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knowledge, translates our research for a broader public, and facilitates engaged practice. Our work is founded in evidentiary reasoning, interpretation, and creativity. We provide cutting-edge training in writing for first-year students and for advanced students in diverse disciplines across the university.

### **Vision**

The USF English department aspires to achieve national recognition for high-impact teaching, research, and service in the areas of creative writing, literary studies, and professional and technical writing. We aim to create inclusive learning environments that will nurture academic success for a diverse population. We seek to prepare our students for challenging careers, advancement to graduate study, and for productive personal and professional lives as global citizens and life-long learners.

### **Values**

As a department we value

- A. Reading, writing, and research
- B. The development of thoughtful and reflective human beings
- C. Intellectual, global, and human diversity
- D. Creativity
- E. Empathy
- F. Historical perspectives

## I. The Faculty

### **Tenure-line Faculty**

There are three levels of tenure-line or professorial faculty: assistant, associate, and full professor. These faculty will carry a substantial research assignment and are expected to publish peer-reviewed research or creative work annually; they are expected to be effective teachers, including at the graduate level, and will direct graduate students when needed. They carry the heaviest responsibilities in service to the department, university, and the profession. Tenure-line faculty will be assigned a primary discipline by the Chair based on their areas of research and teaching (e.g. Literature, Creative Writing, Rhetoric and Composition) for the purposes of constituting curriculum committees and department voting rosters. Leadership on department committees and administration should be drawn primarily from these ranks. The rights and responsibilities of tenure-line faculty are outlined in the USF Faculty Handbook and the UFF Collective Bargaining Agreement, some of which may not be intuitive; faculty are expected to know and abide by these.

### **Continuing Instructors**

Continuing instructors also are divided into three levels: continuing instructor I, II, and III. Continuing instructors have a primary teaching assignment, generally a 4-4 course load, and are expected to be effective teachers. Normally, the teaching responsibilities for continuing instructors will be in the undergraduate curriculum; with exception for the MFA, continuing instructors do not serve on graduate committees. They have a small service assignment reserved for faculty governance. Continuing instructors will be assigned a primary discipline by the Chair based on academic credentialin8a-8(sc)3(ip1) Tf1 0 0 1 72j2 1-3(c)4.00000912 0 612 792 reW\*ñBT/F2 12 Tf1 0

the joint appointment stipulates English as the tenure home, the faculty member will have the rights and responsibilities of their rank.

### **Visiting Faculty**

The English department employs full-time faculty on one-year contracts at the professorial or instructor rank when needed. These contracts are renewable for a maximum of three continuous



### **Emeritus Faculty**

A faculty member who retires from the English department may apply for the status of emeritus according to the guidelines stipulated by the provost. The faculty member identifies this intention in timely fashion to the Chair, who is responsible for the nomination. Faculty must have input into the endorsement process prior to the Chair's nomination. If the application is successful, the emeritus professor has the right to be identified on the department website and to attend faculty meetings. Emeritus professors do not have voting rights in department matters.

### **Graduate Assistants**

The English department employs graduate assistants in the roles of instructor, teaching assistant, mentor, research assistant, and other program support, as needed. The work assignment for GAs

for budgetary recommendations, fund-raising, alumni relations, and publicity; for staffing, including the staffing and scheduling of courses to meet curricular needs and student demand across all three campuses; for coordinating with the regional chancellors or their designees on matters concerning the course scheduling and staffing, budget, and evaluation of faculty on branch campuses; for supervising faculty and staff, including new appointments, reappointments, evaluations, promotions, terminations, and salary increases; and for the adequate supervision and training of faculty and staff. The Chair is also responsible for coordinating self-study initiatives; for assuring compliance with accountability measures such as SACSCOC, USF internal reviews, and annual academic assessments; and for preparing and responding to college and university reports. In consultation with the faculty, the Chair must evaluate and improve instructional and administrative processes, see that all faculty have equitable privileges and responsibilities appropriate to their rank and campus assignment, encourage research and scholarship, student success, and collegiality within the department.

