

# **BYLAWS**

of the

## **DEPARTMENT of ENGLISH LANGUAGE & LITERATURE**

**SIUE**

Revision: December 2008

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## I. THE FACULTY

### A. Definition

The Faculty of the Department consists of those having the title of Professor, Associate Professor, Assistant Professor, Instructor, Lecturer, or Graduate Assistant in the Department.

### B. Voting Faculty

The voting faculty of the Department consists of those budgeted for at least 50% of their salary in the Department and who hold the rank of Professor, Associate Professor, Assistant Professor, or Instructor.

### C. Voting Rights

1. Tenured faculty, tenure-track faculty, and Instructors will participate in all Department votes, including those affecting the Chairperson.
2. Instructors will participate in voting for the Chairperson (including voting for the Chair Selection Committee), as well as in petitions to remove the Chairperson and votes of no confidence in the Chairperson. Instructors will vote in the selection of the Assistant Chair and members of the Personnel Review Committee. Instructors will also participate in votes called during department meetings, votes conducted by Committees on which they serve, and in amendments to the Bylaws.
3. All faculty and student members of all Department committees and *ad hoc* committees are voting members of those groups, unless otherwise noted.
4. The Chairperson may vote in all elections for which ballots are distributed, and may vote in Department meetings to break a tie.

### D. Responsibilities

The responsibilities of the faculty, in addition to teaching and engaging in research and creative activities, are:

1. To determine and review Department policies concerning such matters as degree requirements, curriculum, advisement, honors, and other special programs.
2. To determine and review Department policy concerning all other matters affecting its welfare, such as hiring new faculty; promotion, salary and tenure; budgetary proposals; teaching load and class size; reassigned time; support of research; Summer employment; allocation of physical resources; and instruction by television, teaching machines, and similar devices.
3. To choose colleagues and officers.

4. To participate in the governance of the Department, College, and University, and in the advisement of students.
5. To speak for student concerns related to the University. The Department accepts the American Association of University Professors "Joint Statement on Rights and Freedoms of Students" and SIUE's "Student Conduct Code" as these statements apply at the Department level.

## **II. THE OFFICERS**

### **A. Chairperson**

#### **1. Definition**

The Chairperson is the chief academic and administrative officer in the Department.

#### **2. Responsibilities**

##### **a. Administration:**

- (1) To serve as the chief fiscal officer of the Department.
- (2) To maintain the records of the Department.
- (3) To call meetings of the Department or of Department committees, in accordance with Department policies.
- (4) To preside at meetings of the Department.
- (5) To appoint individuals and committees in accordance with the policy of the Department.
- (6) To serve as the Department's principal representative to the Dean, the Administration, and other University agencies or bodies in transmitting such recommendations as members of the Department may wish.
- (7) To keep the Department personnel files in good order and to transmit to the Dean for inclusion in the College Personnel files copies of pertinent material.
- (8) To make recommendations on promotion, tenure, and salary in accordance with policy established by the Department and College.
- (9) To consult with members of the Department and to make recommendations to the Dean concerning the hiring of new faculty members.

- (10) To assign teaching loads in accordance with policy established by the Department and College.
- (11) To coordinate the scheduling of courses within the Department.
- (12) To ensure that substitute instruction is provided when faculty members cannot meet their classes because of illness, attendance at professional meetings, or any other legitimate reason.
- (13) To adjudicate student grievances.
- (14) To ensure a periodic review of the Department Bylaws by the appropriate body, in accordance with Department policy.
- (15) To consult with and advise the Dean in establishing advisement procedures.
- (16) To conduct an annual evaluative conference with each member of the faculty. The Chairperson will formulate a written summary of the important points raised during their conference. This statement will then be signed by the Chairperson and the faculty member, and placed in the Department and College files.
- (17) To coordinate Honors Day awards.
- (18) To maintain the equipment of the Department.
- (19) To carry out other administrative functions proper to this office.

b. Information:

- (1) To submit regular reports to the Department on budgetary expenditures.
- (2) To keep members of the Department informed concerning policies that have been established by the Department, decisions affecting its welfare that have been made by the Dean or the Administration, and any other matters which it may be important for the Department to know.
- (3) To submit to each member of the Department notice of the general recommendation for salary which the Chairperson proposes for the faculty member for the following year, in accordance with College and Department policy.

c. Leadership:

- (1) To encourage and facilitate the improvement of instruction and the development of new academic programs.

- (2) To encourage members of the Department to do research and to engage in other creative activities, and to provide reassigned time for such activities in accordance with Department policy.
- (3) To present policy recommendations on behalf of the Department or its committees.
- (4) To make budget recommendations for the Department.
- (5) To serve as a member of the CAS Chairs Council.

### 3. Term of Office

The normal term of office for the Department Chairperson is three years. No person may serve as Department Chairperson for more than two terms consecutively, unless, in accordance with CAS operating papers, a departmental appeal is approved by the CAS dean .

### 4. Selection and Appointment

- a. Normally, in the Fall term of the third year of service of the current Chairperson, the Executive Committee will appoint a faculty member to oversee the election of a three-person Chair Selection Committee. Normally, the election of the Chair Selection Committee will occur in this same term.
- b. Normally, in the Spring term of the third year of service of the current Chairperson, the Chair Selection Committee will distribute nomination and election ballots; solicitation of willingness to serve may be conducted by email or by paper ballot at the discretion of the Chair Selection Committee. On the nomination ballots, each faculty member will be allowed to choose two names from among those willing to serve; faculty will be able to choose "outsider," who will automatically be listed, as one of the two nominees. The election ballots will contain the names of the three candidates having received the most nominations (and more candidates if made necessary by a tie vote). All "outsider" votes will be counted together. If only one or two faculty express willingness to serve, the nomination stage of the election will be skipped. In such cases, "outsider" is automatically included on the election ballot. Faculty vote for only one candidate in the election stage.
- c. In unusual circumstances (e.g., the Executive Committee has good reason to believe "outsider" will be the only or the overwhelmingly popular candidate), after consultation with the Dean, the steps described in the immediately preceding sections "a" and "b" will be carried out in the Spring term of the current Chairperson's second year of service.
- d. After the election ballots have been distributed, returned, and tabulated, the names of the two candidates receiving the most votes, along with the actual vote tally, will

be announced to the English faculty and forwarded to the Dean by the Chair Selection Committee. The Dean will recommend one of the nominees to the Provost as Chairperson of the English Department.

- e. If requested by any of the faculty who have declared willingness to serve, ballots for the nomination and election stages of the chair election process will be returned to and held in the CAS offices until they are tabulated by the Chair Selection Committee. If none of the faculty who have declared willingness to serve make such a request, ballots will be returned to and held in the English Department office until they are tabulated by the Chair Selection Committee.
- f. If the faculty nominates and the Dean chooses "outsider," the Chair Selection Committee will, in consultation with the current Chairperson and the Executive Committee, conduct a national search for a Chairperson.
- g. Normally, the current Assistant Chairperson will act as Chairperson of the Department if an outside candidate has not been hired by the time the current Chairperson's term has come to an end. In exceptional circumstances, the Executive Committee, in consultation with the Dean, will conduct an election and will forward to the Dean the names of the two candidates receiving the most votes, along with the actual vote tally.

5. Removal Initiated by the English Department

- a. To initiate an effort to remove the Chairperson, a petition bearing signatures of 40% of the English faculty must be presented to the Executive Committee.
- b. Upon receipt of the petition, the Executive Committee will create a three-person committee of English faculty who will (1) schedule a Department meeting to allow faculty to air grievances and to allow the Chairperson to respond, and (2) distribute ballots for a vote of no confidence.
- c. Ballots will be returned to and held in the CAS offices until they are tabulated by the three-person committee.
- d. If 50% or more of the ballots register no confidence, the Executive Committee will recommend that the Dean ask the Chairperson to resign from office and will instruct the Assistant Chairperson to serve until such time as a new Chairperson can be elected.

6. Should it become necessary (owing to such causes as resignation, disability, or a vote of no confidence) to replace a Chairperson before the expiration of his/her term in office, or to replace a Chairperson temporarily because of a leave of absence, the Assistant Chairperson will assume the Chairperson's duties until the Executive Committee, in consultation with the Dean, determines whether a new Department Chairperson should be elected or whether the time is so short that the Assistant Chairperson should serve out the unexpired term. In the event of a new term's beginning before the election procedures for a new Department Chairperson are complete, the Assistant Chairperson will assume the

Chairperson's duties. Should the offices of Chairperson and Assistant Chairperson both fall vacant at the same time, the Executive Committee in consultation with the Dean, will appoint an Acting Chairperson.

7. The Chairperson shall receive reassigned time.

## B. Assistant Chairperson

### 1. Definition

The Department shall have an Assistant Chairperson who will assist the Chairperson in his/her academic and administrative duties.

### 2. Responsibilities

- a. To serve as scheduling officer, reporting to the Chairperson, and consulting with the Department curriculum committees and with the Directors of inter- and multi-disciplinary programs.
- b. To determine whether English courses taken at other colleges and universities are equivalent to courses taken at SIUE and are, therefore, transferable.
- c. To conduct, as a representative of the Executive Committee, Department elections and mail ballots for Bylaws amendments.
- d. To organize annually the establishment of department standing committees.
- e. To keep track of the approvals and modifications of English courses and programs at the College and University level after they have been approved by the Department, attending meetings regarding such courses and programs whenever possible.
- f. To assist the Chairperson in providing substitute instruction, fiscal planning; preside at meetings of the Department in the Chairperson's absence.

### 3. Appointment and Term of Office

- a. The Assistant Chairperson serves a one-year term and may succeed himself/herself. The term of the Assistant Chairperson will begin August 16.
- b. Early in the Spring term of each year, or following confirmation by the Provost of the election of the Chairperson, the Chairperson directs a member of the Executive Committee to distribute willingness-to-serve and nomination ballots. On the nomination ballots each voting member of the Department may nominate up to four persons, from the ranks of Professor, Associate Professor, Assistant Professor, and Instructor, for the office of Assistant Chairperson for the following academic year.

- c. The Executive Committee member announces to the Department the names of the four nominated persons, along with the vote tallies (more persons if necessary because of tie votes or fewer persons if fewer are nominated) who have been nominated most frequently and who are willing to serve.
  - d. Within two weeks of the announcement of the results of this election, the Chairperson-elect, or in non-election years the incumbent Chairperson, will appoint one of the four nominees Assistant Chairperson.
4. Proceedings for a vote of confidence will be instituted upon the receipt by the Executive Committee of a petition bearing the signatures of one-third or more of the voting members of the Department. The vote of confidence on the Assistant Chairperson is conducted by secret mail ballot offering three choices (Approval, Disapproval, No Opinion) and inviting comments. The Executive Committee will present to the Assistant Chairperson, Chairperson, and the faculty a tally of the votes and a summary of comments. If fifty percent or more of the ballots express disapproval, the Executive Committee will recommend that the Chairperson ask the Assistant Chairperson to resign, and it will ask the Chairperson to appoint an Acting Assistant Chairperson to serve the remainder of the one-year term.
  5. The Assistant Chairperson shall receive reassigned time.

