy of the annual evaluation. Should faculty members have objections, they should write them on the back of the evaluation form. The faculty member will sign the form and return it to the Chair, who will forward it to the Dean of the College of Arts and Sciences.
APPENDIX

Suggested Reportable Activities for Faculty Evaluation in addition to Mini-Vitae:

**Research and Creative Activity**

- Research or creative work published
- Research or creative work accepted but not yet published
- Research or creative work submitted
- Papers presented at professional meetings or readings of creative work
- Papers to be presented at professional meetings
- Research in progress – not status of each project
- Research proposals submitted
- Research supported
- Book contracts
- Review essays published
- Special recognition of research activities
- Other research or creative activity

**Teaching Effectiveness**

- Courses taught (note if newly developed)
- Academic committees chaired: M.A., Ph.D.
- Number of doctoral committees served on (other than Chair)
- Directed Readings offered
- Effective teaching methods introduced
- Participation in activities (workshops, etc.) related to improvement of education
- Application of research results in teaching
- Funded grants for improvement of instruction
- Self-evaluation activities related to instruction
- Other teaching related activities

**Professional and University Service**

- Professional responsibilities (note exceptional effort)
- University and department responsibilities
- Organization of special meetings, conferences, etc.
- Professional contributions to the general community
- Book reviews
- Other service oriented activities
TO: David Mair, Chair  
Department of English  

FROM: Nancy L. Mergler  
Senior Vice President and Provost  

SUBJECT: Proposed Term Faculty Policies for the Department of English  

DATE: March 5, 2003  

I have reviewed the Term Faculty Policies for the Department of English as transmitted to this office on February 18, 2003, and I am pleased to approve them as an amendment to the departmental personnel policies. Development of such policies is a time-consuming but important task; thanks to all in the department who helped in the process. Please forward an electronic version of the policies for our records.  

Cc: Dean Paul B. Bell  
Ms. Connie Hamilton
TO:      Eve Bannet, Chair  
         Department of English

FROM:  Nancy L. Mergler  
         Senior Vice President and Provost

SUBJECT: Tenure and Promotion Criteria for English

DATE:   December 12, 2000

I am pleased to approve the Department of English's proposed tenure and promotion guidelines as approved by the faculty. Please send Connie Hamilton, in my office, the final updated version indicating the dates the criteria was revised and approved by the faculty.

I extend thanks to everyone in the department who contributed to the process.

NLM:ch

Cc:   Pamela A. Genova, Associate Dean
      Greg Heiser, Assistant Provost
      Connie Hamilton, Assistant to the Provost