The Chair will keep a departmental archive of all minutes of the department meetings, departmental committees, and ad hoc committees as well as reports, recommendations, mailed-in votes, and any other records significant to the defining, revision, and administering of departmental policy.

*Evaluation:* The Chair is evaluated by the dean of CAS and the department's FEC as part of the annual review. The CAS college dean's office initiates a survey, usually in January, for the faculty to evaluate the chair, and these anonymous evaluations are shared with the FEC, the Chair, and the college dean as part of the appraisal.

*Procedures for Renewing a Chair for Another Term:* A Chair who has served a full four-year term may choose to seek renewal for another four-

on the search committee. As its first order of business, this committee shall elect one of its members to serve as chair of the search committee.

3. Each candidate will supply the search committee with a CV and a prepared statement outlining the candidate's administrative philosophy and vision for the department's future.

4. The committee will meet to discuss the candidates. The committee may choose to meet individually with each candidate prior to this discussion.

5. There will be an open meeting with the entire faculty in which the candidates have the opportunity to make a brief presentation and answer questions. Immediately following

## **Associate Chair Tampa Campus**

*Eligibility:* The AC-T will be appointed from among the tenured faculty of the department homed in Tampa.

*Selection:* AC-T will be appointed by the Chair in consultation with the faculty committees, and the Executive Committee. The assignment for this position will be negotiated between the Chair and the Associate Chair in an equitable distribution of work and compensation. The agreed upon terms will be confirmed in a letter and filed with the dean of faculty for CAS and the appropriate campus associate deans (as related to the campus appointments).

*Term:* AC-T will serve four-year terms with the Chair. Should the Chair serve less than a full four-year term, the incoming Chair may choose to either reappoint the current AC-T or to appoint other faculty to occupy the position. As the AC-T is appointed by and serves at the



pleasure of the Chair, their appointments may be suspended or revoked by the Chair with due consideration of campus faculty input.

*Roles and Responsibilities:* In general, AC-SM will serve in the absence of the Chair at functions or in roles designated as needed on the Sarasota/Manatee campus. They will serve on the department Executive Committee and be responsible for representing the needs and concerns of their campus constituents. They will be chief advisors to the Chair on matters of departmental operations. Duties will include those delegated by the Chair, such as communicating with the various faculty or campus administrators to gather information or to address issues specific to the Sarasota/Manatee campus, especially scheduling of courses, and coordinating with the program directors to ensure the successful operation of departmental and curricular practices across the three campuses. The AC-SM will work with the Undergraduate Director to oversee student recruitment activities on the Sarasota/Manatee campus. In the absence of a designated FYC Campus Coordinator for Sarasota/Manatee, the AC-SM will serve as the campus coordinator for FYC courses, working with the Director of First-Year Composition, and, in particular, serving as

The Graduate Director presides over the meetings of the legislating body of the graduate program, the Graduate Committee. They are ultimately responsible for assessing the M.A., MFA, and Ph.D. programs and graduate certificates; determining the qualifications of faculty to teach specific graduate courses or supervise graduate research; making decisions about graduate admissions and student qualifications; advising graduate students on course selection and matters related to graduate school; supervising graduate internships; planning and overseeing new-student orientation; recruiting new graduate students and preparing recruitment materials; helping to prepare students for careers; and preparing reports as required by the Chair, deans, and the Office of Graduate Studies. They will take a leading role in placing our graduates in meaningful careers. The Graduate Director serves on the college Graduate Committee and facilitates the work and communication of the Office of Graduate Studies. The Graduate Director reports regularly to the Chair to keep them informed and to advise on administrative matters.

The Graduate Director coordinates the policies and procedures of the graduate programs in consultation with the Director of Creative Writing, the Director of Literature, and the Director of Rhetoric/Composition. Generally, policy and procedural changes affecting the graduate programs in Creative Writing, Literature, and Rhetoric/Composition will originate in the respective disciplinary committees or will be referred from the department's Graduate Committee to the respective committees. Those referred from the Graduate Committee must be discussed and passed by the Creative Writing, Literature, or Rhetoric/Composition committees before they are discussed and voted on by the Graduate Committee.