C. Director of Graduate Studies in English

1. Definition

The Director of Graduate Studies in English is the director and information officer of the graduate program.

2. Responsibilities

- a. To alternate with the Director of Undergraduate Studies in chairing the Curriculum Committee.
- b. To administer in cooperation with the Chairperson the admission of students to the graduate program; to administer the granting of Graduate Assistantships, Fellowships, and awards in keeping with Department policy.
- c. To maintain records and certify candidates for graduate degrees.
- d. To oversee the advising of graduate students. The Director of Graduate Studies in English will be aided by graduate faculty who advise students in specific graduate specializations: American and English Literature, Creative Writing, TESL, and Teaching of Writing. Such advisors will be chosen by members of the Literature, Creative Writing, TESL/Linguistics, and Expository Writing/Teaching of Writing Committees, respectively, in consultation with the Director of Graduate Studies

and the Department Chairperson. The advisors will be members of the Curriculum Committee.

- e. To facilitate registration for graduate courses.
- f. To arrange written and oral exit examinations, see that they are graded, and explain grades to students upon request.
- g. To cooperate with the Director of Expository Writing and the Assistant Director of Expository Writing in administering the Graduate Assistants program.
- h. To assist the Assistant Chairperson with scheduling.
- i. To call and conduct meetings of graduate students for informational purposes.
- j. To assist in the placement of graduates.
- k. To publicize the graduate program.
- l. To propose changes in the graduate program to take advantage of educational advancements and to keep it responsive to student needs and faculty interests.
- m. To serve *ex officio* on the Department Executive Committee.
- n. To report formally once per term to the Executive Committee and the faculty on all matters he/she deems important.
- o. To carry out other administrative functions proper to this office, in keeping with policy established by the Department.
- p. To oversee, with the assistance of the graduate specialization advisors, the evaluation and ranking of candidates for Competitive Graduate Awards.

### 3. Appointment and Term of Office

The Director of Graduate Studies in English will be appointed for a two year term by the Chairperson of the Department. The appointment will be made as early as possible in the second year of the term of the current Director, and the appointee will assume the duties of the office at the end of the Spring term. No person shall serve more than two consecutive terms.

### 4. The Director of Graduate Studies in English shall receive reassigned time.

## D. Director of Undergraduate Studies in English

### 1. Definition

The Director of Undergraduate Studies in English is the information officer and coordinator of English major and minor programs.

## 2. Responsibilities

- a. To alternate with the Director of Graduate Studies in chairing the Curriculum Committee.
- b. To oversee the advising of students.
- c. To oversee the admission of students to the English major and minor programs.
- d. To facilitate registration for undergraduate courses.
- e. To oversee the keeping of accurate and complete records for majors and minors.
- f. To assist the Assistant Chairperson with scheduling.
- g. To collect Senior Assignments and oversee their evaluation.
- h. To coordinate the administration of the English 111 proficiency examination.
- i. To certify candidates for undergraduate degrees.
- j. To distribute career placement information.
- k. To publicize the undergraduate program by such means as major/minor handbooks and course description bulletins.
- l. To propose changes in the undergraduate program to keep it responsive to students needs and faculty interests.
- m. To serve *ex officio* on the Department Executive Committee.
- n. To report formally once per term to the Executive Committee and the faculty on all matters he/she deems important.
- o. To carry out other administrative functions proper to this office, in keeping with policy established by the Department.

## 3. Appointment and Term of Office

The Director of Undergraduate Studies will be appointed for a two-year term by the Chairperson of the Department. The appointment will be made as early as possible in the second year of the term of the current Director, and the appointee will assume the duties of the office in the Fall of the same calendar year. No person shall serve more than two consecutive terms.

4. The Director of Undergraduate Studies shall receive reassigned time.

E. Director of Expository Writing

1. Definition

The Director or Co-Directors of Expository Writing is/are information officer(s) and coordinator(s) of all expository writing and writing pedagogy classes and programs on the undergraduate and graduate levels.

2. Responsibilities

- a. To Chair the Expository Writing/Teaching of Writing Committee.
- b. To advise students as necessary and to be available for student consultation throughout the academic year.
- c. To aid in scheduling First Year and other expository writing classes, and courses for the Teaching of Writing specialization; and to coordinate registration for First Year writing classes according to Department policy on placement standards.
- d. To aid in coordinating administration of proficiency exams in First Year writing courses and to oversee their preparation and grading.
- e. To keep accurate and complete records of grades and enrollments in the First Year writing courses.
- f. To cooperate with the Assistant Director of Expository Writing (if applicable) and the Director of Graduate Studies in administering the Graduate Assistants program.
- g. To cooperate with the Director of Graduate Studies in the administration of the Teaching of Writing graduate specialization.
- h. To cooperate with the Director of Undergraduate Studies and the Chair of the Creative Writing Committee in the administration of undergraduate writing classes.
- i. To revise and oversee the publication of handbooks for First Year writing courses.
- j. To carry out other administrative functions proper to this office in keeping with policy established by the Department.

3. Appointment and Term of Office

The Director(s) of Expository Writing will be appointed by the Chairperson of the Department for (a) two-year term(s). The appointment(s) may be renewed indefinitely. The appointment(s) will be made in the Spring, and the appointee(s) will assume the duties

of the office in the Fall of the same calendar year.

4. The Director(s) of Expository Writing shall receive reassigned time.

F. Assistant Director of Expository Writing

1. Definition

The Department may have an Assistant Director of Expository Writing who will assist the Director(s) of Expository Writing in carrying out her/his/their administrative duties.

2. Responsibilities

- a. To serve as a proxy for the Director(s) of Expository Writing on department, college, or university committees when the Director(s) of Expository Writing is (are) unable to attend.
- b. To direct in coordination with the Chairperson and the Director(s) of Expository Writing faculty development workshops for expository writing.
- c. To serve as a mentor for lecturers and to assist the Director(s) of Expository Writing in administering the Graduate Assistants program.
- d. To provide feedback to the Chairperson and Director(s) of Expository Writing for evaluating the competence of lecturers.
- e. To assist the Director(s) of Expository Writing with responsibilities as deemed necessary.

3. Appointment and Term of Office

The Assistant Director of Expository Writing will be appointed by the Chairperson of the Department in consultation with the Director(s) of Expository Writing for a two-year term. The appointment may be renewed indefinitely. The appointment will be made in the Spring, and the appointee will assume the duties of the office in the Fall of the same calendar year.

4. The Assistant Director of Expository Writing shall receive reassigned time.

G. English Education Coordinator

1. Definition

The English Education Coordinator is appointed by the Department Chairperson each fall.

2. Responsibilities
  - a. To chair the English Education Committee.
  - b. To advise majors in the Department's B.S. program and those seeking certification.
  - c. To supervise student teachers in English.
  - d. To serve *ex officio* on the Executive Committee.
  - e. To assist the Assistant Chairperson with scheduling.

### III. STANDING COMMITTEES

#### A. Executive Committee

##### 1. Definition

The Executive Committee consists of twelve members: The Department Chairperson, who is Chairperson of the Committee; the Assistant Chairperson of the Department; the Director of Graduate Studies in English; the Director of Undergraduate Studies in English; the English Education Coordinator; the Director of Expository Writing; the Chairperson or another member of the Literature, TESL/Linguistics, Creative Writing, and Instructors Committees; and two at-large members to be elected annually. During periods when the Department has Co-Directors of Expository Writing, only one Director will serve on the Executive Committee. However, the other Director may attend meetings and participate in executive sessions as a non-voting member when the agenda contains items germane to the Expository Writing program, as determined by the Chairperson. No person may occupy more than one position on the Executive Committee.

##### 2. Responsibilities

- a. To act as final review board at the request of the standing committees and in the event of disagreement.
- b. To coordinate policies for advisement developed by the standing committees.
- c. To coordinate policies for admission standards established by the standing committees.
- d. To establish policies for Department awards.
- e. To coordinate Department policies on interdisciplinary and cooperative programs.
- f. To concern itself with all matters pertaining to Department personnel.
- g. To assist the Chairperson in formulation of policy to be submitted for faculty

review, and to publish to the Department all approved policy statements on:

- (1) Tenure
- (2) Promotions
- (3) Salaries
- (4) Recruitment of new faculty
- (5) Provision of reassigned time
- (6) Long-term scheduling
- (7) Provision of sabbatical leaves
- (8) Summer employment
- (9) Assignment of travel monies
- (10) Faculty evaluation

- h. To advise the Chairperson in making all appointments.
- i. To assist the Chairperson in recruitment and employment of all faculty.
- j. To assist the Chairperson in formulation of the budget.
- k. To assist the Chairperson in recruitment and employment of Civil Service personnel.
- l. To assume responsibility for all Department elections.
- m. To rank candidates for Graduate Assistantships.
- n. To evaluate sabbatical leave applications.
- o. To rank position requests received from other department committees, to propose additional position requests if necessary, and to assist the Chairperson in formulation of hiring proposals.
- p. To rank applicants for Lecturer and Instructor positions.

## B. Personnel Review Committee

### 1. Definition

The Review Committee is an advisory committee consisting of three tenured members of the Department who are elected for three-year terms. The committee elects its own chairperson.

### 2. Responsibilities

- a. The committee meets with the Chairperson of the Department to review the retention, tenure, promotion, and salary increase recommendations of the Chairperson. The committee has access to all materials submitted for review, and

to faculty evaluation ballots on retention, promotion, and tenure. In cases where the majority of the committee favors a recommendation different from the one finally determined by the Chairperson, the Chairperson will so inform in writing the faculty member and the dean.

- b. The committee participates in the annual salary review of the Department Chairperson. After reviewing the Chairperson's profile and all supporting materials, the committee forwards a memo to the Dean ranking the Chairperson in teaching, service, and scholarship, and providing a brief rationale for the rankings.
- c. The committee presents the Chairperson with a ranked list of candidates for the Teaching Excellence Award and the Teaching Recognition Award.

## C. Curriculum Committee

### 1. Definition

The Curriculum Committee consists of ten members: the Director of Graduate Studies in English; the Director of Undergraduate Studies in English; the Assistant Chairperson of the Department; an English Education specialist; one of the Advisors for the American and English Literature Graduate Specialization (a member of the Literature Committee and chosen by the members of that Committee); the Advisor for the Teaching of Writing Graduate Specialization (a member of the Expository Writing/Teaching of Writing Committee and chosen by the members of that Committee); one of the Advisors for the TESL Graduate Specialization (a member of the TESL/Linguistics Committee and chosen by the members of that Committee); the Advisor for the Creative Writing Graduate Specialization (a member of the Creative Writing Committee and chosen by members of that Committee); one appointed graduate student (from any specialization); and one appointed undergraduate English major student.

- a. The Director of Graduate Studies in English and the Director of Undergraduate Studies in English will chair the Curriculum Committee in alternate years.

### 2. Responsibilities

The Expository Writing/Teaching of Writing, Literature, Creative Writing, and TESL/Linguistics Committees have primary responsibility for the quality and operation of classes and programs in their areas. Therefore, the role of the Curriculum Committee is not to accept or reject initiatives from these Committees. Rather, the responsibilities of the Curriculum Committee are the following:

- a. To assure that initiatives brought forward by the Expository Writing/Teaching of Writing, Literature, Creative Writing, or TESL/Linguistics Committees do not conflict with initiatives or plans of one of the other Committees.
- b. To assure that initiatives brought forward by the Expository Writing/Teaching of Writing, Literature, Creative Writing, or TESL/Linguistics Committees conform to

criteria set by the CAS Curriculum Committee, University General Education Committee, University Curriculum Council, and Graduate Council.

- c. To disseminate Graduate Council, Curriculum Council, General Education Committee, and CAS Curriculum Committee information to the Literature, Expository Writing/Teaching of Writing, TESL/Linguistics, and Creative Writing Committees.
- d. To provide a means through which the Director of Graduate Studies, Director of Undergraduate Studies, and representatives of all Department curriculum areas may meet.
- e. To provide a means through which the Director of Graduate Studies can meet with the Advisors for all Graduate Specializations.
- f. To develop fair and appropriate policies for admission to the Department undergraduate and graduate programs.
- g. To develop fair and appropriate policies for the design, administration, and evaluation of written and oral MA exit exams.
- h. To review regularly the undergraduate curriculum in the interest of balance and coherence.
- i. To ascertain that textbook decisions are made by appropriate instructors in each case.
- j. To assign responsibilities for the regular revision and administration of proficiency examinations in all appropriate courses.
- k. To review requirements concerning the major and minor.
- l. To review the schedule drawn up by the Assistant Chairperson and to offer advice on it.
- m. To publish descriptive curriculum bulletins at a reasonable time prior to the beginning of each term.
- n. To assist in advisement and registration when necessary.
- o. To oversee external reviews of graduate and undergraduate programs
- p. To submit hiring proposals to the Executive Committee.

D. Expository Writing/Teaching of Writing Committee

1. Definition

The Expository Writing/Teaching of Writing Committee consists of an indefinite number of voting members, and one non-voting member appointed by the Office of Instructional Services. The voting membership includes any tenured or tenure-track faculty members, Instructors, Lecturers, or Graduate Teaching Assistants who wish to serve. (Instructors and Lecturers with degrees in composition and rhetoric and Graduate Teaching Assistants pursuing degrees in the Teaching of Writing specialization are especially encouraged to volunteer.) Terms are for one year.

- a. The Director of Expository Writing serves *ex officio* on the Executive Committee.
- b. Members of the Expository Writing/Teaching of Writing Committee select one member to serve on the English Education Committee.
- c. Members of the Expository Writing/Teaching of Writing Committee select, in the Spring term, one person to serve *ex officio* on the Curriculum Committee for the following academic year. The person serving on the Curriculum Committee will be the advisor to the Teaching of Writing graduate students. (Since class descriptions and enrollment materials are mailed out far in advance of each registration period and farther in advance of each semester, Committee members will be responsible for advising the English office of changes in the advisor's identity in a timely manner.)

## 2. Responsibilities

- a. To exercise the primary responsibility for the quality and operation of the First Year Writing program; 200- and 400-level writing courses; and the Teaching of Writing graduate Specialization.
- b. To develop and review policies for admission, placement, grading standards and proficiency examinations in First Year writing courses.
- c. To choose textbooks used in First Year writing courses.
- d. To consider all proposals from the faculty for revision of any policies of courses in First Year, intermediate, advanced, and technical writing courses, and for the Teaching of Writing Graduate Specialization courses.
- e. To assist in advisement and registration when necessary.
- f. To assist in preparation of handbooks for First Year writing courses.
- g. To consider proposals for "special focus" and other experimental First Year writing courses.
- h. To submit hiring proposals to the Executive Committee.

## E. English Proficiency Exam Committee

### 1. Definition

The English Proficiency Exam Committee is open to tenured or tenure-track faculty, instructors, lecturers, and graduate teaching assistants who have taught, or are currently teaching, English composition courses. The number of committee members is unspecified, and terms are for one year. All members of the committee are granted voice and vote.

- a. Members of the English Proficiency Exam Committee choose a Committee Chairperson to serve on the committee two years. To ensure continuity, the elected person serves the first year as chair-elect and the second year as chair.
- b. The chairperson or chair-elect of the committee will serve on the Expository Writing/Teaching of Writing Committee.

### 2. Responsibilities

- a. To exercise primary responsibility, in coordination with Testing Services, for the quality and administration of English proficiency exams at SIUE.
- b. To develop, review and revise proficiency test instruments, assessment rubrics, and administration and reporting procedures.
- c. To set the test dates and times for the subsequent academic year.
- d. To meet in a timely manner after each test date to read and assess all proficiency exams taken, and report the results to students through Testing Services.
- e. To inform the Expository Writing/Teaching of Writing Committee of English Proficiency Exam Committee of any actions modifying testing administration policies.
- f. To consider all proposals from the faculty for revision of any policies regarding departmental proficiency testing.

## F. Linguistics/TESL Committee

### 1. Definition

All graduate TESL faculty are required to serve on the TESL/Linguistics Committee. Faculty teaching, or qualified to teach, undergraduate linguistics courses may volunteer for one year terms. Qualified Instructors are eligible for Committee membership, and a TESL graduate student member is appointed annually. The number of faculty serving on the

committee is not specified and varies from year to year.

- a. Members of the TESL/Linguistics Committee choose a Committee Chairperson annually.
- b. TESL/Linguistics Committee members select one member to serve *ex officio* on the Executive Committee. The TESL/Linguistics Chairperson may be the person chosen.
- c. TESL/Linguistics Committee members select, in the Spring term, one member to serve *ex officio* on the Curriculum Committee for the following academic year. The member serving on the Curriculum Committee will be one of the advisors to the TESL graduate students. Other advisors (if any) will also be chosen in the Spring term for the following academic year. (Since class descriptions and enrollment materials are mailed out far in advance of each registration period and farther in advance of each semester, Committee members will be responsible for advising the English office of changes in the advisor's identity in a timely manner.)

## 2. Responsibilities

- a. To exercise the primary responsibility for the quality and operation of the undergraduate linguistics offerings and the TESL Graduate Specialization.
- b. To develop, maintain, and publicize undergraduate programs in linguistics and undergraduate and graduate programs in TESL.
- c. To develop and maintain courses in linguistics and TESL to serve other departments in the University.
- d. To review regularly the undergraduate and graduate linguistics and TESL curricula for balance and coherence.
- e. To assist in advisement and registration when necessary.
- f. To ascertain that textbook decisions are made by all appropriate instructors in each case.
- g. To initiate and consider proposals relevant to the linguistics and TESL programs.
- h. To advise the Department Assistant Chairperson on scheduling and course assignments.
- i. To review standards for admission to the TESL Graduate Program.
- j. To develop examination policies.
- k. To submit hiring proposals to the Executive Committee.

### 3. Reporting Structure

In cases where the curricula in Linguistics and/or TESL involves the interests of several groups in the College faculty or involves cooperation with other Colleges in the University, the Linguistics/TESL Committee proposals and requirements will be reviewed by the Executive Committee of the Department. In other cases, Linguistics/TESL Committee proposals will be reviewed by the Curriculum Committee.

## G. Creative Writing Committee

### 1. Definition

Membership is voluntary and is open to faculty who have taught, are teaching, or are scheduled to teach creative writing courses; or have demonstrated creative writing expertise through, for example, a graduate degree in creative writing, creative writing publications, grants to support their creative writing, or editing of a creative writing journal. One student member is selected annually (undergraduate or graduate); and qualified Instructors are eligible. The number of faculty serving on the committee is unspecified, and terms are for one year.

- a. Members of the Creative Writing Committee choose a Committee Chairperson annually.
- b. Creative Writing Committee members select one person to serve *ex officio* on the Executive Committee. The person chosen may be the Chairperson of the Creative Writing Committee.
- c. Creative Writing Committee members select, in the Spring term, another person to serve *ex officio* on the Curriculum Committee for the following academic year. The person serving on the Curriculum Committee will normally be the advisor to Creative Writing graduate students. Other advisors (if any) will also be chosen in the Spring term for the following academic year. (Since class descriptions and enrollment materials are mailed out far in advance of each registration period and farther in advance of each semester, Committee members will be responsible for advising the English office of changes in the advisor's identity in a timely manner.)

### 2. Responsibilities

- a. To exercise the primary responsibility for the quality and operation of the Creative Writing offerings on the undergraduate and graduate levels.
- b. To coordinate the teaching of courses in the creative writing programs.
- c. To offer informal counsel to students in the creative writing programs.
- d. To develop readings, outreach programs, conferences, contests and other such

activities.

- e. To develop and modify, through proper channels, programs in creative writing as needs and interests suggest the value of such changes.
- f. To submit hiring proposals to the Executive Committee.

## H. English Education Committee

### 1. Definition

The English Education Committee consists of six people: the Coordinator of English Education; the English Education Specialist; the Director of Undergraduate Studies in English; two secondary school teachers; and one faculty member serving simultaneously on the Expository Writing/Teaching of Writing Committee. The Committee is chaired by the English Education Coordinator, who, in consultation with the Department Chairperson, annually invites participation by the two secondary school teachers. The member of the Expository Writing/Teaching of Writing Committee serving *ex officio* on the English Education Committee is selected by members of the Expository Writing/Teaching of Writing Committee. All are voting members.

### 2. Responsibilities

The English Education Committee shall:

- a. Screen candidates for student-teaching in English.
- b. Act as liaison with the Department of Curriculum and Instruction and the School of Education.
- c. Assist the Department Chairperson in the evaluation of the teacher training program.
- d. Keep such records as deemed necessary by the Undergraduate Studies Committee for the Department Chairperson.

## I. Literature Committee

### 1. Definition

Members must possess a graduate degree in literature; or have taught, be teaching, or be scheduled to teach literature courses on the 300, 400, or 500 level; or have publications on literature. Qualified Instructors are eligible. One undergraduate or graduate student member is appointed annually. Membership is voluntary; terms are for one year; the number of faculty serving on the committee is not specified and will vary from year to year.

- a. Members of the Literature Committee choose a Committee Chairperson annually.
- b. Literature Committee members select one person to serve *ex officio* on the Executive Committee. The person chosen may be the Chairperson of the Literature Committee.
- c. Literature Committee members select, in the Spring, another person to serve *ex officio* on the Curriculum Committee for the following academic year. The person serving on the Curriculum Committee will be one of the advisors to students in the American and English Literature graduate Specialization. Other advisors (if any) will also be chosen in the Spring term for the following academic year. (Since class descriptions and enrollment materials are mailed out far in advance of each registration period and farther in advance of each semester, Committee members will be responsible for advising the English office of changes in the advisor's identity in a timely manner.)