The Graduate Director will assume the responsibilities of Chair in the Chair's absence if there is no Associate Chair or if the Associate Chair is unavailable.

*Evaluation:* The Graduate Director will meet with the Chair on an annual basis for the purposes of reviewing the accomplishments of the past year and for drafting goals for the upcoming year. These evaluations may be used in assessment of service duties for the annual assignment, for professional and leadership development, as well as to recommend continuation in the position.

### **Undergraduate Director**

*Eligibility:* The Director of the Undergraduate Program will be a member of the professorial faculty, preferably tenured, with a strong record of undergraduate teaching. While faculty from any campus are eligible for the position, presence on the Tampa campus during the week (e.g. three days/week) will be required.

*Selection:* They will be appointed by the Chair in consultation with the Executive Committee. The Chair will negotiate the terms of the assignment with the Undergraduate Director; the agreed





*Responsibilities:* The Director of First-Year Composition takes the lead in the development of a challenging curriculum that is well informed by research and scholarship in Rhetoric and Composition; works closely with the Composition Advisory Committee to develop and assess the curriculum; develops policies and procedures to guide the work of the undergraduate writing program consistent with University policies and General Education; teaches the practicum for incoming teaching assistants; provides training sessions for all teachers in the writing program, including workshops on departmental syllabi, assigning and evaluating writing, and use of departmental technology; supervises the hiring of FYC teachers, scheduling of courses in coordination with staff members on multiple campuses, and the evaluation of teachers; establishes a collaborative culture among program participants to enhance the success of the program; works with the CAS academic deans, the Undergraduate Studies dean, and other university partners involved in student success, including those on branch campuses; meets with students to resolve grievances regarding writing program teachers and makes decisions regarding transfer credit for ENC 1101 and ENC 1102; coordinates with the Graduate Director on the selection and supervision of teaching assistants; oversees the assessment of the writing program; seeks funding to support the writing program; and represents the First Year Composition program to the department and the university community as necessary. The Director of FYC works closely with the Associate Director of FYC and delegates responsibilities appropriately;

*Term:* The Associate Director of FYC serves a four-year term on a twelve-month contract, which can be renewed. However, if there is a change in Director, the terms of the AD will be renegotiated, including the possibility of non-renewal.

*Responsibilities:* The Associate Director of First-Year Composition assists the Director of First-Year Composition in the duties outlined above and is particularly active in the mentoring of teachers of first-year composition. While the Associate Director of FYC is expected to be a mentor, they are not responsible for teaching the graduate practicum. The Associate Director of FYC needs to coordinate closely with department staff and faculty. The FYC Director should outline the expected duties in consultation with the Associate Director on an annual basis in a letter shared with the Chair of the department.

*Evaluation:* The FYC Director should meet annually with the Associate Director of FYC to review the performance on the expected duties and to revise goals and expectations according to the needs of the program, current sturrt0 G(-)]TJETQs0,2 0 612 7912 0 6to, the program, current sturrt0 G(-)]TJET

*Evaluation:* The FYC Director should meet annually with the FYC CC to review the performance on the expected duties and to revise goals and expectations according to the needs of the program, current staffing, and the professional development of the Campus Coordinator. This review should be copied to the Chair and used in the annual review of administrative duties.

### **Director of the Writing Programs in Professional and Technical Communication**

*Eligibility:* The Director of Writing Programs in PTC will be appointed from the continuing faculty with credentials in professional and technical communication, a record of excellent teaching, and experience in curriculum development and administration of writing programs.

*Selection:* The appointment is made by the Department Chair after consultation with the department's Executive Committee and the faculty. While the expertise of this role clearly belongs in the area of PTC/Rhetoric and Composition, it carries responsibility for department-wide supervision and training of instructional staff; therefore, the department will be canvassed before the appointment.

*Term:* The Director of PTC Writing Programs will be appointed for a four-year term, which is renewable. The Chair will negotiate the terms of the assignment with the PTC Writing Programs Director; the agreed upon terms will be confirmed in a letter filed with the Dean of Faculty for CAS.

*Responsibilities:* The duties of the position include very broadly the oversight and management of the PTC Writing Programs across the three campuses. The Director of Writing Programs in PTC takes the lead in the development of a challenging curriculum that is well informed by research and scholarship in Professional and Technical Communication; works closely with the PTC faculty to develop and assess the curriculum; develops policies and procedures to guide the work of the undergraduate writing program consistent with university policies and accrediting bodies such as ABET; helps recruit and provides training sessions for all teachers in the PTC writing program, including workshops on departmental syllabi, assigning and evaluating writing, and use of departmental technology; coordinates with the Chair and Assistant to the Chair regarding the hiring of instructors and the scheduling of courses on multiple campuses; establishes a collaborative culture among program participants to enhance the success of the program; works with the CAS academic deans, the Undergraduate Studies dean, and other university partners involved in student success, including those on branch campuses; oversees the assessment of the PTC writing program for university reporting; represents the PTC writing programs to the department and the university community as necessary. The Director of PTC Writing Programs works closely with the Associate Director and delegates responsibilities appropriately; the Director of PTC Writing Programs may delegate branch campus responsibilities to a campus faculty member. The Director of PTC Writing Programs also works closely with the Director of FYC, particularly in management of department technology and

associated resources. The director will serve on the USF Writes Executive Committee. The Director of PTC Writing Programs serves on the department Executive Committee and meets regularly with the Chair on administrative issues related to the program, particularly budget and staffing.

*Evaluation:* The PTC Writing Programs Directo

### **Director of the Program in Creative Writing**

*Eligibility:* The Director of the Program in Creative Writing is appointed from the tenured professors of Creative Writing.

*Selection:* The Director of the Program in Creative Writing will be appointed by the Chair in consultation with the Creative Writing Committee and the Executive Committee.

*Term:* The term is two years and is renewable.

*Responsibilities:* The Director will chair the Creative Writing Committee and is responsible for meeting regularly with faculty who teach creative writing on all three campuses. They will aid in the development of a schedule of classes, complete needed program assessments, make recommendations for hiring, and keep records of decisions made by the committee in an accessible archive. They will serve on the Executive Committee, where they will represent the concerns and achievements of the Creative Writing faculty and students to the department administration and communicate information from the department administration to the Creative Writing faculty and students.

*Evaluation:* The Director of Creative Writing will meet with the Chair on an annual basis for the purposes of reviewing the accomplishments of the past year and for drafting goals for the upcoming year. These evaluations may be used in assessment of service duties for the annual assignment, for professional and leadership development, as well as to recommend continuation in the position.

### **Director of the Program in Literature**

*Eligibility:* The Director of the Program in Literature is appointed from the tenured professors of Literature.

*Selection:* The Director of the Program in Literature will be appointed by the Chair in consultation with the Literature Committee and the Executive Committee.

*Term:* The term is two years and is renewable.

*Responsibilities:* The Director will chair the Literature Committee and is responsible for meeting regularly with faculty who teach Literature on all three campuses. They will aid in the development of a schedule of classes, complete needed program assessments, make recommendations for hiring, and keep records of decisions made by the committee in an accessible archive. They will serve on the Executive Committee, where they will represent the concerns and achievements of the Literature faculty and students to the department

administration and communicate information from the department administration to the Literature faculty and students.

*Evaluation:* The Director of Literature will meet with the Chair on an annual basis for the purposes of reviewing the accomplishments of the past year and for drafting goals for the upcoming year. These evaluations may be used in assessment of service duties for the annual assignment, for professional and leadership development, as well as to recommend continuation in the position.

### **Director of the Programs in Rhetoric/Composition and Professional & Technical Communication**

*Eligibility:* The Director of the Program in RC/PTC is appointed from the tenured professors of RC/PTC.

*Selection:* The Director of RC/PTC will be appointed by the Chair in consultation with the RC/PTC Committee and the Executive Committee.

*Term:* The term is two years and is renewable.