## 2. Responsibilities

- a. To exercise the primary responsibility for the quality and operation of the undergraduate Literature offerings and the graduate American and English Literature specialization.
- b. To develop, maintain, and publicize undergraduate and graduate courses and programs.
- c. To develop and maintain courses in Literature.
- d. To review regularly the undergraduate and graduate Literature curricula for balance and coherence.
- e. To assist in advisement and registration when necessary.
- f. To ascertain that textbook decisions are made by all appropriate instructors in each case.
- g. To initiate and consider proposals relevant to the Literature programs.
- h. To advise the Department Assistant Chairperson on scheduling and course assignments.
- i. To review standards for admission to and graduation from the American and English Literature Graduate Specialization.
- j. To submit hiring proposals to the Executive Committee.

## J. Instructors Committee

1. Definition

The Instructors Committee consists of all the Composition Instructors.

- a. Instructors Committee members select a Chairperson of the Instructors Committee; select one member to serve *ex officio* on the Expository Writing/Teaching of Writing Committee; and select another member to serve *ex officio* on the Executive Committee.

2. Responsibilities

- a. Advise the members of the Instructors Committee serving on the Expository Writing/Teaching of Writing Committee and on the Executive Committee.
- b. Foster pedagogical development among the Instructors.
- c. Assist the Director of Expository Writing in matters pertaining to the First Year Writing sequence, in accordance with direction given by the Director of Expository Writing.

**IV. EVALUATION OF FACULTY (Lecturers, Instructors, Tenure-Track and Tenured Faculty)**

A. Evaluation of Lecturers

1. Lecturers will be evaluated on the basis of teaching only. At the end of each academic year in which he or she has taught, each lecturer will submit to the Chairperson a Profile form listing teaching assignments and will provide supporting documentation. On the basis of these materials and on the basis of an annual conference, the Chairperson will judge lecturers' performance to be excellent, meritorious, satisfactory, or unsatisfactory.
2. Lecturers will be expected to provide syllabi and student evaluations for each class taught. They may also provide exams, assignments, handouts, and other relevant materials to illustrate the quality of their teaching. Finally, they may also provide an essay summarizing their pedagogical experience and describing pedagogical methods used and innovations introduced during the calendar year.

B. Evaluation of Instructors

1. Instructors will be evaluated on the basis of teaching (85-90%) and service (10-15%) only. At the end of each calendar year, each instructor will submit to the Chairperson a Profile form listing teaching and service assignments, and providing supporting documentation. On the basis of these materials and on the basis of an annual conference, the Chairperson will judge Instructors' performance to be excellent, meritorious, satisfactory, or unsatisfactory.

2. The Profile form for Instructors will list the specific criteria according to which Instructors will be evaluated.
3. Teaching: Instructors will normally be expected to teach four classes per semester. They will be expected to provide student evaluations and syllabi for each class taught. They may also provide exams, assignments, handouts, and other relevant materials to illustrate the quality of their teaching. Finally, they may also provide an essay summarizing their pedagogical experience and describing pedagogical methods used and innovations introduced during the calendar year.
4. Service: Instructors may serve in a variety of roles: membership on the Expository Writing/Teaching of Writing, English Education, Linguistics/TESL, Literature, Creative Writing, Executive, and Honors Day committees, as well as on other committees outside the English Department. Instructors may also evaluate English 101 and 102 proficiency exams, evaluate texts for course adoption, serve as judges in writing contests, assist in production of Department-sponsored journals, submit EUE proposals, edit texts prepared by other SIUE units, participate in campus visits of job candidates, and participate in other activities which they have initiated in support of First Year writing and the Department.

### C. Evaluation of Tenure-Track and Tenured Faculty

#### 1. Materials Submitted by Candidates for Retention, Midpoint, Tenure, and Promotion Reviews

##### a. Preliminary Points:

- (1) The following guidelines are intended primarily for English faculty already employed at SIUE. Candidates simultaneously seeking initial employment at SIUE and endeavoring to join the SIUE English faculty with tenure and/or at the rank of associate or full professor are to be guided by the following policies, but only as they are amended by the Chairperson to suit the specific occasion. In preparation for such occasions, the Chairperson will present a written amended version of these guidelines to reviewers and to candidates seeking initial employment with tenure and/or rank of associate or full professor.
- (2) Nontenured faculty are reviewed by tenured faculty during the probationary years; these reviews precede the tenure review (which normally occurs during the candidate's sixth year). The evaluation of candidates for Retention, Midpoint, Tenure, and Promotion is conducted according to the calendar generated by CAS, which in turn follows AAUP guidelines. At the beginning of each academic year, the Chair shall make available to faculty the CAS calendar, which is updated every summer.

Candidates for retention should be aware that the first retention review occurs during their first (i.e., Fall) semester at SIUE, so they should plan on making their completed dossiers available no later than the week after

Thanksgiving. Candidates for Retention also should be aware that the second retention review occurs at the very beginning of the Fall semester of their second year, so they should plan on making their completed dossiers available no later than mid-August. The third retention review occurs simultaneously with the annual conference and will normally occur late in the Fall semester or early in January of the Spring semester.

The fourth retention review, which is also the Midpoint-to-Tenure review, occurs during the Spring semester of the third year. In order to meet the CAS deadline, candidates should have their completed dossiers available early in the Spring semester. For the Midpoint review, in addition to indicating whether the appointment of the candidate should be continued, evaluators will offer assessment and advice intended to aid the candidate as he or she prepares for the approaching sixth-year tenure decision.

After the fourth review, retention reviews and annual reviews occur simultaneously.

- (3) In retention, midpoint, promotion, and tenure evaluations, any ballot casting a vote against recommendation for retention, midpoint continuation, promotion, and tenure, but not providing a substantive rationale, will be declared invalid and will not be counted in the vote total.
- (4) In midpoint, promotion, and tenure evaluations, the Chairperson will schedule a meeting of reviewing faculty members in order to discuss the candidate's dossier. Balloting will not take place during the meeting, but minutes will be kept, and will be made available to reviewing faculty and to the candidate, along with a draft of the Chairperson's letter to the Dean. Following the meeting, reviewing faculty will submit written evaluations of the candidate according to Department procedures.
- (5) Ballots for retention, midpoint, promotion and tenure evaluations will be signed and the signature will be made available to the Chairperson only. Comments in typed form will be made available to the candidate.
- (6) For retention, midpoint, promotion, and tenure evaluations, the letter arguing for or against retention, midpoint continuation, promotion, or tenure is (a) written by the Chairperson, (b) reviewed by the Review Committee, and (c) edited by the Chairperson in consultation with the candidate before the letter is forwarded to the CAS personnel committee.
- (7) If the Chairperson, Dean, or other administrator adds a letter or other material to a candidate's dossier, the candidate will be notified.
- (8) The following guidelines observe the tripartite distinctions among teaching, research, and service. However, candidates may determine--in consultation with the Chairperson--that some activities and materials are appropriately classified under more than one category simultaneously.

- (9) Items discussed below and included in a candidate's dossier to demonstrate teaching, research, and service activity must be organized and (in some cases) summarized. Unorganized materials and raw data such as original student course evaluations are not sufficient.
- b. **Time Periods Covered by the Reviews:** Candidates for retention must submit materials for all preceding months or years at SIUE. Candidates for tenure and promotion to associate professor must submit materials for all preceding years at SIUE (and for years at another institution, if applicable). Candidates for promotion to full professor must submit only materials related to achievements since the last promotion. (These time periods will hereafter be referred to as the "relevant period.")
- c. **Curriculum Vitae:** Candidates for all three types of reviews must submit a current curriculum vitae listing all teaching, research, and service activities. Candidates who have been employed at other universities must highlight accomplishments undertaken or completed at SIUE with bold type, underlining, or a highlighting pen. Candidates for promotion to full professor must similarly highlight materials related to accomplishments occurring since the promotion to associate professor. All curriculum vitae items must be clearly described (e.g., date, length, location); nonrefereed items must be identified as such; and works in progress must be distinguished from other items.
- d. **Supporting Documents:**
- (1) **Summaries of Previous Formal Reviews:** Candidates for retention, midpoint, tenure, and promotion must submit the Chairperson's annual review recommendation for the relevant period at SIUE. Candidates who have received tenure without being promoted to associate professor must include the tenure review recommendation when undergoing review for promotion to associate professor. Candidates who have been promoted to associate professor without being granted tenure must include the promotion review recommendation when undergoing review for tenure.
- (2) **Self-generated Statements:** Candidates for retention, midpoint, tenure, and promotion must submit self-generated discussions of their achievements in teaching, research, and service. The statement on teaching must include an explanation of how candidates foster the *CAS Desired Characteristics and Capabilities of Graduates*. Each statement should be one to three pages long (longer if appropriate), and each statement must refer to documents included in the tenure and/or promotion file.
- (3) **Teaching:** Student-generated, peer-generated, and self-generated materials are required (in addition to the self-generated statement described above in IV.C.1.d.2.).
- (a) Candidates for all three types of reviews must submit sets of

student evaluations for classes taught at SIUE during the relevant period; candidates are encouraged to include evaluations sets for *all* classes taught during the relevant period. When submitting an evaluation set, candidates may not remove selected student evaluations.

Student evaluations may occur in various formats but should address at least the following points: clarity and effectiveness of syllabi, assignments, and exams; quality of class discussions, group work, conferences, and/or lectures; and instructor's performance (enthusiasm for subject, organization of material and learning activities, ability to impart and elicit information, and availability outside class meetings).

- (b) Candidates for all three types of reviews must also include evaluations completed by SIUE tenured faculty or the Chairperson. These peer-evaluations may include but are not limited to a report of an observation of the candidate's classroom performance; a critique of syllabi and teaching materials annotated by the candidate; and/or a critique of the candidate's teaching portfolio.
- (c) Candidates for all three types of reviews must submit syllabi for each class taught during the relevant period. They should also include materials such as final examinations, samples of graded papers, and handouts. (All submitted materials should be arranged according to class and attached to the relevant syllabus.)

Candidates may choose to submit course or teaching portfolios.

Candidates for all three types of reviews should also submit teaching awards; letters from students and graduates; evidence of teaching special topics or service courses (e.g., English 101 & 102); course and curriculum proposals; descriptions of teaching innovations or course revisions; evidence of faculty development and attendance at pertinent conferences; research and grant proposals focusing on pedagogy or curriculum; evidence of mentorship and distinctions received by students; copies of senior assignment projects, descriptions of tutorial projects, and abstracts of graduate theses supervised; evidence of student teacher supervision; and/or other evidence of meritorious teaching acquired during the relevant period.

See Appendices B and C for additional examples of items used to document teaching effectiveness.

- (4) **Research/Creative Activities:** Candidates for all three types of reviews must submit copies of all books, articles, papers, reviews, poems, novels, stories, plays, and other creative efforts written, submitted, or published

during the relevant period. Copies of books and journals edited by candidates must also be included, as well as copies of manuscripts edited for professional journals and publishers. Other documents that must be included in the dossier are the following: copies of contracts for forthcoming books and reviews of published books; copies of internal and external grant applications, successful and unsuccessful; evidence of citation of candidate's work by other scholars; copies of relevant correspondence; and work in progress.

Work in progress must be well documented and must, ultimately, result in submission for publication, for a conference presentation, or for a grant. Failure to achieve results in a reasonable time will affect credit given for work in progress in future reviews.

Candidates for promotion to Full Professor are expected to include in their dossier three letters written by outside expert reviewers. By April 15 of the review year, the candidate will provide the Department Chair with the names and contact information for six possible reviewers who are considered experts in the candidates field and/or area of specialization.

The Department Chair, in consultation with the Personnel Review Committee and at least one tenured member of the candidate's area of specialization, will select three reviewers no later than May 1. The Department Chair will contact the selected persons to request that they review the candidates file and will inform the reviewers that their responses are due to the Department Chair no later than August 15.

The candidate will prepare the following materials for the external reviewers:

- The candidate's curriculum vita
- Copies of the candidates scholarship (publications, summaries of conference presentations, and other appropriate forms of scholarship)
- Other materials as appropriate

The Department Chair will be responsible for mailing the materials to the reviewers no later than May 15. Those materials will be accompanied by a letter from the Chair (see Appendix J).

Candidates for tenure and/or promotion to Associate Professor may wish to obtain external letters of review. This decision should be made in consultation with the Chair. If external letters are desired, candidates should follow the procedure given above.

(5) Service: Candidates for all three types of reviews must submit documents,

records, correspondence, committee reports, and other nonprivileged material that give evidence of quality of service during the relevant period. Evidence of the following types of activities should be included: advisement of students and groups; supervision of personnel editing journals; committee and task force service on the Department, college, and university levels; administrative and governance responsibilities on the Department, college, and university levels; activities in professional organizations; advancement of one's profession; advisement of or assistance to civic organizations in support of the University Mission; and participation in public outreach and community service in support of the University Mission.

In the case of especially demanding and time-consuming service, candidates should request that committee chairs or other appropriate persons write letters attesting to the quality and quantity of service.

- (6) Table of Contents: After the retention, midpoint, tenure, or promotion dossier has been completed and before it is made available to faculty reviewers, a table of contents must be co-signed by the candidate and the Chairperson. This co-signed document indicates assent by both parties as to the contents of the dossier; it does not necessarily indicate agreement by both parties that all documents included in the dossier should be included. The table of contents will be placed at the beginning of the dossier.

## 2. Criteria for Evaluating Teaching

### a. Priority of Teaching

As stated in the Preamble to CAS Promotion and Tenure Criteria for Evaluating Teaching, Research and Service, "The centrality of teaching in the University's mission, and its concomitant place in faculty activity, demands [sic] that the evaluation of teaching be the major component in the assessment of any faculty members [sic] performance."

### b. Overall Performance Expectations in Teaching

The English Department's Overall Performance Expectations in Teaching will reflect the CAS list of traits, ("Behaviors and Characteristics, Attitudes, and Activities of Outstanding Teachers," Appendix A). The order in which these traits are listed is not regarded as the order of relative importance. Some categories--e.g., "belief in the potential of students"--elude measurement. Nevertheless, the list constitutes a general statement of expectations that faculty should adhere to, or at least not violate. For example, faculty may not "set low standards for student work . . ." While the Department welcomes experiment in classroom activities, nothing in this list is to be construed as suggesting that any one style of pedagogy, traditional or innovative, is necessarily superior to any other.

### c. Individual Teaching Goals

Annually each faculty member and the Chairperson will select goals that have reference to one or more of the items listed below. This discussion will include mention of how performance in reaching each of the goals is to be measured. For devices that may be used to document and measure performance, see "Some Key Indicators for Documenting Teaching Excellence" printed below as Appendix B, also CAS policy.

d. Teaching Performance Evaluation Levels

The English Department recognizes four performance evaluation levels (*Satisfactory*, *Meritorious*, *Excellent* and *Unsatisfactory*) that are consistent with the following guidelines:

*Satisfactory Performance.* To qualify for a rating of *Satisfactory*, faculty members shall (1) meet the minimum expectations of University faculty in carrying out their teaching assignments, as listed in the Faculty Handbook (see Appendix D below), and (2) provide evidence of reasonable and timely advancement toward the attainment of the goals established in the annual meeting called for by the Performance Evaluation Process.

*Meritorious Performance.* To qualify for a rating of *Meritorious*, faculty members shall meet all of the expectations for *Satisfactory* performance. In addition, faculty members shall (1) meet most or all of the goals agreed upon in the annual meeting as called for by the Performance Evaluation Process, (2) meet the overall performance expectations for teaching in the Department, and (3) provide a variety of significant evidence documenting their teaching performance.

For tenure, an overall rating of *Meritorious* in teaching is the minimum rating required. This overall rating must both reflect a quantitative average of *Meritorious* performance for all years of nontenured service and demonstrate consistent effort in the *Meritorious* range during the most recent years of employment.

*Excellent Performance.* To qualify for a rating of *Excellent*, faculty members shall meet all of the expectations for *Meritorious* performance. In addition, faculty members shall be recognized for their (1) distinguished success in achieving most or all of the goals agreed upon in the annual meeting as called for by the Performance Evaluation Process, (2) distinguished success in meeting and/or surpassing most of the overall performance expectations for teaching in the Department, and (3) provision of a variety of significant evidence documenting excellence in teaching.

*Unsatisfactory Performance.* Faculty members who fail to meet all of the expectations for a rating of *Satisfactory* performance shall receive a rating of *Unsatisfactory*. In the view of the College, no faculty member should perform at, and as a consequence be judged as, *Unsatisfactory* with regard to teaching. In the few instances where a rating of *Unsatisfactory* is warranted, steps should be taken by the College, the Department, and the individual(s) involved to resolve what is considered to be a serious shortcoming.

### 3. Criteria for Evaluating Research/Creative Work

#### a. Preliminary Points

Evidence of activities in research/creative work may be in the form of presentation of papers at conferences or presentation of creative work at public gatherings; publication of articles in scholarly journals or books; publication of creative work in journals or books; publication of books (authored or edited, scholarly or creative), textbooks, or book chapters; grant proposals (internal or external) and contracts (funded and unfunded); the creation of software for educational purposes; and the supervision of theses and research projects of students. In order for activities in research/creative work to be considered in performance reviews, faculty members are expected to provide documentation of both achievements and works in progress. Further, the burden of proof of quality and quantity of research/creative activities rests with the individual faculty member.

#### b. Research/Creative Activities Performance Evaluation Levels

*Satisfactory Performance.* In order to qualify for a rating of *Satisfactory*, a faculty member should be engaged in significant research/creative activities. The following are regarded as some examples of activities and achievements appropriate for this rating:

papers accepted for publication and/or presentation but not given; grant (internal or external) and contract proposals in progress; research in progress for articles, books (authored or edited, scholarly or creative), book chapters, textbooks, journal issues, creative work, or similar projects; supervision of student research designed to lead to publication or presentation; book reviews commissioned or written, but not yet published; or some other demonstrable examples of participation in research and creative activities.

Each Department is responsible for evaluating the quality of work in progress to determine if a *Satisfactory* rating is justified. Work in progress must ultimately result in the production of a presentation, publication, grant, or contract. Failure to generate results within an amount of time deemed reasonable by the English Department requires the Department to withhold credit for work in progress in future evaluations until results are generated.

*Meritorious Performance.* In order to qualify for a rating of *Meritorious*, a faculty member should meet the expectations for *Satisfactory* performance. In addition, faculty members should provide evidence of activities and achievements at a higher level than would warrant a rating of *Satisfactory*. The following are regarded as some examples of activities and achievements appropriate for this rating: the presentation of papers or readings of creative work; the submission of a completed book manuscript (authored or edited, scholarly or creative); the submission or publication of articles, book chapters, book reviews, or creative work; the submission or award of grant or contract proposals; the submission of proposals

for books (authored or edited, scholarly or creative), textbooks, or book chapters; editing a scholarly or creative journal or magazine; serving as guest editor for a special issue of a scholarly or creative journal or magazine; acting as an editorial board member for a journal; evaluating articles, books, textbooks, book chapters, or creative work for publication; evaluating written work (scholarly or creative) for presentation; serving as proposal reviewer for external agencies.

In determining criteria for the *Meritorious* rating, the Department considers both the quality of the achievement as well as the number of documented achievements.

*Excellent Performance.* In determining criteria for *Excellent* rating, Departments consider both the quality of the achievement as well as the number of documented achievements. In order to qualify for a rating of *Excellent*, a faculty member should meet the expectations for *Meritorious* performance. In addition to the above, faculty members should provide evidence of activities and achievements at a higher level than would warrant a rating of *Meritorious*. The following are regarded as some examples of activities and achievements appropriate for this rating:

publication of scholarly or creative work in peer reviewed journals of the highest quality, or in nationally recognized periodicals or books; selective paper presentations or creative readings at international or national conferences; publication of books (authored or edited, scholarly or creative) or textbooks; editing a scholarly or creative journal or magazine; serving as guest editor for a special issue of a scholarly or creative journal or receiving major grants (internal or external) and/or contracts; receiving awards for published or presented work, or for career-long achievement. (The publication of a book or textbook is regarded as justification for a rating of "Excellent" for two consecutive years.)

*Unsatisfactory Performance.* Faculty members qualify for an *Unsatisfactory* rating if they do not have evidence of work in progress in scholarship or creative activities. Faculty who fail to meet expectations in scholarship or creative activities (i.e., fail to produce results from work in progress, fail to complete assigned dissertation within a specified time period, etc.) will also qualify for a rating of *Unsatisfactory*.

#### 4. Criteria for Evaluating Service

##### a. Expectations According to Rank

In establishing standards for the evaluation of service, the faculty must take into account the fact that expectations increase with faculty rank and length of service and that documentation must differentiate among activities as a function of their location (Department, College, University, and profession), time commitment and quality of service, as well as the level of responsibility (Committee chair, subcommittee chair, etc.) within each activity. Evaluation should reflect the relative emphases agreed to in the goals conference.

*Assistant Professor.* The primary responsibilities of an Assistant Professor are teaching and research, although some participation in service is expected. An

Assistant Professor is expected to perform service primarily within the Department. Faculty at this rank may be expected to begin assuming leadership roles within Department committees and subcommittees as they acquire experience. Expectations and assignments to service at the College and University levels may be, at the discretion of the Department and faculty member, delayed or minimized until tenure and promotion are achieved.