*Responsibilities:* The Director will chair the RC/PTC Committee and is responsible for meeting regularly with faculty who teach RC/PTC on all three campuses. They will aid in the

*Term:*





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## **Undergraduate Committee**

*Appointment:* The Undergraduate Committee is charged with oversight of the undergraduate programs in English. It is chaired by the Undergraduate Program Director and consists of 10 additional members. Among the members of this committee there should be at least two representatives from each of the three undergraduate programs and at least one representative from either the St. Petersburg or Sarasota campuses. One undergraduate student will serve as a non-voting member. The members are appointed annually by the Department Chair in consultation with the Undergraduate Director. It will hold regular meetings as needed. A staff person will take minutes and distribute them within to committee members and post to the department digital archive.

*Committee Charge:* The Literature Committee shall periodically assess the Literature curriculum (graduate and undergraduate) in terms of meeting departmental goals, objectives, and needs. It shall make recommendations as needed for (1) curriculum changes and (2) course additions, deletions, and revisions. Its recommendations concerning the undergraduate program must be approved by the Undergraduate Committee and those concerning the graduate program must be approved by the Graduate Committee. All of its recommendations must be ratified finally by the Executive Committee. The Committee will also make and conduct required program assessments. Pending funding, it shall arrange for visiting speakers and other means of enhancing the program. In matters involving the graduate program (courses, curriculum, assessment, etc), decision-making is restricted to the graduate faculty.

### **Rhetoric/Composition and PTC Committee**

*Appointment:* The Rhetoric/Composition and Professional/Technical Writing Committee consists of all continuing faculty assigned to the programs Rhetoric/Composition and Professional/Technical Writing. It is chaired by the Director of RC/PTC.

*Committee Charge:* The Rhetoric/Composition and Professional/Technical Writing Committee shall periodically assess the Rhetoric/Composition and Professional/Technical Writing curriculum in terms of meeting departmental goals, objectives, and needs. It shall make recommendations as needed for (1) curriculum changes and (2) course additions, deletions, and revisions. Its recommendations concerning the undergraduate program must be approved by the Undergraduate Committee and those concerning the graduate program must be approved by the Graduate Committee. All of its recommendations must be ratified finally by the Executive Committee. The Committee will also make and conduct required program assessments. Pending funding, it shall arrange for visiting speakers and other means of enhancing the program. In matters involving the graduate program (courses, curriculum, assessment, etc), decision-making is restricted to the graduate faculty.

### **Adjunct Faculty Visitation Committee**

*Appointment:* The Adjunct Visitation Committee consists of a varying number of tenure-line faculty and continuing instructors sufficient to perform classroom observations of all adjunct faculty currently teaching courses in English. The Committee is chaired by the Assistant to the Chair, and members are appointed to a one-year term by the department Chair. This committee must have representation from both branch campuses to ensure the uniform evaluation of adjunct faculty across the department geographically distributed.

*Committee Charge:* The Adjunct Visitation Committee observes adjunct faculty teaching their classes and meets with them to discuss teaching practice. Written evaluations and conferences

should be completed no later than three weeks following visitations. These records shall be archived for the Chair and the Directors of the FYC and PTC writing programs when making future appointments.

### **Student Grievance Committee**

*Appointment:* At the beginning of each academic year, the Chair appoints a standing faculty committee to settle grade disputes and other grievances requiring formal decisions.

Representation from each campus is mandatory to ensure uniform handling of complaints across the department geographically distributed. Tenure-line and continuing instructors are eligible to serve on this committee. One member will serve as committee chair. Because the Associate Chairs on the branch campuses, the AD of FYC, and the Assistant to the Chair are the primary contact for student grievances, they cannot serve on the Student Grievance Committee.

*Committee Charge:* The Student Grievance Committee shall convene when notified that a student grievance has been filed; they will review all relevant documents, deliberate on these materials in accordance with timelines established by USF, and make a recommendation to the committee chair. The committee chair conveys the recommendation to the appropriate academic officer for the student grievance (i.e. the Associate Chair of Sarasota/Manatee, the Associate Chair of St. Petersburg, the AD of FYC and St. Petersburg campus FYC Coordinator, or the Assistant to the Chair).

### **Composition Policy Advisory Committee**

*Appointment:* The

use of USF Writes within the department, and it plans and oversees the USF Writes learning environment as it aligns with departmental goals and objectives.

*Committee Membership:* The committee comprises individuals occupying the following positions within the department as representatives of specific stakeholder groups:

- Chair of the Department of English
- Director of FYC
- Associate Director of FYC
- Associate Director of FYC St. Pete
- Director of PTC Writing programs (and/or Associate Director)
- Application Project Manager

The Department Chair serves as chair of the committee and is responsible for financial oversight and budget. The Administrative Committee by simple majority can agree to add another member who represents a key stakeholder (such as a college level administrator that is part of a mutually beneficial relationship).

*Subcommittees:* There are three standing subcommittees of the USF Writes Administrative Committee:

1. Pedagogy Subcommittee

The main charge of the Pedagogy Committee is to ensure that each area of the department that has a stake in USF Writes is represented in pedagogical discussions and decision about the learning environment. This committee functions as the body to ensure that pedagogy is always at the forefront of short term and long-term decisions about the use and development of USF Writes. This committee comprises

- Two representatives from FYC
- Two representatives from PTC
- Undergraduate Director (at their discretion)
- Other members, as approved by the Administrative Committee (where possible, effort should be made to include representative faculty from the Sarasota-Manatee and St. Petersburg campuses.)

2. Technology Subcommittee

The main charge of the Technology Committee is to manage the technological development of USF Writes, including planning and prioritization of requested updates, upgrades, new development, and data extractions (for research and administration). In addition, this committee oversees the database architecture, the data warehouse, and server capabilities. In short, all technological development issues are vetted through this committee. This committee makes recommendations to the Administrative Committee for final decisions about priorities of updates. Membership on this committee comprises

- designated representative from FYC
- designated representative from PTC
- developer representative(s)
-

committee, which should also include at least one member of staff and one student as non-voting members. Representation from branch campuses is highly encouraged.

*Committee Charge:* The committee will survey stakeholders regularly about diversity and inclusion and will develop guidelines to foster diverse and multicultural learning environments; will make reports and recommendations to the faculty and Chair about issues of diversity and inclusion, as appropriate; will encourage social engagement that promotes celebration and

line faculty; the other committee, comprising continuing instructors and tenured faculty, evaluates the department's continuing instructors and visiting instructors. ulty



elected by secret ballot of the tenure-line faculty, preferably in spring to serve the following year. To ensure broad representation from the campuses, at least one member elected must be from either St. Petersburg or Sarasota. The Chair's appointment of one member to this committee is intended to ensure that the committee has appropriate representation from all campuses and from the programs or fields most closely connected to the candidates. Only tenured associate or full

## IV. Procedures

### **Election of Faculty Senate Representative**

In accordance with the apportionment rules of the USF Faculty Senate, the department elects one member of the continuing faculty to represent the department on the Faculty Senate. Faculty who are on a continuing line (tenure-track or continuing instructor) with at least three years of service at USF are eligible for election to this position, which represents the interests of the department (including its faculty and students) to the Senate. The elected representative also provides the department faculty with a report on Senate meetings. The term of the appointment is three years. A senator may serve a maximum of two consecutive terms and is all times subject to the rules laid out in the Senate's constitution and bylaws.

Election for this position takes place in the spring term. Following a call for nominations, the names of all qualified members of the faculty who have received at least one nomination (self-nominations accepted) and confirmed their willingness to serve will be placed on a ballot. The winner will be the individual receiving a simple majority of secret ballots cast. In the case of a tie, a run-off election will be held.

### **Service on Faculty Senate University-Wide Councils**

Faculty who are not members of the Faculty Senate but who wish to serve on one of the Senate's university-wide councils should consult with the Chair prior to submitting a nomination. This

A student who wishes to pursue a grievance shall first make a reasonable effort to resolve their grievance with the instructor concerned, with the date of the incident triggering the start of the process (i.e. the issuance of a grade; the receipt of an assignment), and the instructor shall accommodate a reasonable request to discuss and attempt to resolve this issue.

If the situation cannot be resolved or the instructor is not available, the student shall file a

virtual attendance. To promote the efficient use of time and resources, faculty who are unable to attend meetings in person are permitted to participate remotely, using appropriate and available communication technologies.

Visitors and guests may attend faculty meetings with appropriate invitations. Representation from adjuncts and graduate teaching assistants may be in attendance but do not have voting privileges. All other voting privileges are outlined in the rights and responsibilities above.

For matters requiring voting during the meeting (i.e. procedural or contingent matters that need to be resolved before other motions can be canvassed, such as the approval of the minutes), the vote will be conducted via real-time digital application to accommodate those attending virtually. Methods of voting will be agreed upon prior to the meeting and faculty will be responsible for their access to the method (i.e. bringing appropriate devices to the meeting). Unless otherwise specified, a simple majority determines the outcome. For concerns that lie outside an individual

## V. Annual Evaluation of Faculty

### A. General

In alignment with college and university guidelines and CBA, the department conducts an annual review of faculty activity. This annual review of activity over the preceding calendar year plays an important role in institutional processes such as determining raises and merit pay and evaluating progress toward tenure and promotion. Consequently, departmental guidelines and standards must be consistent with those of the university: departing from these college- and university-wide expectations does a great disservice to faculty members as their review/promotion materials move beyond the departmental level for evaluation. The benchmarks for annual review that are laid out in this document are consistent with

on the evaluation. At the conclusion of their review, the respective chairs of the FECs will enter the evaluations and narratives into the Archivum system and DocuSign. The faculty member has up to seven days to review and sign off, which initiates the Chair's review.

The department Chair will conduct an independent evaluation of all the faculty, using the materials submitted. They will submit their numerical and narrative evaluations in Archivum. Faculty will have up to seven days to review and sign, thereafter the evaluation moves to CAS Dean's office. For branch campus faculty, the regional chancellor or designee reviews the annual review files and makes their own assessment prior to when evaluation moves to the college dean's office.

## C. Expectations

### 1. Teaching

In the area of teaching, faculty will be evaluated for evidence of curricular rigor, innovation, and maintenance; contributions to degree programs; and commitment to pedagogy. In addition to peer and student evaluations in the FIS, faculty must also provide a teaching narrative that explains the type of courses taught, whether new or revised preparations, required or elective courses, service or major courses, and any other relevant information. In evaluating the area of teaching, the FEC and Chair should give consideration to the effectiveness in (1) imparting knowledge and developing skills, (2) stimulating students' critical thinking and /or creative abilities, particularly with respect to critical analysis and writing, and (3) meeting accepted standards of professional behavior when relating to students. Any information about the quality of teaching is germane; anything that makes more understandable the individual teaching effort is pertinent, including evidence of directed studies, honors theses, dissertations, and other work with students beyond the regular class assignment. Completeness of evaluation in this area depends upon the faculty's willingness and promptness in submitting relevant and significant materials within the FIS. Also considered will be student comments, teacher-designed student surveys, teaching awards, nominations for such awards, major external teaching fellowships, unsolicited letters from students, peer reviews, syllabi, tests, assignments, and web site innovations.

- a. **Outstanding** should be awarded to faculty who demonstrate consistent excellence in all areas of their teaching as indicated by their narrative, syllabi, examples of student success, other supplementary materials, and student course evaluations when a sufficient percentage has been returned. The teaching narrative must provide evidence of curricular rigor, innovation and/or maintenance at the highest standards as well as commitment to pedagogy. This teaching narrative reflects a thoughtful, respectful, and thorough consideration of feedback about teaching and appropriate reflection about ways of improving or maintaining a high standard of teaching. Evidence of course development and revision of existing courses is offered. To receive a rating of "outstanding" in teaching, faculty will have successfully directed graduate students at the appropriate level (exceptions will be made for faculty on branch campuses who have more limited opportunities to engage with graduate students), and serve on the



- d. **Unsatisfactory** should be awarded to faculty who consistently demonstrate ineffective teaching as evidenced by their narrative, syllabi, and course evaluations when a sufficient number have been returned. Faculty with numerical student surveys significantly below departmental and university averages (taking into account the level, size, and type of class) should seek to have peer evaluation, with feedback on their teaching, and they should seek to contextualize these surveys in their teaching narratives. To receive a rating of unsatisfactory, an instructor shows lack of success in directing graduate students or fails to serve on the appropriate number of committees at graduate and undergraduate levels; syllabi indicate below-standard course design and delivery.
- e. **Unacceptable** should be awarded to faculty who are judged unsatisfactory for more than one year or who fail to submit materials for evaluation.

## 2. Research/Creative Activity

Research, publication, and creative activity are to be evaluated with a view toward balancing the claims of short haul and long haul. In other words, a balance should be struck between giving credit for work done in the year under consideration and giving credit for overall career development. If a colleague has been productive for many years, for example, the faculty member's ratings should not be lowered because of a seemingly unproductive year; the colleague should be given an opportunity to present evidence relevant to the overall performance. Similarly, if a colleague is heavily involved in service that also requires a good deal of current scholarly knowledge—such as directing a dissertation, editing a journal, or making substantive decisions about a conference program—their rating should not be lowered if such service temporarily slows their original output; they should be given the opportunity to explain the relevance to overall performance. And if work is produced that is beyond the highest standards for any given year, it should receive carryover credit to subsequent years.

Absolute evaluative numbers cannot be assigned to individual items because quality must be evaluated as well as quantity. In this regard, evaluators should recognize that when a work is published, especially if refereed or invited, a certain qualitative judgment has already been made by peers, one to be heeded because it probably comes from a more impartial, and perhaps more informed, jury than a local committee.

Each activity below should be weighed in view of the faculty member's rank, the length and creative ambition of the work, and its contributions to the specific field(s) sub-field(s) in which they primarily work. Contributions to the field may be demonstrated by major external prizes and awards for scholarly or creative work.

- a. **Outstanding** should be awarded for publication of two or more well-placed articles, stories, essays, or graphic narratives or six or more poems in notable journals. Publication by a respected press of a monograph, a novel, book-length graphic narrative, short story collection, or book of poetry merits Outstanding in the year of publication and for four years thereafter. An edited collection with a substantial introduction should earn





of performance. As a department we recognize that the service load will differ among faculty and across ranks (e.g., tenure-earning faculty will have fewer service-related activities than tenured faculty). The standard department assignment is described at the beginning of the section on “Department Committees.” Applicants are fully responsible for providing evidence of their own service-related activities. In their service narratives, faculty members should briefly indicate level of responsibility to help the FECs and Chair understand the specific service commitments. For instance, membership in an organization might entail meeting attendance and event participation; serving on a committee of that organization would entail more involvement; and chairing that committee would entail even more involvement.

Service falls into three general categories: to the university, to the profession, and to the community. University service is further broken down into service to the department, the college, and the university at large.

- a. **Outstanding** should be awarded to faculty who maintain a consistent record of good departmental service according to the standard assignment and hold key positions in important international, national, or regional professional organizations; or edit, co-edit, or serve as book review editor for a journal in their area; or organize conferences; or participate actively in important university or college committees or organizations; or perform departmental service well beyond the standard assignment. A record of leadership of community service activities (including service to public schools, community colleges, public lecture series and panel discussions, contributions to TV, radio, and newsprint, and other forms of community education) in addition to a consistent record of departmental service can equal Outstanding merit. Faculty members whose service is truly exceptional in some way can receive carryover credit for two years.
- b. **Strong** should be awarded to faculty who maintain a consistent record of good departmental service according to the standard assignment. Also considered will be participation in international, national, and regional professional organizations; work for journals or organizing conferences; activity on university or college committees; and community service.
- c. **Satisfactory** should be awarded to faculty who adequately perform departmental service activity according to the standard assignment.