*Associate Professor:* Faculty members at the rank of Associate Professor are expected to participate fully in Department service activities and assume appropriate leadership roles within the unit. Faculty at this rank are also expected to broaden the scope of their service activities to include service to the College and/or the University and Community.

*Professor:* Faculty at the rank of Professor are expected to participate in service at the College and/or University levels and assume leadership roles within the Department, the College, and/or the University and Community.

b. Partial Listing of Service Activities

Participation in Department, College, and University committees; advising students within the Department and in College and University recognized groups; service as Department, College, or University administrator or director; service on College and University level task forces; participation in University governance; activities in professional organizations; advising, assisting, or participating in civic organizations, public outreach, and community activities in support of the University mission.

c. Service Performance Evaluation Levels

*Satisfactory Performance.* To qualify for a rating of *Satisfactory*, a member of the faculty must perform service that meets the minimum expectations of the Department with regard to faculty rank and experience. For the rank of Assistant Professor, minimum expectations should include participation in Department committees. Minimum expectations for faculty of higher rank should exceed this level and should reflect broader participation appropriate to rank.

*Meritorious Performance.* To qualify for a rating of *Meritorious*, a member of the faculty must perform service that significantly exceeds the minimum expectations with regard to faculty rank and experience. To qualify for this rating, faculty members above the rank of Assistant Professor are expected to contribute to service beyond the Department level, or exhibit extraordinary service to the Department.

*Excellent Performance.* To qualify for a rating of *Excellent*, a member of the faculty must perform an extraordinary level of service, including competent service as director/chair of a standing Department committee. This category should be reserved for faculty members whose service contribution is markedly superior to that described as *Meritorious*. While quantity of service must be considered, the

quality of service must be emphasized.

*Unsatisfactory Performance.* Faculty members who fail to meet all of the criteria for a rating of *Satisfactory* performance shall receive a rating of *Unsatisfactory*. In the view of the Department, no faculty member should perform at, and as a consequence be judged as, *Unsatisfactory* with regard to service. In the few instances where a rating of *Unsatisfactory* is warranted, steps should be taken by the Department and the individual involved to resolve what is considered to be a serious shortcoming.

## V. MEETINGS AND PROCEDURES

### A. Meetings of the Department

1. The Department will meet at least once during each regular term. Additional meetings may be held at the call of the Chairperson or by petition to the Chairperson of one-third of the voting members of the Department.
2. The Chairperson will announce regular Department meetings at least two weeks in advance and will publish an agenda at least one week before regular meetings. The agenda will incorporate items of business requested by Chairpersons of standing committees and individual faculty members. Regular meetings will include reports from Chairpersons of standing committees.
3. The Chairperson or a person designated by him/her will preside at Department meetings. The minutes will be kept by a civil service secretary.
4. Roberts Rules of Order (1970) will be observed except where they conflict with these Bylaws.
5. At least fifty-one percent of the voting faculty (including instructors) of the Department must be present to conduct business.
6. All Department meetings are open to visitors. Visitors participate in discussions at the discretion of the presiding officer.

### B. Meetings of Department Committees

1. Department Committees ordinarily meet at the call of the committee chairperson. Meetings may also be held by petition of one-half the voting members of the committee or one-third of the voting members of the Department.
2. Chairpersons of committees will publish an agenda to the Department at least two days in advance of committee meetings. The agenda will incorporate items of business requested by members of the committee and by individual members of the Department.

3. At least fifty-one percent of the members of a committee must be present for the committee to conduct business.
4. Student members of committees have the same rights and responsibilities as faculty members.
5. Secretaries of committees must keep minutes and publish approved or unapproved minutes to the Department within seven days of meetings. Each committee may elect a secretary for a one-year term or may rotate secretarial responsibilities among its members.
6. All committee meetings are open to visitors, except during Executive Session. Visitors participate in discussions at the discretion of the Chairperson of the committee.
7. Committees will decide Summer meeting policy during the Spring term.

C. Elections, Appointments, and Voting Procedures

1. The Assistant Chairperson of the Department, acting as a representative of the Executive Committee, will conduct all Department elections except election of the Chairperson and Assistant Chairperson.
2. All nomination and election procedures will be conducted so as to guard the anonymity of the participants (unsigned ballots in signed envelopes).
3. Service on many department Committees is voluntary; a faculty member may volunteer to serve on all Committees as for which he/she is qualified.
4. Membership on the Literature, TESL/Linguistics, Creative Writing, Expository Writing/Teaching of Writing, and Instructors Committee will be constituted in the following manner:
  - a. By August 16th of each year, the Assistant Chairperson will distribute a list of the department Committees, along with the qualifications for membership on each of the Committees. Faculty will be required to respond to the Assistant Chair in a timely manner, indicating their commitment to serve for a one-year term on specific Committees. (Faculty may serve on more than one Committee, if possessed of the necessary qualifications for each Committee.)
  - b. The Assistant Chairperson will circulate the list of Committees and the names of faculty having volunteered to serve on each Committee; simultaneously, the Assistant Chairperson will appoint one person to assemble volunteers for each Committee; in some cases, the appointed person will be the person who chaired the Committee the preceding year, or, in the cases of the English Education and Expository Writing/Teaching of Writing Committees, the permanent Chairpersons.
  - c. Before the end of the second week of classes, all Committees must have chosen a

Committee Chairperson (if no permanent Chairperson is established), and have chosen members to serve *ex officio* on the Executive Committee (the Curriculum Committee representative having been chosen in the Spring); the Expository Writing/Teaching of Writing Committee will also have chosen a member to serve on the English Education Committee.

- d. By the end of the second week of classes, the Chair of each Committee will notify the Assistant Chairperson as to the membership of each Committee, the Chairperson of each Committee, and the faculty chosen to serve *ex officio* on other Committees.
  - e. If a Committee lacks sufficient membership to constitute an effective Committee, the Assistant Chair will notify the Department Chairperson, who will seek additional volunteers.
  - f. Faculty who do not join committees at the beginning of the fall semester are eligible to join committees for which they are qualified at the beginning of the spring semester.
  - g. The Assistant Chairperson will conduct an election to determine which two faculty members will serve at-large on the Executive Committee.
5. Student members of the TESL/Linguistics, Curriculum Committee, Expository Writing/Teaching of Writing, Literature, and Creative Writing Committees will be appointed by faculty members of those committees.
  6. Members of the Personnel Review Committee will be elected according to the following procedures:
    - a. During the Spring term the Assistant Chairperson will compile a list of Department members eligible and willing to serve on the Personnel Review Committee, contacting by letter those absent whose return is anticipated prior to the beginning of the vacancy for which the election is to be held.
    - b. At a reasonable time in advance of the vacancy or vacancies, the Assistant Chairperson will announce an election and circulate the list of faculty eligible and willing to serve, asking members of the Department to nominate up to two faculty for the vacancy.
    - c. The Assistant Chairperson, with assistance of the Department Secretary, will count the ballots, determining which candidates have the two highest vote totals. The Assistant Chairperson will submit this list of candidates to the Department for a final vote.
    - d. If a member of the Personnel Review Committee is unable to complete his/her three-year term, the vacancy will be filled by election.
  7. Standing Committees may appoint sub-committees from the Department at large.

Appointment of the members of a sub-committee will be by majority vote of the Committee. The task of the sub-committee will be precisely defined and a date set at which the sub-committee is to be dissolved.

8. At a Departmental meeting, if at least one-third of those present and voting so request, voting must be by secret ballot according to the following procedures:
  - a. During the same meeting at which the secret vote is requested, a ballot statement will be approved for transmittal to the Executive Committee.
  - b. The Executive Committee will circulate ballots to those qualified to vote, using envelopes that allow for a signature. Voters will return their ballots to the Committee, signing the envelope.
  - c. The Executive Committee will separate and destroy the envelopes, checking each name against the list of eligible voters before mixing and counting the ballots and announcing the results to the Department.
9. A specific deadline (e.g., 4:30 PM, February 27, 2020) will be announced for return of ballots in all elections.
10. Totals of votes taken at meetings will be reported in the minutes.
11. The Chairperson or Assistant Chairperson of the Department presiding at the Department meetings is non-voting, except in case of a tie.
12. No proxy votes are allowed.
13. Such appointments as the Chairperson of the Department may wish to make, in addition to those specifically provided for in these Bylaws, must be for clearly defined purposes and must be approved by the Executive Committee.

#### D. Procedures for Determining Faculty Salaries

1. At a reasonable time before salary recommendations are due, and after consultation with the Executive Committee on salary policy, the Chairperson will notify each faculty member of the average dollar and percentage salary increase being recommended for all ranks and of the increase he/she intends to recommend for the individual, indicating the date on which he/she intends to send his/her recommendations to the Dean. A reasonable period of time should be available for individuals to discuss their recommended increases with the Chairperson, if they so wish. As soon as the School's salary list has been approved by the Provost, the Chairperson will inform each faculty member of his/her recommended salary adjustment.

#### E. Procedures for Hiring New Faculty

1. In consultation with the CAS Dean, the Chairperson determines the estimated hiring budget for the coming fiscal year. The Chairperson reports this information to the faculty and elicits their advice as to the Department's hiring needs. The Literature, TESL/Linguistics, Creative Writing, Expository Writing/Teaching of Writing, and Curriculum Committees may submit proposals. The rankings of needed positions, preparation of rationales to support position requests, and writing of position descriptions are carried out by the Executive Committee and the Chairperson. Affirmative Action and Equal Employment Opportunity Guidelines are observed.
2. The Chairperson, with the assistance of the Executive Committee and sometimes with the aid of *ad hoc* hiring committees, screens applications, secures material from those candidates selected, and makes their dossiers available for faculty inspection, asking the *ad hoc* hiring committees to indicate to the Executive Committee their rankings among the candidates. Acting with due regard to this advice, the Executive Committee selects those who seem most promising and the Chairperson arranges for interviews on campus, mailing a copy of these Bylaws and the policy statement on tenure to the candidates. Students may participate in the interviews.

The Chairperson solicits written evaluations from the faculty and students concerning those candidates who have been interviewed and presents them to the Executive Committee, which discusses the evaluations and ranks the candidates. As soon as a candidate accepts, his/her written evaluations will be destroyed.

The Chairperson recommends a candidate from the list to the Dean, who makes a job offer to the candidate.

#### F. Procedures for Determining Graduate Faculty Status

The Department faculty is periodically reviewed for nominating of individual faculty members for Class I or Class II graduate faculty. The Chairperson makes available for review by the English Department graduate faculty the Personal and Professional Data Form and vita of those requesting admission to or reclassification of their graduate faculty status. The materials of approved candidates are submitted to the Graduate School.

#### G. Procedures for Ranking Candidates for Competitive Graduate Awards and Graduate Assistantships

1. Candidates for Competitive Graduate Awards will be ranked by an *ad hoc* committee consisting of the Director of Graduate Studies and the graduate specialization advisors.
2. Candidates for Graduate Assistantships will be ranked by the Executive Committee.

#### H. Procedures for Determining Summer Teaching Assignments

1. Preliminary Points

- a. The determination of what courses to offer shall be based on student needs and the necessity of maintaining crucial course offerings. Extension courses, courses involving foreign travel, and courses scheduled on other than the regular full-term basis shall be examined with particular care in order to maintain the integrity of the summer program.
- b. Summer teaching assignments are to be limited to tenure or tenure-track faculty unless clearly recommended by program and staffing requirements, in which case Instructors will be assigned courses in accordance with priority rankings established annually by the Instructors Committee, in consultation with the Department Chairperson.
- c. Each year the Assistant Chair will prepare a projected schedule of summer courses. These proposed schedules must be justified by reference to past summer enrollments and present program needs.

## 2. Assigning Courses to Individual Faculty

- a. This procedure does *not* deal with the assignments of faculty on variable contracts or those who have negotiated early-retirement contracts.
- b. The Assistant Chair shall compile a list of faculty in the Department, ranking each faculty member's priority for receiving teaching assignments in the coming summer. A faculty member's ranking will depend on the number of months of summer pay he or she has received during the past four summers. This calculation will include past assignments for teaching summer courses (including workshops and weekend university courses), as well as administrative assignments (each month of summer administrative salary received will be calculated as equivalent to one-half of a course taught). For purposes of this list, calculations for faculty members who have not been at the university for the past four summers will be made as if they had taught one course per summer before they became a member of this faculty.
- c. Those faculty members who have received the fewest number of months of salary during the past four summers will be at the top of the list while those who have received the greatest number of months of salary during that period will be at the bottom of the list.
- d. Teaching, research, or service assignments made possible by funds received directly by the individual from the higher administration of the university on the basis of university-wide competitive proposals, or from others sources other than the instructional budget will *not* be counted when this ranking is made. If there is any doubt about whether funds received from the university – except for administrative pay – are to be counted, the test will be: Did this person receive this assignment and pay as an individual in competition with other individual faculty members (in which case it will *not* be counted when the ranking is being made), or did this person receive payment from funds allocated by the school (in which case it *will* be counted when the ranking is being made).

- e. With the limitations listed below, the procedure for assigning faculty to summer courses will be as follows: the Assistant Chair shall start at the top of the list and assign *one three-hour course* or equivalent assignment to each faculty member in the Department who desires to teach during the coming summer. The Assistant Chair shall repeat this procedure until the summer instructional money remaining is less than one month's salary of the next eligible faculty member. In case two or more persons have the same ranking and there is not enough summer instructional money for the tied persons to each receive a course, the tie will be broken in accord with the following rules:
  - (1) Persons of higher rank will be given priority over those of lower rank.
  - (2) In case a tie still exists, persons with more years in rank will be given priority over those with fewer years.
  - (3) In case a tie still exists, the faculty member receiving the course assignment shall be selected by lot.
  
- f. If money still exists in the budget, but not enough for assigning another three-hour course or equivalent, the Chairperson will consult with the Dean to determine what should be done to make the best use of this money. In no case, however, shall a person higher in the rankings be passed over to the advantage of a person lower in the rankings without the consent of the person passed over. The possibility of courses carrying fewer than three hours credit should be given serious consideration.
  
- g. Exceptions to the general procedure are as follows:
  - (1) Program needs may require particular faculty to teach particular courses. However, all such needs shall be taken care of without violating the results of the general procedure so far as that is possible.
  - (2) Faculty shall be paid on the basis of one month's pay (based on their current monthly salary) for each three-hour course. When the course is other than a three-hour course, the compensation shall be proportional to the number of hours being taught.
  
- h. Only those administrative assignments which are essential to the functioning of the Department and its programs will be made for the summer. Every effort will be made to confine committee work to the regular academic year. Faculty who are not receiving a summer salary for teaching or administration shall not be required to serve on committees during the summer session. Replacements of committee members on those committees which function during the summer will be made by the Chairperson when necessary.

I. Procedures for Allotting Travel Support for Research, Creative Activities, and Faculty

## Development

Because the amount of money available for support will vary from one fiscal year to the next, the Executive Committee will determine at the beginning of each fiscal year how much support is likely to be available per trip (e.g., a particular amount to support each faculty member's first trip, a smaller amount to support each faculty member's second trip, etc.). These estimates will be published in minutes of the committee.

The following criteria will be used in evaluating requests for travel support.

1. Requests for support to present a paper; read one's original poetry, prose, or drama; or to act as a panel respondent will be ranked above requests to chair a panel or participate in the governance of an academic organization; which in turn, will be ranked above requests for support only to attend a conference, travel to a library, or accept an award.
2. Requests from faculty who have sought matching funds through Funded University Research and faculty who are simultaneously seeking Faculty Development Fund support will be ranked above requests showing no evidence of the faculty member's having sought or presently seeking support from the Graduate School or CAS, respectively.
3. Professors, Associate Professors, Assistant Professors, and Instructors are eligible for travel support.
4. Travel support will be set aside for graduate and undergraduate students yearly, and student applications will be handled on a case-by-case basis.

## J. Procedures for Developing Department Policies

The Standing Committees of the Department, including the Executive Committee, receive and recommend policy. It is the responsibility of the Standing Committees to actively solicit policy suggestions from all members of the faculty, to provide necessary support to the Department Chairperson during review of proposed policy by School and University committees, and to cooperate with the Department Chairperson and officers in making such adjustments as may be necessary in the implementation of policy.

The Chairperson of the Department and the Executive Committee review and recommend policy. The Department, meeting in general assembly, reviews and amends policy. The Department, voting by mail ballot, approves, rejects, and amends policy. Policies are determined by a simple majority of the votes received.

The Chairperson of the Department and his/her appointees administer such policy as is approved by the Department.

## K. Procedures for Evaluating Sabbatical Leave Applications

1. Faculty planning to submit a sabbatical leave application submit a letter of intent to the

Chairperson by August 16th (or the first business day thereafter) of the academic year preceding the academic year during which the leave would be taken. This letter will be forwarded to the Dean.

2. Sabbatical leave applications should be submitted to the Chairperson at least three days prior to the early fall meeting of the Executive Committee scheduled for review of the applications; the Executive Committee provides applicants with revision suggestions.
3. In accordance with the date stipulated in the annual College of Arts and Sciences Planning Calendar, the revised applications will be ranked by the Executive Committee and forwarded to the Dean, accompanied by the Chairperson's memo on each application, the Committee's rankings, and a statement regarding the programmatic and budgetary feasibility of each application.

## **VI. IMPLEMENTATION OF THE BYLAWS**

- A. Upon adoption of these Bylaws all policies and procedures will go into effect at once.
- B. All previously adopted policy statements not superseded by these Bylaws will continue in force until amended or revoked by the Department.

## **VII. AMENDMENT OF THE BYLAWS**

- A. These Bylaws may be amended by a simple majority vote of the total Department faculty eligible to vote. Voting on proposed amendments shall be by mail ballot conducted by the Executive Committee.
- B. Proposed amendments shall require two readings:
  1. A first reading consisting of statements of the amendments and discussion of them occurring at a Department meeting.
  2. Changes in wording or style of proposed amendments shall be permitted at the time of discussion. Substantive changes of an amendment shall constitute a new amendment. The presiding officer shall determine whether changes in wording are sufficient to declare the proposal a new amendment.
  3. A second reading consisting of circulation of the amendments by mail ballot by the Assistant Chairperson.

## VIII. APPENDICES

### A. Behaviors and Characteristics, Attitudes, and Activities of Outstanding Teachers

Knowledge of subject material  
Enthusiasm for teaching  
Ability to communicate subject effectively  
Belief in the potential of students and in their ability to learn  
Fostering understanding of the connection between course material and students' future goals (employment, career, personal, and educational)  
Ability to show how subject matter relates to the formation of a well-educated individual  
Fostering student growth and achievement in oral communication, writing and critical thinking  
Ability to cross disciplinary lines and acquaint students with the connections among disciplines  
Willingness to seek and use pedagogy which, in given circumstances, most enhances learning  
Promoting active learning and a participatory classroom with engagement, dialogue, and feedback  
Commitment to one's own development as a teacher and a learner; openness to learning to improve  
Humaneness; sensitivity to the diverse views and backgrounds of students  
Incorporation of multiculturalism in teaching whenever applicable  
Promoting mutual respect among students and faculty  
Being accessible and approachable for appropriate student consultations  
Setting high standards for student work and supporting students in their endeavors  
Providing prompt and appropriate evaluation of student work  
Giving attention to ancillary instructional support activities (e.g., selecting texts, recording grades, etc.)  
Preparation and organization

### B. Some Key Indicators for Documenting Teaching Excellence

Self evaluation  
Peer ratings (by colleagues, peers, chairs, etc.)  
Teaching portfolio (see Appendix C for what may be included in a teaching portfolio. Some of the elements overlap with those listed below)  
Student ratings (by students, exiting seniors, alumni, etc.)  
Directing student work (senior assignment projects, graduate theses, honor students, special topics courses, etc.)  
Indications of high level of student achievement (student work recognized, accepted to conferences, published, etc.)  
Supervising internships/practicums/student teaching, etc.  
Good Department citizenship (such as teaching service courses)

Participation in co-curricular academic activities (advisement of student organizations, participation in conversation hours and electronic bulletin boards, etc.)

Relevant awards and recognition received

Innovations (new teaching methods, the design of new courses, addition of topical readings, etc.)

Publications, papers presented, and other creative activities (books, articles, software, performances of creative work, etc.) having curricular implications

Research directed toward curricular activities

Support obtained (grants, release time, student help, travel, equipment)

Participation in academic conferences

Participation in relevant external service activities (consultantships, membership in professional organizations, participation in professional conferences, etc.)

Any other appropriate evidence of teaching excellence

C. What Might Go Into A Teaching Portfolio

Examples of good student work

Comments on running an internship program

Evidence of effect of course on student career choice

Evidence of help given to students in securing employment or enrolling in advanced degree programs

Evidence of help given to colleagues on improving teaching

Information on availability to students (policies, hours)

Information on innovative methods used in your classes

Evidence of steps taken to evaluate and improve your teaching

Participation in seminars, workshops, meetings designed to improve teaching

Preparation of a textbook or other instructional materials

Comments on successful out-of-class meetings with students

Other teaching activities: speaking engagements, conducting workshops, etc.

A general statement of teaching philosophy and how you have used it to improve your teaching

Course handouts and syllabi

Students' written feedback on your teaching

D. Minimum Expectations of University Faculty in Teaching

The following, from the 1996 SIUE Faculty Handbook, is a list of minimum expectations of University faculty in carrying out their teaching assignments. These expectations broadly define normal faculty behavior in a fair and open teaching/learning environment.

1. To inform students early in the term, by means of syllabi or other written statements, of planned course coverage, required textbooks, and an approximate schedule of assignments.

2. To inform students early in the term, by means of syllabi or other written statements, of the grading policy to be used, including a description of the relative weight to be assigned to different activities and of attendance requirements, if any.
3. To announce and adhere to a schedule of office hours which permits and encourages students to meet with the instructor in his/her office and to be available for special conferences as needed.
4. To attend promptly and fully each class meeting; to obtain permission from the chairperson in advance when class must be missed (except in the cases of emergency); and when possible to provide an alternate instructor who has been given directions concerning planned class activities.
5. Not to reschedule class meetings without the permission of the dean or chairperson and the consent of the students enrolled. Not to reschedule final examinations without the permission of the dean, the Provost, and the consent of the students enrolled.
6. To return student work promptly except when announcement has been made to the class that work will not be returned (although such work should be available for student examination) and to retain any unreturned student work for at least one term.
7. To provide student at his/her request with appropriate and helpful written and/or oral explanations for assigned grades and other evaluated work.
8. To provide teaching and learning experiences that are free of favoritism, prejudice, discrimination, or harassment.
9. To remain abreast of new developments in the subject field and to incorporate this new knowledge in course instruction.
10. To assist in instructional support activities such as curriculum development, textbook selection, course revisions and acquisition of publications and other library activities.
11. Not to become involved in amorous or sexual relationships with any student for whom the instructor currently has any teaching responsibility, including counseling and advising, supervision of independent studies, research, theses, and dissertation.

E. Evaluation for Retention Ballot

\_\_\_\_\_ RETENTION REVIEW

NAME:

DATE:

E = Excellent

M = Meritorious

S = Satisfactory

U = Unsatisfactory

Using the abbreviations indicated, rate the performance of the above-named individual in each of these three areas of activity:

\_\_\_\_\_ **TEACHING**

Comments:

\_\_\_\_\_ **SCHOLARLY / CREATIVE ACTIVITIES**

Comments:

\_\_\_\_\_ **SERVICE**

Comments:

**GENERAL COMMENTS:** Use the back of this sheet.

\_\_\_\_\_ I have examined the candidate's dossier.

\_\_\_\_\_ I attended the meeting.



\_\_\_\_\_ **I recommend retention.**

\_\_\_\_\_ **I do NOT recommend retention.**

Signature:

F. Midpoint Review Ballot

MIDPOINT REVIEW OF TENURE TRACK FACULTY

NAME:

DATE:

E = Excellent

M = Meritorious

S = Satisfactory

U = Unsatisfactory

Using the abbreviations indicated, rate the performance of the above-named individual in each of these three areas of activity:

\_\_\_\_\_ **TEACHING**

Comments:

\_\_\_\_\_ **SCHOLARLY / CREATIVE ACTIVITIES**

Comments:

\_\_\_\_\_ **SERVICE**

Comments:

**GENERAL COMMENTS:** Use the back of this sheet.

\_\_\_\_\_ I have examined the candidate's dossier.

\_\_\_\_\_ I attended the meeting.



\_\_\_\_\_ **I recommend retention.**

\_\_\_\_\_ **I do NOT recommend retention.**

Signature:

G. Evaluation for Tenure Ballot

EVALUATION FOR TENURE BALLOT

NAME:

DATE:

E = Excellent

M = Meritorious

S = Satisfactory

U = Unsatisfactory

Using the abbreviations indicated, rate the performance of the above-named individual in each of these three areas of activity:

\_\_\_\_\_ **TEACHING**

Comments:

\_\_\_\_\_ **SCHOLARLY / CREATIVE ACTIVITIES**

Comments:

\_\_\_\_\_ **SERVICE**

Comments:

**GENERAL COMMENTS:** Use the back of this sheet.

\_\_\_\_\_ I have examined the candidate's dossier.

\_\_\_\_\_ I attended the meeting.



\_\_\_\_\_ **I recommend tenure.**

\_\_\_\_\_ **I do NOT recommend tenure.**

Signature:

H. Evaluation for Promotion Ballot

EVALUATION FOR PROMOTION BALLOT

NAME:

DATE:

E = Excellent

M = Meritorious

S = Satisfactory

U = Unsatisfactory

Using the abbreviations indicated, rate the performance of the above-named individual in each of these three areas of activity:

\_\_\_\_\_ **TEACHING**

Comments:

\_\_\_\_\_ **SCHOLARLY / CREATIVE ACTIVITIES**

Comments:

\_\_\_\_\_ **SERVICE**

Comments:

**GENERAL COMMENTS:** Use the back of this sheet.

\_\_\_\_\_ I have examined the candidate's dossier.

\_\_\_\_\_ I attended the meeting.



\_\_\_\_\_ **I recommend promotion.**

\_\_\_\_\_ **I do NOT recommend promotion.**

Signature:

## I. CAS Guidelines for Promotion and Tenure Dossiers

### College of Arts and Sciences Guidelines for Promotion and Tenure Dossiers

Given below in standard type is the "Outline of Promotion/Tenure Recommendation Documents for Submission to the Provost and Vice Chancellor for Academic Affairs." Provided in italics is interpretive information for candidates from the College of Arts and Sciences. Based primarily on suggestions from the Promotion and Tenure Sub-Committee of the CAS Faculty personnel Committee, this information is intended to assist candidates in preparing effective dossiers.

#### Dossier Outline:

#### PART I: RECOMMENDATION OF THE DEAN, CHAIR, AND FACULTY

- A. Cover page (with signatures)
- B. Assessment and Evaluation by the Dean
- C. Assessment and Evaluation by the College/School Committee
- D. Assessment and Evaluation by the Department Chair (if the unit has a chair)
- E. Assessment and Evaluation by the Department/Area Faculty

#### PART II: CANDIDATE'S PRESENTATION OF EVIDENCE IN SUPPORT OF PROMOTION

- A. Teaching: A one to three page discussion of the candidate's achievements in teaching, with reference to documentation in Part III. *Discussion should include how the candidate fosters the CAS Desired Characteristics and Capabilities of Graduates.*
- B. Scholarship: A one to three page discussion of the candidate's achievements as a scholar, with reference to documentation in Part III.
- C. Service: A one to three page discussion of the candidate's accomplishments in professional service to the University and the community, with reference to documentation in Part III.

Note: For teaching, scholarship, and service, a one to three page discussion is only a guideline. More than three pages may be appropriate in individual circumstances.

#### PART III: APPENDICES: SUPPORTING DOCUMENTATION

- A. Current curriculum vitae
  - 1. *Should be edited to clearly identify which accomplishments occurred since the last promotion or edited to include only those materials. For tenure, the vitae should clearly identify accomplishments since the date of appointment at SIUE. Any exceptions to this (i.e. hiring agreements to include prior years) should be fully explained and supported by appropriate administrative documents.*
  - 2. *Research should focus only on those publications produced during the review period. If copies of publications are attached, they must only be from the most recent years.*
  - 3. *Some interpretation of the quality of publications/artistic works such as quality of journals, etc,*

*would be very helpful to the Committee.*

4. *Candidate should clearly identify and separate works "in progress" from articles or books accepted for publication, from articles and books submitted for publication and conference presentations.*
5. *Candidate should clearly explain "invited" papers/exhibitions versus juried papers/exhibitions.*

B. Evidence of teaching effectiveness. This may include:

1. Reports of peer and chair evaluations
2. Summarized student evaluations with evidence of growth over time  
*Department should provide some overall analysis and summary which shows evidence of quality of instruction and general evaluation.*
3. Evidence of curriculum development
4. Teaching awards
5. Course Portfolio/Teaching Portfolio
6. Other

C. Evidence of scholarly and creative activity. This may include:

1. External reviews of publications or other scholarly work  
*The CAS Promotion and Tenure committee would like to encourage Departments to utilize appropriate outside evaluators for all levels of tenure and promotion, but deems it especially important in the case of promotion to Professor. Evaluators should not be drawn only from the list of names provided by the candidate but should also reflect evaluators chosen by the Department.*
2. Letters of evaluation by external scholars  
*The CAS committee would like to encourage Departments to utilize appropriate outside evaluators for all levels of tenure and promotion, but deems it especially important in the case of promotion to Professor. Evaluators should not be drawn only from the list of names provided by the candidate but should also reflect evaluators chosen by the Department.*
3. Internal peer reviews
4. Information of funded grants
5. Citation of candidate's works by other scholars
6. Reviews of recitals, exhibitions, or performances
7. Other

D. Evidence of University and Community service. This may include:

1. Information about public service grants
2. External assessment of public service activity
3. Internal assessment of University service activity
4. Documentation of public service accomplishments
5. Other

E. Copies of Annual, Retention, and Other Reviews by Chairs

F. Midpoint Evaluation (For Tenure Only)

G. Other Documents

*This should include:*

1. *Departmental criteria in the three areas of Teaching, Scholarly and Creative Activity, and Service, as well as Departmental standards for Excellent, Meritorious, Satisfactory and Unsatisfactory performance.*
2. *Information on any changes in contractual assignment or split appointments should be communicated to the committee by the Departmental Chair.*

Note: Evidence provided for teaching, scholarly and creative activity, and university and community service should be summarized and organized. Raw data and unorganized materials such as original student course evaluations are not sufficient.

**PART IV: RAW DATA**

- A. Copies or portfolio of publications or other scholarly work
- B. Student evaluations of teaching
- C. Other documents

Note: This information is to remain in the Dean's office available for review.

*IN NORMAL CIRCUMSTANCES, THE ENTIRE FILE SHOULD NOT EXCEED ONE LARGE, SIX INCH, THREE RING BINDER. ADDITIONAL INFORMATION MAY BE HELD IN THE DEPARTMENT OFFICE IN CASE IT IS NEEDED.*

**08/20/03**

## J. Template Letter Soliciting External Evaluations

### **TEMPLATE LETTER SOLICITING EXTERNAL EVALUATIONS**

As Chair of the Department of English Language and Literature at Southern Illinois University Edwardsville, I am responsible for soliciting external reviews of the scholarship and/or creative activities of our candidates for promotion.

I would like to ask if you would be willing to review the research record and materials of one of our faculty members, **XXXXXX**, and offer us your judgment regarding the quality of his/her work.

If you agree to review **XXXXXX's** research, we will supply the following materials to you no later than May 15, 20\_\_.

- Our department's by-laws related to promotion
- **XXXXXX's** CV
- Copies of (or electronic links to) **XXXXXX's** scholarship and/or creative work (publications, summaries of conference presentations, and other appropriate forms of scholarship)

Your review of the candidate's file and your letter to me would need to be completed by August 15, 20\_\_.

Although we know this review places certain demands on your time, this service to the profession is extremely important; we will certainly understand if your schedule does not permit you to take part in this review, but we value your judgment and would be very grateful if you could assist us.

Please let me know whether you would be willing to serve as a reviewer for **XXXXXX**. If you are willing, send me the mailing address where materials might be sent and feel free to contact me with any questions you may have regarding this process.

Sincerely,

**XXXXXX**

Chair, Department of English Language and Literature  
Southern Illinois University Edwardsville  
Edwardsville, IL 62026  
618-650-2060  
Email: