

Department of English
University of South Florida

Bylaws

Revised 12/16/24

Approved by Dean's Office and Provost's Office, January 27, 2025.

Table of Contents

Preamble	5
About the Department of English.....	5
Department Mission Statement	5
I. The Faculty.....	7
Tenure-line Faculty.....	7
Continuing Instructors	7
Joint Appointments	7
Visiting Faculty.....	8
Adjunct Faculty.....	8
Courtesy Appointments	8
Affiliate Faculty	8
Emeritus Faculty	9
Graduate Assistants.....	9
II. Department Administrators.....	9
Department Chair.....	9
Associate Chair – Tampa Campus.....	12
Associate Chair – St. Petersburg Campus.....	12
Associate Chair – Sarasota/Manatee Campus.....	13
Graduate Director.....	14
Undergraduate Director	16
Director of First-Year Composition.....	16
Associate Director of First-Year Composition	18
FYC Campus Coordinators.....	18
Director of the Writing Programs in Professional and Technical Communication	19
Associate Director of the Writing Programs in Professional and Technical Communication .	20
Director of the Program in Creative Writing	21

Director of the Program in Literature	22
Director of the Programs in Rhetoric/Composition and Professional & Technical Communication.....	22
Assistant to the Chair	23
III. Department Committees.....	23
General.....	23
Executive Committee.....	24
Graduate Committee	25
Undergraduate Committee	26
Creative Writing Committee.....	26
Literature Committee	27
Rhetoric/Composition and PTC Committee	27
Adjunct Faculty Visitation Committee	28
Student Grievance Committee	28
Composition Policy Advisory Committee	29
USF Writes Administrative Committee.....	29
Digital Humanities Committee	31
Diversity, Access, Engagement, and Inclusion Committee	31
Faculty Search Committees	31
Faculty Evaluation Committees.....	32
Promotion and Tenure Committees	33
New and Ad Hoc Committees	34
IV. Procedures	34
Election of Faculty Senate Representative	34
Service on Faculty Senate University-Wide Councils.....	35
Student Grievance Procedures	35
Faculty Meetings and Voting Rights	36
Amending the Governance Document.....	37
V. Annual Evaluation of Faculty	37
A. General.....	37

B. Evaluation Procedure	38
C. Expectations	39
1. Teaching	39
2. Research/Creative Activity	41
3. Service	44
4. General Comments	46
D. Appeals Procedure	46
VI. Appendix.....	47
A. Criteria for Post-Tenure Review	47
1. Teaching	48
2. Research/Creative Activity	49
3. Service	51

Preamble

The Department of English at the University of South Florida has established the following bylaws, based upon the principle of faculty governance, to ensure order, clarity, fairness, and collegiality in the structure and operation of the department. It is recognized that this document may not contravene the constitutions and laws of the state of Florida; rules, regulations, and policies of the Florida Board of Governors; rules, regulations, and policies of the University of South Florida; and any applicable collective bargaining agreement or legislatively-mandated management right. The foregoing authorities will govern in the event that any provision of a local governance document is inconsistent with or in conflict with them. The English Department recognizes the principles of equity of assignment, resources, and opportunities of faculty across a multi-campus university.

About the Department of English

The department of English is housed within the School of Humanities, in the College of Arts and Sciences. The department is a multi-campus academic unit, with faculty on all three campuses of the University of South Florida. The department operates undergraduate programs in Creative Writing, Literature, and Professional and Technical Communication. At the graduate level, the department offers the Ph.D. and MA in Literature and Rhetoric/Composition, as well as the MFA in Creative Writing.

The faculty consists of tenured or tenure-track appointees; continuing instructors; visiting instructors; courtesy, affiliate, joint, and part-time appointees. The roles, responsibilities, and voting rights of these various categories of faculty are laid out below. While the department considers the views of all faculty and students in its deliberations, final jurisdiction over departmental affairs lies with the faculty on continuing appointments.

Each member of the faculty is expected to be an effective teacher; the tenure-line faculty are also expected to engage in research, scholarship, or creative writing as well as professional activities in and outside the university.

Committee service will be distributed among the continuing faculty. Generally, the membership of committees concerned with long-range policy will be drawn from the tenure-line faculty and continuing instructors. Visiting faculty, graduate students, and adjunct faculty may be voting members of committees where stipulated below.

Department Mission Statement

The Department of English at the University of South Florida educates undergraduate and graduate students in literature, media, rhetoric and composition, and creative writing. Faculty and graduate students produce high impact scholarship and creative work that creates new

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

Vision

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

Values

As a department we value

- A. Reading, writing, and research
- B. The development of thoughtful and reflective human beings
- C. Intellectual, global, and human diversity
- D. Creativity
- E. Empathy
- F. Historical perspectives
- G. Digital literacy
- H. Fluency in communication
- I. Community engagement and leadership
- J. Global citizenship
- K. Collaboration, interdisciplinarity and institutional partnerships

Diversity and Inclusion Statement

In order to achieve and sustain excellence in education, the English department aims to reflect a diversity of cultures with particular emphasis on those that have historically not had adequate representation in decision-making roles. Diversity is the range of human differences, including race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs. Inclusion is the act of welcoming and respecting diversity.

I. The Faculty

Tenure-line Faculty

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

Continuing Instructors

Continuing instructors also are divided into three levels: continuing instructor I, II, and III. Continuing instructors have a primary teaching assignment, generally a 4-4 course load, and are expected to be effective teachers. Normally, the teaching responsibilities for continuing instructors will be in the undergraduate curriculum; with exception for the MFA, continuing instructors do not serve on graduate committees. They have a small service assignment reserved for faculty governance. Continuing instructors will be assigned a primary discipline by the Chair based on academic credentials and teaching records (e.g. Literature, Creative Writing, Professional and Technical Communication) for the purposes of constituting curriculum committees and department voting rosters. When appropriate, instructors may have an administrative assignment with corresponding rights and responsibilities. As with tenure-line faculty, continuing instructors have rights and responsibilities outlined in the USF Faculty Handbook and the UFF Collective Bargaining Agreement, some of which may not be intuitive; faculty are expected to know and abide by these guidelines.

Joint Appointments

When beneficial, the English department may appoint a continuing faculty member to a joint assignment with one or more departments. Joint appointments must be defined in writing by the chairs of both departments and approved by the college dean and provost. A tenure-home department with at least 51% of assignment will be identified, as will a disciplinary home, primarily for purposes of accounting, annual review, voting rosters, and promotion and tenure. If

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

Visiting Faculty

The English department employs full-time faculty on one-year contracts at the professorial or instructor rank when needed. These contracts are renewable for a maximum of three continuous years, pending satisfactory performance. These faculty have the rights and responsibilities assigned to their particular rank, but visiting faculty will not have voting privileges unless specified explicitly.

Adjunct Faculty

The English department employs adjunct faculty to teach individual classes as needed. Those who qualify for in-unit status will have the rights and responsibilities outlined in the SEIU bargaining agreement when ratified. The work of adjunct employees is stated in their individual contract with the Chair and will not exceed it.

Courtesy Appointments

The English department occasionally extends a courtesy appointment to faculty members whose expertise complements or extends the work of the department. The courtesy appointment will be defined in writing by the Chair of the department and appointee, approved by the college dean's office, and filed through paperwork with Human Resources. Courtesy appointments do not involve compensation and are reserved for faculty outside of USF. Matters of technology access, teaching, research publications, affiliation, and other rights and responsibilities will be stipulated in the agreement, which must have a beginning and ending date. (For example, courtesy faculty may be required to abide by the policies of the Office of Research and Innovation.) Courtesy faculty may be listed on the department website.

Affiliate Faculty

The English department may appoint as an affiliate of the department a faculty member whose expertise complements or extends the work of the department. The affiliate appointment will be defined in writing by the Chair of the department and appointee. Affiliate faculty generally come from within the ranks of USF, and their appointments do not involve compensation. This may differ depending on teaching assignments. Matters of technology access, teaching, research publications, affiliation, and other rights and responsibilities will be stipulated in the agreement. Affiliate faculty may be listed on the department website.

Emeritus Faculty

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

Graduate Assistants

The English department employs graduate assistants in the roles of instructor, teaching assistant, mentor, research assistant, and other program support, as needed. The work assignment for GAs will be stated in the individual contract with the department Chair, generally on a yearly basis. The rights and responsibilities of GAs are stipulated in the GAU collective bargaining agreement, some of which may not be intuitive; all GAs are expected to know and abide by this agreement.

II. Department Administrators

Department Chair

Appointment: The department Chair is a member of the department's tenured faculty and is appointed for a four-year term by the dean of the College of Arts and Sciences after consultation with the faculty.

Fundamental Duties of the Chair: The Chair is the chief administrative and academic officer of the department and is responsible for executing the policies of the department. In principle, major policy is determined by the Chair in consultation with the Executive Committee; in practice, the Chair has final authority for policy and is answerable to the college and university. Thus, on occasion, the Chair may not follow the vote of the majority; in those cases, however, they must explain in writing or at a meeting of the Executive Committee the reasons for their decision. It is important that the Chair see themselves as an interpreter and administrator of the will of the faculty, but it is also important that the faculty realize the Chair must have considerable discretionary authority since the Chair is held responsible by the college and university for all departmental activities.

The Chair is the representative of the department to the administration and is responsible for operating the business of the department efficiently and fairly. To achieve this aim, the Chair will meet regularly with the departmental administrators and with the office staff. The Chair, in

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

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

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

Procedures for Renewing a Chair for Another Term: A Chair who has served a full four-year term may choose to seek renewal for another four-year term. Following an affirmative vote by the faculty, a recommendation for renewal will be forwarded to the college dean, who retains full authority over the appointment (and reappointment) of department chairs.

Procedures for Department Chair Search: The search for a department Chair is subject to consent and approval by the dean. Normal procedures for electing a new Chair from the ranks of the department's existing tenured faculty is outlined below. In the event that the department and the dean wish to open the search to outside candidates, university guidelines will be followed.

1. A memo is sent to all full-time English faculty requesting nominations. Any eligible individual who has received at least one nomination will be asked if they wish to stand as a candidate.
2. An ad hoc department Chair search committee will be elected to conduct the search for a new Chair. The committee shall consist of seven elected members and must include at

least one representative from each faculty rank (assistant, associate, and full professors; and full-time continuing instructors). Each campus must have at least one representative on the search committee. As its first order of business, this committee shall elect one of its members to serve as chair of the search committee.

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

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

5. There will be an open meeting with the entire faculty in which the candidates have the opportunity to make a brief presentation and answer questions. Immediately following the open meeting, a memo will be sent to all faculty requesting observations, comments, and suggestions about the candidates.

6. The committee conducts a formal vote (by secret ballot) of the continuing faculty.

7. Committee meets to assess all data and arrive at a recommendation. This recommendation, including the tally of the faculty vote, will be forwarded to the college dean, who retains final authority to appoint a Chair.

Procedure for Recommending Removal a Chair from Office: The department may recommend to the Dean that a Chair be removed from office. Such an action must be taken according to the following procedure:

1. Removal proceedings may begin if a petition calling for a review of the Chair's performance receives the support of at least 40% of the continuing faculty.

2. Should the petition have adequate support, the petition will be forwarded to the college dean, with a request that the dean appoint an ad hoc committee to review the Chair's record. If the dean agrees, a committee will be formed to conduct a review and to prepare a report of its findings.

3. When the report is complete, a meeting of the department will be called, with notice of the business of the meeting having been given to members at least two weeks in advance. At this meeting, the ad hoc committee's report will be discussed. Following discussion, a motion calling for a recommendation of removal can be introduced. To be adopted, the motion for recommending removal must be supported by a three-fourths majority of the total eligible voting faculty in a secret ballot.

4. If there is a majority in favor of removing the Chair from office, the recommendation will be forwarded to the college dean. As the Chair serves at the pleasure of the college dean, any decision or subsequent action is at the dean's discretion.

Associate Chair – Tampa Campus

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

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

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

Roles and Responsibilities: In general, AC-T will serve in the absence of the Chair and serves as next in line of authority for the department. They will serve on the department Executive Committee and be responsible for representing the needs and concerns of their respective constituents. They will be chief advisors to the Chair on matters of departmental operations. The AC-T will perform the duties assigned by the Chair to facilitate the administration of the English department geographically distributed. They will serve as the central liaison for the faculty at Tampa, and help the Chair administer the large and complex operation of the department. Duties will include those delegated by the Chair, such as oversight and mentoring of the visiting instructors, chairing search committees, etc.

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

Associate Chair – St. Petersburg Campus

Eligibility: The AC-SP will be appointed from among the tenured faculty of the department homed on the St. Petersburg campus.

Selection: The faculty homed on the St. Petersburg campus will nominate a candidate(s) for the AC-SP; the Chair will appoint the AC-SP after consultation with the campus dean of CAS, the faculty of the Petersburg Campus, and the Executive Committee. The assignment for this position will be negotiated between the Chair and the AC-SP in an equitable distribution of work and compensation. The agreed upon terms will be confirmed in a letter and approved by the campus dean in St. Petersburg.

Term: AC-SP will serve four-year terms with the Chair. Should the Chair serve less than a full four-year term, the incoming Chair may choose to either reappoint the current AC-SP or to appoint other faculty to occupy the position. As the AC-SP is appointed by and serves at the pleasure of the Chair, their appointments may be suspended or revoked by the Chair with due consideration of campus faculty input.

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

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

Associate Chair – Sarasota/Manatee Campus

Eligibility: The AC-SM will be appointed from among the tenured faculty of the department homed on the Sarasota/Manatee campus.

Selection: The faculty homed in Sarasota/Manatee will nominate a candidate(s) for the AC-SM; The Chair will appoint the AC-SM in consultation with the campus dean of CAS, the faculty from the Sarasota/Manatee campus, and the Executive Committee. The assignment for this position will be negotiated between the Chair and the AC-SM in an equitable distribution of

work and compensation. The agreed upon terms will be confirmed in a letter and approved by the campus dean in Sarasota/Manatee.

Term: AC-SM will serve four-year terms with the Chair. Should the Chair serve less than a full four-year term, the incoming Chair may choose to either reappoint the current AC-SM or to appoint other faculty to occupy the position. As the AC-SM is appointed by and serves at the pleasure of the Chair, their appointments may be suspended or revoked by the Chair with due consideration of campus faculty input.

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

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

Graduate Director

Eligibility: The Graduate Director will be appointed from the tenured faculty who are credentialed in the graduate program, preferably with a strong record of graduate teaching and mentorship.

Selection: Nominations will be sought by the Chair the semester before the appointment begins. The Executive Committee will solicit and review application materials and make recommendations to the Chair. The Chair will negotiate the terms of the assignment with the Graduate Director; the agreed upon terms will be confirmed in a letter and filed with the dean of faculty for CAS.

Term: The Graduate Director is appointed for a four-year term by the Department Chair. The appointment is renewable.

Roles and Responsibilities: The Graduate Director is the chief academic administrator for the graduate programs in Creative Writing, Literature, and Rhetoric/Composition across all three campuses and is responsible for executing the policies and procedures of the programs. The Graduate Director serves on the department Executive Committee.

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

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

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

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

Undergraduate Director

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

Selection: They will be appointed by the Chair in consultation with the Executive Committee. The Chair will negotiate the terms of the assignment with the Undergraduate Director; the agreed upon terms will be confirmed in a letter filed with the Dean of Faculty for CAS.

Term: The Undergraduate Director serves a four-year term. The appointment is renewable.

Roles and Responsibilities: The Undergraduate Director has general oversight of department undergraduate programs across all three campuses and will work closely with the Assistant to the Chair, the English Advisor, and the faculty directors of Rhetoric/Composition and Professional/Technical Writing, Creative Writing, and Literature, as well as with the campus Associate Chairs, as needed. The UD will chair the Undergraduate Committee. The UD will be responsible for department compliance with university policies regarding, for example, mid-tenure grades, book orders, syllabus posting and policies, final grades, course equivalencies (excluding FYC). The Undergraduate Director oversees English Department General Education courses (proposals, assessment, recertification, ALC and SACS reporting), and serves on the School of Humanities Undergraduate Committee. The Undergraduate Director participates in university recruitment events for undergraduate students (e.g. Stampede for Success, Bulls Unite, and similar events), coordinating with the Associate Chairs regarding recruiting events on their local campuses. Additionally, the Undergraduate Director will direct our Honors Program (and act as liaison with University Honors) and serve as advisor to Sigma Tau Delta (Tampa). The Undergraduate Director reports regularly to the Chair to keep them informed and to advise on administrative matters, and they will serve on the department Executive Committee.

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

Director of First-Year Composition

Eligibility: The Director of First-Year Composition (FYC) will be appointed from the tenured faculty with credentials/experience in teaching composition and/or program administration.

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

Term: The Director of First-Year Composition is a twelve-month appointment for a four-year term. The appointment is renewable. The Chair will negotiate the terms of the assignment with the FYC Director; the agreed upon terms will be confirmed in a letter filed with the dean of faculty for CAS.

Responsibilities: The Director of First-Year Composition takes the lead in the development of a challenging curriculum that is well informed by research and scholarship in Rhetoric and Composition; works closely with the Composition Advisory Committee to develop and assess the curriculum; develops policies and procedures to guide the work of the undergraduate writing program consistent with University policies and General Education; teaches the practicum for incoming teaching assistants; provides training sessions for all teachers in the writing program, including workshops on departmental syllabi, assigning and evaluating writing, and use of departmental technology; supervises the hiring of FYC teachers, scheduling of courses in coordination with staff members on multiple campuses, and the evaluation of teachers; establishes a collaborative culture among program participants to enhance the success of the program; works with the CAS academic deans, the Undergraduate Studies dean, and other university partners involved in student success, including those on branch campuses; meets with students to resolve grievances regarding writing program teachers and makes decisions regarding transfer credit for ENC 1101 and ENC 1102; coordinates with the Graduate Director on the selection and supervision of teaching assistants; oversees the assessment of the writing program; seeks funding to support the writing program; and represents the First Year Composition program to the department and the university community as necessary. The Director of FYC works closely with the Associate Director of FYC and delegates responsibilities appropriately; although the duties of the position include very broadly the oversight and management of the FYC program across the three campuses, the Director of FYC may delegate branch campus responsibilities to the campus coordinator of FYC. The Director of FYC also works closely with the Director of the PTC service courses, particularly in management of department technology and associated resources. They will serve on the USF Writes Executive Committee. The Director of FYC serves on the department Executive Committee and meets regularly with the Chair on administrative issues related to the program, particularly budget.

Evaluation: The FYC Director will meet with the Chair on an annual basis for the purposes of reviewing the accomplishments of the past year and for drafting goals for the upcoming year.

These evaluations may be used in assessment of service duties for the annual assignment, for professional and leadership development, as well as to recommend continuation in the position.

Associate Director of First-Year Composition

Eligibility: The Associate Director of First-Year Composition (FYC) will be selected from the continuing faculty, including instructors, who have credentials in composition, an excellent teaching record, and experience with First-Year Composition.

Selection: The Associate Director of FYC will be appointed by the Chair in consultation with the FYC Director.

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

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

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

FYC Campus Coordinators

Eligibility: First-Year Composition (FYC) Campus Coordinators will be selected from the continuing faculty, including instructors, who have credentials in composition, an excellent teaching record, and experience with First-Year Composition.

Selection: The FYC Campus Coordinators will be appointed by the Chair in coordination with the AC of the campus and the FYC Director.

Term: FYC Campus Coordinator serves a four-year term, which can be renewed. However, if there is a change in Director, the terms of the CC will be renegotiated, including the possibility of non-renewal.

Responsibilities: The First-Year Composition Campus Coordinators assist the Director of First-Year Composition in the duties outlined above particularly as relates to the administration of campus FYC courses. In particular, the Campus Coordinators should be the first point of address for student complaints (see process for student grievance). The FYC Director should outline the expected duties in consultation with the Campus Coordinators on an annual basis in a letter shared with the Chair of the department and the respective AC and campus dean. In the absence of a designated FYC Campus Coordinator, the relevant duties and responsibilities of the position will be fulfilled by the campus Associate Chair.

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

Director of the Writing Programs in Professional and Technical Communication

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

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

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

Responsibilities: The duties of the position include very broadly the oversight and management of the PTC Writing Programs across the three campuses. The Director of Writing Programs in PTC takes the lead in the development of a challenging curriculum that is well informed by research and scholarship in Professional and Technical Communication; works closely with the PTC faculty to develop and assess the curriculum; develops policies and procedures to guide the

work of the undergraduate writing program consistent with university policies and accrediting bodies such as ABET; helps recruit and provides training sessions for all teachers in the PTC writing program, including workshops on departmental syllabi, assigning and evaluating writing, and use of departmental technology; coordinates with the Chair and Assistant to the Chair regarding the hiring of instructors and the scheduling of courses on multiple campuses; establishes a collaborative culture among program participants to enhance the success of the program; works with the CAS academic deans, the Undergraduate Studies dean, and other university partners involved in student success, including those on branch campuses; oversees the assessment of the PTC writing program for university reporting; represents the PTC writing programs to the department and the university community as necessary. The Director of PTC Writing Programs works closely with the Associate Director and delegates responsibilities appropriately; the Director of PTC Writing Programs may delegate branch campus responsibilities to a campus faculty member. The Director of PTC Writing Programs also works closely with the Director of FYC, particularly in management of department technology and associated resources. The director will serve on the USF Writes Executive Committee. The Director of PTC Writing Programs serves on the department Executive Committee and meets regularly with the Chair on administrative issues related to the program, particularly budget and staffing.

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

Associate Director of the Writing Programs in Professional and Technical Communication

Eligibility: The Associate Director of PTC Writing Programs will be selected from the continuing faculty (including instructors) who have credentials in PTC, an excellent teaching record, and experience with PTC.

Selection: The Associate Director of PTC Writing Programs will be appointed by the Chair in consultation with the Director of PTC Writing Programs.

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

Responsibilities: The Associate Director of PTC Writing Programs assists the Director of PTC Writing Programs in the duties outlined above and is particularly active in the mentoring of teachers of the curriculum. While the Associate Director of PTC Writing Programs is expected to be a mentor and will perform classroom observations with constructive feedback, they do not supervise instructors or graduate students. The Associate Director of PTC Writing Programs needs to coordinate closely with department staff and faculty. The PTC Writing Programs Director should outline the expected duties in consultation with the Associate Director on an annual basis in a letter shared with the Chair of the department.

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

Director of the Program in Creative Writing

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

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

Term: The term is two years and is renewable.

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

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

Director of the Program in Literature

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

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

Term: The term is two years and is renewable.

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

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

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

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

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

Term: The term is two years and is renewable.

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

concerns and achievements of the RC/PTC faculty and students to the department administration and communicate information from the department administration to the RC/PTC faculty and students.

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

Assistant to the Chair

Eligibility: The Assistant to the Chair is appointed from the continuing faculty in the department.

Selection: The Assistant to the Chair is appointed by the Chair.

Term: The Assistant to the Chair is appointed biannually. The appointment is renewable.

Responsibilities: The duties of the Assistant to the Chair will vary given the needs of the department and administrators in an evolving department, college, and university. The terms and duties should be negotiated and made clear in a letter signed by both parties and approved by the Dean of CAS. The basic duties will be scheduling undergraduate courses, handling student complaints, and chairing the Adjunct Visitation Committee. They will serve as a voting member of the Executive Committee.

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

III. Department Committees

General

Committee Appointments: The department Chair makes committee assignments for each academic year. In assigning faculty to committees, the Chair takes into consideration departmental needs, campus needs, and individual faculty preferences. The Chair should also take into consideration each faculty member's rank and should strive to give fewer committee assignments to untenured faculty and faculty with heavier teaching loads. Additionally, in

making assignments, the Chair may consider that some committees have heavier workloads than others. Committee responsibilities for faculty from the St. Petersburg and Sarasota-Manatee faculty will be weighed alongside availability and department/university priorities. Although the Chair may consult with others in making assignments, final committee assignments, including the number and nature of the committees an individual member of the faculty is asked to serve upon, are determined by the Chair. Generally speaking, the recommended department committee assignment is three for tenured and two for untenured professorial faculty. This count includes elected positions and important, recognized subcommittees. Faculty may request to serve on additional departmental committees if they wish. Those with extensive service commitments beyond the department may request to serve on fewer departmental committees. Faculty on sabbatical, leave, or research semester may request not to serve on committees.

Committee meetings should accommodate attendance of a multi-campus faculty and therefore require meeting spaces with appropriate technology for virtual attendance. To promote the efficient use of time and resources, faculty who are unable to attend meetings in person are permitted to participate remotely, using appropriate and available communication technologies.

Committee Elections: Elections for those department committees requiring elections will be conducted by secret ballot. Ballots will list all those eligible except those who choose to withdraw their names from consideration. Winners will be those receiving a simple majority of all ballots cast; for committees requiring representatives from branch campuses, the winners will be the individuals from each campus receiving the highest number of votes. If no candidate receives a simple majority on the first round, there will be a run-off between those with the highest number of votes.

Executive Committee

Appointment: The Executive Committee is chaired by the department Chair and consists of fourteen other members: the Associate Chairs for the Tampa, Sarasota/Manatee, and St. Petersburg campuses, Graduate Program Director, Undergraduate Program Director, Director of First-Year Composition, Director of the Program in Creative Writing, Director of the Program in Literature, Director of the Programs in Rhetoric/Composition and PTC, Director of the PTC Writing Programs, Assistant to the Chair, and three elected at-large members. Two of these elected members must be members of the tenure-line faculty, and one must be a continuing instructor.

Length of Terms: The Associate Chairs, Graduate Program Director, Undergraduate Program Director, Director of First-Year Composition, Director of Creative Writing, Director of Literature, Director of RC/PTC, Director of PTC Writing Programs, and Assistant to the Chair shall serve as long as they hold these positions. The three elected members shall each serve two

years. After a two-year term on the Executive Committee, elected faculty members will not be eligible for re-election for two years.

Committee Charge: The Executive Committee represents the interests of the entire department, including all faculty across all campuses. Meeting monthly (or more frequently, if necessary) during the academic term, the Executive Committee shall also advise the Chair on issues of significance to the department. On matters of substantive policy, the committee will submit written proposals to the full faculty for ratification.

The Executive Committee will receive, review, and issue recommendations on matters including, but not limited to curricular changes; new course proposals; the appointments or reappointments of Undergraduate Director, Graduate Director, Director of FYC, Director of PTC Writing Programs; By-laws and tenure and promotion guidelines; department procedures, (e.g. as relates to travel); representation of concerns from constituent bodies (i.e. discipline committees, campuses); hiring recommendations, including visiting instructors; budgetary concerns; the nomination of emeritus/emerita professorships; and other departmental issues as they arise.

Plans for the hiring of continuing faculty will be drafted by the Executive Committee following open discussion of possibilities at a department meeting. Such plans should take into account retirements or other departures, current curricular need, projected curricular need, student demand, graduate placement, national professional trends, creating a department profile, the strengths of cognate departments, the CAS strategic plan, and the USF strategic plan. All plans will be submitted to the professorial faculty for ratification. Sensitivity to the needs of smaller programs and branch campuses will need to be maintained. The Chair may have to make adjustments to plans in light of CAS priorities, timelines, and budgets; substantial changes will be reviewed by the Executive Committee.

The Academic Services Administrator for the department takes minutes at the meetings. After approval by the Chair, the minutes are distributed to the department and posted on the department digital archive.

Graduate Committee

Appointment: The Graduate Committee is chaired by the Graduate Program Director and consists of all tenure-line faculty eligible to teach graduate courses plus one non-voting graduate student who represents the EGSA. The Graduate Committee will hold regular meetings as needed. The staff person assigned to the Graduate Program will take minutes and distribute them to committee members and post them to the department archive.

Committee Charge: The Graduate Committee shall advise the Graduate Program Director on issues of significance to the Graduate Programs in English, including but not limited to

curriculum, access, assessment, recruitment, placement, professionalization, research, policies, and standards.

Subcommittees: In consultation with the Department Chair, the Graduate Program Director will annually appoint subcommittees and their chairs as needed, taking care to ensure appropriate representation from various disciplines and including a graduate student as a non-voting member except on those committees that evaluate students. The function and purpose of these committees are subject to change with the changing conditions of graduate education and departmental development; the committees should meet the charge as defined by the Graduate Director in consultation with Chair. The major standing subcommittees of the Graduate Committee are as follows:

1. Graduate Admissions Committee
2. Graduate Placement Committee
3. Graduate Scholarships and Awards Committee

Undergraduate Committee

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

Committee Charge: The Undergraduate Committee shall advise the Undergraduate Program Director on issues of significance to the undergraduate program in English, including but not limited to curriculum, access, assessment, awards, recruitment, placement, professionalization, research, policies and standards. Additionally, it will supervise the English Honors program, reviewing the program's structure and goals and recruiting students.

Creative Writing Committee

Appointment: The Creative Writing Committee consists of all continuing faculty assigned to Creative Writing and one non-voting student representative. It is chaired by the Director of the Creative Writing Program.

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

Literature Committee

Appointment: The Literature Committee consists of all members of continuing faculty assigned to the Literature program. It is chaired by the Director of the Literature Program.

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

Rhetoric/Composition and PTC Committee

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

Committee Charge: The Rhetoric/Composition and Professional/Technical Writing Committee shall periodically assess the Rhetoric/Composition and Professional/Technical Writing curriculum in terms of meeting departmental goals, objectives, and needs. It shall make recommendations as needed for (1) curriculum changes and (2) course additions, deletions, and revisions. Its recommendations concerning the undergraduate program must be approved by the

Undergraduate Committee and those concerning the graduate program must be approved by the Graduate Committee. All of its recommendations must be ratified finally by the Executive Committee. The Committee will also make and conduct required program assessments. Pending funding, it shall arrange for visiting speakers and other means of enhancing the program. In matters involving the graduate program (courses, curriculum, assessment, etc), decision-making is restricted to the graduate faculty.

Adjunct Faculty Visitation Committee

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

Committee Charge: The Adjunct Visitation Committee observes adjunct faculty teaching their classes and meets with them to discuss teaching practice. Written evaluations and conferences should be completed no later than three weeks following visitations. These records shall be archived for the Chair and the Directors of the FYC and PTC writing programs when making future appointments.

Student Grievance Committee

Appointment: At the beginning of each academic year, the Chair appoints a standing faculty committee to settle grade disputes and other grievances requiring formal decisions. Representation from each campus is mandatory to ensure uniform handling of complaints across the department geographically distributed. Tenure-line and continuing instructors are eligible to serve on this committee. One member will serve as committee chair. Because the Associate Chairs on the branch campuses, the AD of FYC, and the Assistant to the Chair are the primary contact for student grievances, they cannot serve on the Student Grievance Committee.

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

Composition Policy Advisory Committee

Appointment: The Composition Policy Advisory Committee will be chaired by the Director of FYC, and comprise university partners, including members from Academic Advocacy, Students with Disabilities Services, Student Success Center, General Education Council, Athletics, CAS GUS, Dean of Students, and University Ombudsman; members from the department will include the Associate Director of FYC, St. Petersburg campus FYC Coordinator, the Director of Undergraduate Studies, the department undergraduate advisor, and one of the GTA mentors.

Committee Charge: The Composition Policy Advisory Committee will convene as needed to advise on the policies governing the FYC program, including but not limited to those in the syllabus. The purpose of the committee is to create clear channels of communication for the program and to support its extensive impact on student success.

USF Writes Administrative Committee

Committee Charge: The Committee oversees the USF Writes learning platform, including relevant financial, administrative, pedagogical, research, and technological issues. The committee makes final decisions on any aspect of the technological development and continued use of USF Writes within the department, and it plans and oversees the USF Writes learning environment as it aligns with departmental goals and objectives.

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

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

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

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

1. Pedagogy Subcommittee

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

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

2. Technology Subcommittee

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

- designated representative from FYC
- designated representative from PTC
- developer representative(s)
- other stakeholders as necessary (with approval of the Administrative Committee)

3. Research Subcommittee

The Research Committee's main charge is to manage the priorities and goals of the existing data warehouse for internal and external research and to provide consultation for research study design based on researcher's interests. Requests for research access need to be made using the USF Writes Research Request Form, and before data is released, the researcher needs to sign the USF Writes Research Statement. Membership on this committee comprises

- Director of FYC
- Director of PWRT/PTC
- Application Project Manager
- Other members, as approved by the Administrative Committee (where possible, effort should be made to include representative faculty from the Sarasota-Manatee and St. Petersburg campuses.)

Digital Humanities Committee

Appointment: The Digital Humanities Committee will comprise the faculty and instructors from each curriculum concentration who have a strong pedagogical or research interest in the digital humanities. Members from outside the department can be invited to participate in a non-voting capacity. This does not replace but can overlap with the discipline assignment for a faculty member; i.e., a professor assigned to the Literature concentration can also be a member of the DH Committee.

Committee Charge: The Digital Humanities Committee will propose and assess the digital humanities curriculum at the undergraduate and graduate levels, including the English courses and students in the Digital Humanities Graduate Certificate program. They will convene with the Digital Technology Fellows, the HASTAC scholars (when available), and any participants in the DHSI. They will work with the senior faculty to promote the programming for digital humanities. The committee will advise on the evaluation of digital humanities publications and scholarship when appropriate.

Diversity, Access, Engagement, and Inclusion Committee

Appointment: Each year, the Department Chair will appoint at least four people to the Diversity, Access, Engagement & Inclusion Committee. Tenure-line faculty and continuing instructors may serve on the committee, which should also include at least one member of staff. Representation from branch campuses is highly encouraged.

Committee Charge: The committee will consult students, faculty, and staff regularly about diversity, access, engagement and inclusion and will develop guidelines to foster diverse and welcoming learning environments, where everyone can experience a sense of belonging and be offered resources that support success; will make reports and recommendations to the faculty and Chair about issues of diversity, access, engagement and inclusion, as appropriate; will encourage social engagement that promotes celebration and appreciation of our differences; and will seek to prepare our students for a diverse, inclusive and global workplace.

Faculty Search Committees

When the department has been granted permission to conduct a search to fill an open faculty position on any of the three campuses, the department Chair will form a search committee, which will, at the end of the search process, forward a recommendation to the Chair. Although the department Chair does not serve as a member of faculty search committees, the Chair has hiring authority for College-approved faculty searches. All searches will follow university guidelines, CAS timelines, and HR policies.

Normally, for searches to fill tenure-line faculty positions, the search committee will consist primarily or exclusively of tenure-line faculty and be chaired by a member of the tenure-line faculty; where circumstances warrant, and where particular expertise is relevant, continuing instructors may also serve. In creating the search committee, every effort should be made to include faculty from more than one campus; in any case, the search committee must include at least one member from the campus which will be the primary assigned campus for the person filling the position. In accordance with university practice, in a search involving an open position on a branch campus, the search committee must also include the regional chancellor or designee, who will serve as a voting member.

For continuing instructor positions, the search committee should include at least one continuing instructor. In creating the search committee, every effort should be made to include faculty from more than one campus; in any case, the search committee must include at least one member from the campus which will be the primary assigned campus for the person filling the position. In accordance with university practice, in a search involving an open position on a branch campus, the search committee must also include the regional chancellor or designee, who will serve as a voting member.

Faculty Evaluation Committees

Assisting the Chair in annual evaluations are the department's two faculty evaluation committees. One committee, comprising only tenured faculty, evaluates the department's tenure-line faculty; the other committee, comprising continuing instructors and tenured faculty, evaluates the department's continuing instructors and visiting instructors. Each member serves a two-year term, which should be staggered to provide continuity.

The FEC for tenure-line faculty shall be determined as 15% of the tenure-line faculty; e.g. if there are 40 tenure-line faculty across three campuses, 6 shall be chosen to serve on the FEC. These shall be elected by secret ballot of the tenure-line faculty, preferably in spring to serve the following year. To ensure broad representation from the campuses, at least one member elected must be from either St. Petersburg or Sarasota; when possible, the tenure-line faculty FEC should include at least three full professors. The terms of the members of this committee should be staggered so that approximately half its members rotate off and are replaced each year. The members who rotate off serve in the following year as an Ad Hoc FEC to review the annual evaluations of the members of the FEC and to hear appeals. After rotating off the Ad Hoc FEC, a faculty member is not eligible for re-election to the FEC for two years, assuming a sufficient number of individuals in rank are available to serve. (If sufficient numbers are not available, then the period of ineligibility will be one year).

Similarly, the FEC for instructors shall be determined as 15% of the continuing instructors. These shall be elected by secret ballot of the instructor faculty (excluding visitors), preferably in spring to serve the following year. To ensure broad representation from the campuses, at least one member elected must be from either St. Petersburg or Sarasota. The terms of the members of this committee should be staggered so that approximately half its members rotate off and are replaced each year. The members who rotate off serve in the following year as an Ad Hoc FEC to review the annual evaluations of the members of the FEC and to hear appeals. After rotating off the Ad Hoc FEC, a faculty member is not eligible for re-election to the FEC for two years, assuming a sufficient number of individuals in rank are available to serve. (If sufficient numbers are not available, then the period of ineligibility will be one year).

Each of these committees will be charged with assessing the annual review materials of the faculty in their classification (continuing instructors will also review visiting instructors) and providing an assessment independent and prior to the chair according to the procedures established by the university, college and UFF CBA. Expected performance measures for Teaching, Research, Service, and Administration can be found at the conclusion of this document.

Promotion and Tenure Committees

Operating separately from the FEC, the Tenure and Promotion Committee will evaluate applications for tenure/promotion and conduct mid-tenure reviews for tenure-line faculty. The Tenure and Promotion Committee will consist of five members, four of whom are elected by the tenure-line faculty and one who is appointed by the Chair. The four elected members shall be elected by secret ballot of the tenure-line faculty, preferably in spring to serve the following year. To ensure broad representation from the campuses, at least one member elected must be from either St. Petersburg or Sarasota. The Chair's appointment of one member to this committee is intended to ensure that the committee has appropriate representation from all campuses and from the programs or fields most closely connected to the candidates. Only tenured associate or full professors may serve on this committee; when cases under consideration include one or more candidates seeking promotion to full professor status, at least three members of the committee should be drawn from the department's full professors. In such cases, only the full professors on the committee issue recommendations for promotion to full. For more information, consult the Department of English Tenure and Promotion Guidelines.

Promotion cases for continuing instructors are handled by the Instructor Promotion Committee. The Instructor Promotion Committee will consist of five members, four of whom are elected by the instructors and one who is appointed by the Chair. The four elected members shall be elected by secret ballot of the continuing instructors. To ensure broad representation from the campuses, at least one member elected must be from either St. Petersburg or Sarasota. This committee

includes a mix of advanced instructors and tenured faculty. The Chair's appointments are intended to ensure that the committee has appropriate representation from all campuses and from the programs or fields most closely connected to the candidates. For more information, consult the Department of English Tenure and Promotion Guidelines.

New and Ad Hoc Committees

Ad hoc committees may be formed by the Chair to address emergent concerns or situations or in response to particular administrative directives. In forming ad hoc committees, the Chair will be sensitive to the needs of all affected programs and campuses and will appoint members of appropriate rank. An ad hoc committee may also be voted into existence by the general faculty, following Robert's Rules (a motion to create an ad hoc committee seconded and approved by a simple majority, or 51% of the voting members). Ad hoc committees are temporary: they cease to exist when they have fulfilled their charge.

New standing committees may be proposed, as a motion, by the Chair or any member of the continuing faculty. This proposal should include a very specific purpose, membership, and charge. As the creation of a new standing committee involves the amendment of the Governance Document, it requires an affirmative vote of at least two-thirds of the active, eligible faculty.

IV. Procedures

Election of Faculty Senate Representative

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

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

Service on Faculty Senate University-Wide Councils

Faculty who are not members of the Faculty Senate but who wish to serve on one of the Senate's university-wide councils should consult with the Chair prior to submitting a nomination. This consultation may help avoid redundancies of representation (in which two members of the department are appointed to the same council) and provides the faculty member an opportunity to discuss—and perhaps adjust—their annual service assignment. Additionally, as the operations of these councils—in particular the General Education Council, Graduate Council, and Undergraduate Council—often have direct bearing on curricular or policy issues affecting the department, it is important that the department's interests are effectively represented on these councils and that the department is kept informed about the activities of these councils, as they may affect the department.

Student Grievance Procedures

Student grievances in the department of English will primarily be handled by four individuals: the AD of FYC, the Associate Chair for Sarasota/Manatee, the Associate Chair for St. Petersburg, and the Assistant to the Chair in Tampa. The procedures for each are the same, although grievances on branch campuses may involve other campus authorities. In the procedures described below, the four individuals are collectively referred to as the “appropriate academic officer” or “AO.”

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

If the situation cannot be resolved or the instructor is not available, the student shall file a notification letter within the timeline mandated by USF regulations of the triggering incident. If the student is in First Year Composition, the notification should be addressed to the Associate Director of FYC; students in courses other than FYC on Sarasota/Manatee campus will contact the Associate Chair of Sarasota/Manatee; students in courses other than FYC on St. Petersburg campus will contact the Associate Chair of St. Petersburg; students in classes other than FYC in Tampa will contact the Assistant to the Department Chair. This notification shall be a concise written statement of particulars and must include information pertaining to how, in the student's opinion, USF System policies or procedures were violated. The appropriate academic officer shall provide a copy of this statement to the instructor. The instructor may file a written response to the grievance within the timeline mandated by USF regulations.

The AO shall discuss the statement jointly or individually with the student and the instructor to see if the grievance can be resolved. If the grievance cannot be resolved, the student is informed that they must do the following:

1. Write a letter to the departmental grievance committee to petition for a change.
2. Include the following items with this correspondence:
 - a. Course syllabus
 - b. All relevant graded assignments
 - c. A description of the instructor's method of arriving at grades in the course in question (usually explained in the syllabus).
3. The AO will contact the Student Grievance Committee and distribute all relevant documents to the committee members, including guidelines from the current Catalog regarding such matters as the university's definitions of cheating and plagiarism. The committee deliberates on the material and forwards a written recommendation to the AO, who then informs the student in writing of the committee's decision. If the matter is still not resolved and the student wishes to proceed further, they may petition the college grievance committee in accord with USF Reg. 10.002.

Faculty Meetings and Voting Rights

The continuing faculty, as defined above, will convene for general department meetings at least once per semester, in addition to any department opening or closing assemblies or ceremonies (i.e. the scholarships and awards ceremony). These meetings should accommodate attendance of a multi-campus faculty, and therefore require meeting spaces with appropriate technology for virtual attendance. To promote the efficient use of time and resources, faculty who are unable to attend meetings in person are permitted to participate remotely, using appropriate and available communication technologies.

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

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

Meetings should be scheduled at mid-semester to provide an opportunity to discuss current department-level concerns and planning for future semesters. Generally speaking, curriculum issues are handled separately (i.e. discipline committee to undergraduate/graduate committees, to Executive Committee). Concerns include but are not limited to budget, hiring, assignments, schedules, events, university and college initiatives, strategic planning, and broader issues affecting the department. Minutes will be taken by the ASA and when approved distributed to the faculty and posted to the department digital archive.

Amending the Governance Document

Any five members of the department may propose an amendment. A proposed amendment must be made at least two weeks prior to the date of the meeting at which a vote on adoption is to be taken. To be adopted, a proposed amendment must receive an affirmative vote by a two-thirds majority of the eligible, active faculty (not simply two-thirds of the attendees at the meeting; faculty on leave are not considered “active” for this purpose). Amendments to the Tenure and Promotion Guidelines will go into effect one year following ratification and approval by CAS, the provost’s office, and UFF, while amendments to the Governance Document (By-laws) may take effect immediately. All voting on proposed amendments shall be conducted by secret ballot.

.....

V. Annual Evaluation of Faculty

A. General

In alignment with college and university guidelines and the Collective Bargaining Agreement, the department conducts an annual review of faculty activity. This annual review of activity over the preceding calendar year (Jan – Dec) plays an important role in institutional processes such as determining raises and merit pay and evaluating progress toward tenure and promotion. Consequently, departmental guidelines and standards must be consistent with those of the university: departing from these college- and university-wide expectations does a great disservice to faculty members as their review/promotion materials move beyond the departmental level for evaluation. The department criteria endeavor to remain consistent with criteria for tenure and promotion. Candidates for tenure and promotion should refer to the approved criteria (<https://www.usf.edu/arts-sciences/facultystaff/documents/t-and-p/departmental-tenure/eng-tandp-revised2020.pdf>), which supersedes the annual evaluation criteria.

In all categories below, Florida Statute 241.731 decrees that in evaluating the competencies of a faculty member, primary assessment shall be in terms of their performance of the assigned duties, and such evaluation shall be given adequate consideration for the purpose of salary adjustments, promotions, reemployment, and tenure. In other words, faculty will only be evaluated in areas in which they have an annual assignment of effort.

B. Evaluation Procedure

In the late fall or early spring, faculty will be informed of the deadline for submitting their information to the department for purposes of evaluation. This process involves updating information and submitting supporting documentation (such as syllabi, assignments, confirmation of acceptance or submission of publications) in the Faculty Information System in Archivum. As a backup, faculty may also be asked to submit, separately, an updated CV and copies of their teaching, research, and service narratives. As evaluation relies on information and materials submitted by the faculty, it is imperative that faculty observe these deadlines and submit their review materials on time.

The Faculty Evaluation Committees (as constituted and charged according to the bylaws) will review the materials submitted and, using the guidelines below, will arrive at a numerical evaluation score for each member of the faculty. The Tenure-Line FEC reviews all tenured and pre-tenure faculty, and the Instructor FEC reviews all continuing instructors and visiting instructors. The numerical evaluation should be made in view of the university and college's mission and goals, the faculty member's annual assignment, and the faculty member's self-submitted report of annual activity. Performance in each assigned area of teaching, research, and service is to be rated as one of the following: "outstanding" (5), "strong" (4), "satisfactory" (3), "weak" (2) "unsatisfactory" (1). In addition to the numerical score, the committee will submit a brief narrative commentary on the evaluation. At the conclusion of their review, the respective chairs of the FECs will enter the evaluations and narratives into the Archivum system and DocuSign. The faculty member has up to seven days to review and sign off, which initiates the Chair's review.

The department Chair will conduct an independent evaluation of all the faculty, using the materials submitted. They will submit their numerical and narrative evaluations in Archivum. Faculty will have up to seven days to review and sign; thereafter the evaluation is housed in Archivum.

C. Expectations

1. Teaching

In the area of teaching, faculty will be evaluated for evidence of curricular rigor, innovation, and maintenance; contributions to degree programs including supervision of graduate assistants and the development of online course shells; and commitment to pedagogy. In addition to peer and student evaluations in the FIS, faculty must also provide a teaching narrative that explains the type of courses taught, whether new or revised preparations, required or elective courses, service or major courses, and any other relevant information. In evaluating the area of teaching, the FEC and Chair should consider the effectiveness in (1) imparting knowledge and developing skills, (2) stimulating students' critical thinking and /or creative abilities, particularly with respect to critical analysis and writing, and (3) meeting accepted standards of professional behavior when relating to students. Any information about the quality of teaching is germane; anything that makes more understandable the individual teaching effort is pertinent, including evidence of directed studies, honors theses, dissertations, and other work with students beyond the regular class assignment. Teaching materials may be referred to in the narrative or provided as supplementary documents, for example: handouts, course format, course requirements, and instructional approaches are clearly aligned with the course objectives and are creative and innovative, reflecting a variety of instructional approaches.

For the purposes of the evaluation scores below, curricular rigor is defined as the inclusion of relevant, up-to-date scholarship appropriate to the content and level of the course, pedagogical inclusivity, and course activities that promote active learning, critical thinking, opportunities to enhance writing and speaking or creativity.

Completeness of evaluation in this area depends upon the faculty's willingness and promptness in submitting relevant and significant materials within the FIS (Archivum). Faculty may also include teaching awards, nominations for such awards, major external teaching fellowships, peer reviews, syllabi, tests, assignments, and LMS/web site innovations, and teacher-designed student surveys.

Student evaluations may inform the annual evaluation in a limited capacity, since extensive research shows that student evaluations are inflected with biases of race, gender, sexuality, and nationality. Frequently low response rates also limit the validity of student evaluations.

- a. **Outstanding** should be awarded to faculty whose work includes a range from the following criteria:

- Faculty will have successfully directed graduate students or served on dissertation/portfolio/thesis committees at the appropriate level, taking into account the faculty member's rank and the availability of students.
- Innovation and/or maintenance at the highest standards
- Teaching narrative reflects a thoughtful, respectful, and thorough consideration of feedback about teaching and appropriate reflection about ways of improving or maintaining a high standard of teaching. Evidence of course development and revision of existing courses is offered.
- The teaching narrative provides evidence of curricular rigor and creativity.
- Syllabi reflect logical, thoughtfully sequenced courses; course expectations are stated explicitly, and assignments are explained in detail.
- The faculty member is available during posted office hours.
- Work beyond assigned courses including directed study, honors, professionalization opportunities, mentoring student groups and activities for students outside the classroom
- Participation in CITL Training
- Nomination or receipt of teaching awards/teaching fellowships

b. **Strong** should be awarded to faculty whose dossiers contain:

- Direction of graduate students at the appropriate level, taking into account the faculty member's rank and the availability of students.
- Syllabi that are effectively organized and class activities appear to be logically sequenced. Assignments are clearly explained.
- Teaching materials, handouts, course format, and instructional approaches that are aligned with the course objectives and reflect a variety of instructional approaches.
- A teaching narrative that provides evidence of curricular rigor as well as commitment to pedagogy.
- A teaching narrative that shows consideration of feedback about teaching and reflection about ways of improving teaching, and evidence of course development and revision of existing courses.
- Availability during posted office hours.

c. **Satisfactory** should be awarded to faculty whose dossier contain:

- Direction of graduate students, taking into account the faculty member's rank and the availability of students in the particular area.

- A teaching narrative that provides evidence of curricular attention, innovation and/or maintenance.
- A teaching narrative that reflects efforts to self-evaluate and attend to helpful feedback, but evidence of a corresponding change in teaching practice is limited.
- Availability during posted office hours.

d. **Weak** should be awarded to faculty whose dossier contain:

- No direction of graduate students, taking into account the faculty member's rank and the availability of students in a particular area
- Syllabi that indicate below-standard course design and delivery
- A teaching narrative that does not provide evidence of curricular attention, innovation, or maintenance.
- A teaching narrative that does not reflect efforts to self-evaluate or attend to feedback
- Unavailability during posted office hours or no posted office hours

e. **Unsatisfactory** should be awarded to faculty who fail to submit materials for evaluation.

2. Research/Creative Activity

Research and creative activity are evaluated based on the expectations for the various disciplines in the Department of English, including literary studies, creative writing, and rhetoric and composition.

Research, publication, and creative activity are to be evaluated holistically with a view toward balancing the claims of short haul and long haul. In other words, a balance should be struck between giving credit for work done in the year under consideration and giving credit for overall career development. If a colleague has been productive for many years, for example, the faculty member's ratings should not be lowered because of a seemingly unproductive year; the colleague should be given an opportunity to present evidence relevant to the overall performance.

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

Each activity below should be weighed in view of the faculty member's rank, the length and scholarly/creative ambition of the work, and its contributions to the specific field(s) and sub-

field(s) in which they primarily work. Contributions to the field may be demonstrated by major external prizes and awards for scholarly or creative work. Publication refers to both print and electronic media. Collaboration is a norm in many areas of English Studies and co- authorship offers differently complex and challenging research agendas. Co-authors equally provide 100% of the research outcome regardless of the number of authors.

It is the responsibility of the faculty member to demonstrate in the research narrative the significance of the work produced.

A faculty member who receives carryover credit for a major publication should endeavor to document in the narrative for subsequent years the impact of the publication and other research activities, including preparation of another major publication. This is to ensure that annual evaluation narratives accurately document a faculty member's work during the five- year cycle of post-tenure review.

Scholarly activities, research, and creative work may include:

1. Final acceptance or publication of a single-authored book
2. Final acceptance or publication of a collaborative book or collaborative creative project
3. Final acceptance or publication of a peer-refereed journal article / creative work in a literary journal, magazine, or other significant venue; staged production of a drama
4. Final acceptance or publication of an edited volume, book- length critical edition, or book-length translation
5. Receipt of a major award, grant, or fellowship that is nationally or internationally competitive
6. Receipt of competitive state and regional awards
7. Final acceptance or publication of a review essay, which shall be counted as an article for the purposes of evaluation
8. Final acceptance or publication of conference proceedings
9. Presenting scholarly or creative work at invited venues
10. Presenting scholarly or creative work at a conference / reading series
11. Presentation/Communication of public scholarship/creative work
12. Major scholarly/creative editing projects or editing that substantially draws on scholarly expertise
13. Collaboratively produced scholarly activities and outputs
14. Publication of a textbook or portion thereof

15. Holding key positions in important international, national, or regional professional organizations; or organizing conferences, which all require research expertise

- a. **Outstanding** should be awarded for dossiers that reflect a coherent, organized, and systematic program of scholarship/creativity and include from among the following:
- Final acceptance or publication by a respected press of a monograph, a novel, book-length graphic narrative, short story collection, or book of poetry merits Outstanding in the year of publication and for four years thereafter
 - Final acceptance or publication of a range of well-placed articles, conference proceedings, review essays, stories, essays, or graphic narratives or six or more poems in notable journals.
 - Final acceptance or publication of an edited collection with a substantial introduction should earn Outstanding in the year of publication and for two years thereafter.
 - Final acceptance of publication of an edited special issue.
 - Award of a major grants, fellowships, or honors connected to a record of publication
 - Final acceptance or publication of a textbook of pedagogical and scholarly/creative rigor
 - Presentations and book reviews alone are insufficient for a rating of outstanding, but they may elevate what would otherwise be a strong dossier to outstanding and are generally weighted at a ratio of 2 to 3 per 1 per published article.
- b. **Strong** should be awarded for dossiers that reflect a coherent, organized, and systemic program of scholarship/creativity and include from among the following:
- publication of one refereed article or book chapter, conference proceedings, one story, one graphic narrative, or three or more poems in top journals/venues
 - publication of book reviews
 - delivery of conference papers
- c. **Satisfactory** should be awarded for dossiers that suggest the beginning of an organized, systemic program of scholarship/creative work and clear evidence of intent to develop a program of scholarship/creative work, as well as include the following:

- publication or acceptance of any scholarly or creative work
 - evidence of submission of such work
 - evidence of significant progress on a book manuscript
 - publication associated with organization of a conference
- d. **Weak** should be awarded for dossiers that do not reflect an organized, systemic program of scholarship/creative work or intent to develop a program of scholarship/creative work.
- e. **Unsatisfactory** should be awarded to faculty who fail to submit materials for evaluation.

3. Service

Because service is part of each faculty member's contract with the university, it is appropriately evaluated as part of any performance review. In evaluating service-related activities, the FEC and Chair will examine all aspects of a candidate's service and will not rely on a single measure of performance. As a department we recognize that the service load will differ among faculty and across ranks (e.g., tenure-earning faculty will have fewer service-related activities than tenured faculty). The standard department assignment is described at the beginning of the section on "Department Committees." Applicants are fully responsible for providing evidence of their own service-related activities. In their service narratives, faculty members should briefly indicate their level of responsibility to help the FECs and Chair understand the specific service commitments. For instance, membership in an organization might entail meeting attendance and event participation; serving on a committee of that organization would entail more involvement; and chairing that committee would entail even more involvement.

For service that exceeds the standard assignment or reflects a major contribution to the scholarly/creative profession or community, the category "other instructional effort" in assignments should be used to its full capacity; in some instances, carryover credit may be arranged on a case-by-case basis with the Chair and should be documented in the narrative.

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

In accordance with the department's criteria for tenure and promotion, **tenure-earning faculty are expected to undertake departmental service only and should receive "outstanding" for fulfilling a consistent record of department service according to the annual assignment.** The department urges tenure-earning faculty to use their time wisely and keep their priorities balanced.

For all others, the following criteria apply:

- a. **Outstanding** should be awarded to a dossier that demonstrates from among the following:
 - a consistent record of departmental service according to the standard assignment
 - participating actively in important university or college committees or organizations
 - A record of leadership of outreach/community service activities (including service to public schools, community colleges, public lecture series and panel discussions; contributions to TV, radio, and newsprint; and other forms of community education) in addition to a consistent record of departmental service
 - Editing, co-editing, or serving as book review editor for a journal in their area; faculty members may discuss their work in this capacity in either research or service but not both

- b. **Strong** should be awarded to a dossier that demonstrates:
 - a consistent record of departmental service according to the standard assignment.
 - Participation in international, national, and regional professional organizations; work for journals or organizing conferences; activity on university or college committees; and community service.

- c. **Satisfactory** should be awarded to a dossier that demonstrates:
 - The minimum required departmental service activity according to the standard assignment

- d. **Weak** should be awarded to a dossier that does not demonstrate fulfillment of the standard departmental service assignment.

- e. **Unsatisfactory** should be awarded to faculty who fail to submit materials for evaluation.

4. General Comments

a. In instances where faculty feel that the above “benchmarks” or guidelines somehow miss the particular value of their work, the faculty member should inform the department chair and the FEC in writing.

b. The Five-Year Rule: The spirit of the rule is that a colleague not be punished for performance that seemingly falls below their own average over a period of years. For example, if evidence suggests that the quality of a colleague’s teaching has drastically declined, after years of strong or outstanding teaching, the teaching rating should not be lowered by more than one category in any given year, the lowering to be accompanied by a notification that further lowering would be in order in the future if the decline continues.

The spirit of the “5-Year Rule” also pertains to offsetting the vagaries of lean-year, fat-year salary distribution. A colleague deserving a certain level of reward who is scantily rewarded in a lean year should have parity over the long haul with a colleague deserving the same level of reward but who is richly rewarded in a fat year. It is the intent of this statement of principles that faculty evaluations, insofar as they affect recommendations for pay raises, reflect this concern for parity over the long term.

D. Appeals Procedure

In the cases of either annual evaluations or tenure and promotion evaluations, if a colleague wishes to appeal the FEC’s and/or the department Chair’s evaluation, the colleague should ask to meet with the FEC and/or the Chair, as appropriate, as the first step in an appeals procedure. The FEC and/or the Chair may be asked to explain the basis of the evaluation and/or the colleague may wish to present new material or to shed light on old material.

If a colleague wishes further review of the FEC’s and/or the Chair’s evaluation, the colleague should inform the FEC chair and the department Chair in writing. The Ad Hoc FEC (those three members who have rotated off the FEC) will serve as an Ad Hoc Appeals Committee. This Ad Hoc Appeals Committee, after examining relevant documents and arguments, will consult with the colleague who wants the review and with the FEC chair and the department Chair. Whatever the committee’s judgment of the appeal, its recommendation is to be sent on to the college dean with the comments of the FEC and/or the Chair (whichever is appropriate). The colleague who initiates the review may attach comments to any of the material in the file under consideration.



VI. Appendix

A. Criteria for Post-Tenure Review

In alignment with University and Board of Governors' regulations, as well as state law, all tenured faculty members in the Department of English are subjected to post-tenure review every five years. The post tenure review is an evaluation of the previous five years of employment. The review packet, which comprises the material to be reviewed, will be comprised of an optional narrative record of accomplishments over the previous five years prepared by the faculty member under review, the previous five years of annual performance reviews, the faculty member's CV, and the faculty member's disciplinary record (if there is any).

Department of English guidelines for post-tenure review ensure that the faculty member will be reviewed in relation to nationally recognized standards consistent with the discipline as it exists at research universities. These guidelines are based on department criteria for annual evaluation. Post-tenure review will be based on the annual assignments of the faculty member across the five-year period under review.

Rating categories for post-tenure review shall include the following:

1. Exceeds expectations: a clear and significant level of accomplishment beyond the average performances of faculty across the faculty member's discipline and unit. Performance is appreciably greater than the average faculty member of the candidate's present rank and field at top-tier research institutions. Must have a sustained and satisfactory professional conduct and performance of academic responsibilities and compliance with state law, Board of Governors' regulations, and university regulations and policies.
2. Meets expectations: expected level of accomplishment compared to faculty across the faculty member's discipline and unit. Sustained record commensurate with the academic standards of a top-tier research institution; evidence of at least a satisfactory performance rating in each annual evaluation during the previous 5 years and satisfactory or greater assessment in each area of assignment; sustained and satisfactory professional conduct and performance of academic responsibilities and compliance with state law, Board of Governors' regulations, and university regulations and policies.
3. Does not meet expectations: performance falls below the expected range of annual variation in performance compared to faculty across the faculty member's discipline and unit but is capable of improvement. A faculty member who has received an overall unsatisfactory annual evaluation during one of the previous five years without evidence of a trajectory of subsequent improvement or exhibited unsatisfactory performance in any single area of assignment over multiple years or pattern of non-compliance with

state law, Board of Governors' regulations, and university regulations and policies may be deemed to not meet expectations.

4. **Unsatisfactory:** failure to meet expectation that reflects disregard or failure to follow previous advice or other efforts to provide correction or assistance, or performance that involves incompetence or misconduct as defined in university regulations and policies. A faculty member who has received an overall unsatisfactory annual evaluation two or more of the previous 5 years or unsatisfactory performance in two or more areas of assignment over 3 of the last 5 years of the review period may be deemed unsatisfactory. Demonstrates a consistent pattern of failing to perform duties assigned by the University or sustained violations of applicable state and federal law and applicable published College, University, and Board of Governors regulations, policies, and procedures.

The following criteria for post-tenure review in the Department of English are drawn from university approved criteria for annual evaluations.

1. Teaching

In the area of teaching, criteria for post-tenure review include evidence of curricular rigor, innovation, and maintenance; contributions to degree programs; and commitment to pedagogy. Evaluation of the area of teaching will give consideration to the effectiveness in (1) imparting knowledge and developing skills, (2) stimulating students' critical thinking and /or creative abilities, particularly with respect to critical analysis and writing, and (3) meeting accepted standards of professional behavior when relating to students. Also considered will be student comments, teacher-designed student surveys, teaching awards, nominations for such awards, major external teaching fellowships, unsolicited letters from students, peer reviews, syllabi, tests, assignments, and web site innovations as reflected in Annual Evaluations.

1. **Exceeds Expectations:** should be awarded to faculty whose teaching record must provide evidence of curricular rigor, innovation and/or maintenance at the highest standards as well as commitment to pedagogy. A teaching record that Exceeds Expectations reflects a thoughtful, respectful, and thorough consideration of feedback about teaching and appropriate reflection about ways of improving or maintaining a high standard of teaching. Evidence of course development and revision of existing courses is present. Faculty will have successfully directed graduate students at the appropriate level (exceptions will be made for faculty on branch campuses who have more limited opportunities to engage with graduate students), and will have served on the appropriate number of committees at the graduate and undergraduate levels (taking into account the faculty member's rank and the availability of students in the particular area).

Among the documents submitted for Annual Evaluation, an instructor's syllabi should

reflect logical, thoughtfully sequenced courses. Expectations are stated explicitly and assignments are explained in detail. Student evaluations indicate that instruction was delivered effectively and the instructor was very prepared, explained concepts clearly, and effectively used a variety of instructional strategies to deliver content. Teaching materials, handouts, course format, course requirements, and instructional approaches are clearly aligned with the course objectives and are creative and innovative, reflecting a variety of instructional approaches. The faculty member is available during posted office hours.

2. **Meets Expectations:** Illustrated by the materials submitted for Annual Evaluations, The teaching record includes evidence of curricular attention, innovation and/or maintenance. The teaching record reflects efforts to self-evaluate and attend to helpful feedback, but evidence of a corresponding change in teaching behavior is limited. Faculty will have directed graduate students and served on committees at the graduate or undergraduate levels (taking into account the faculty member's rank and the availability of students in the particular area).
3. **Does Not Meet Expectations** should be awarded to faculty who consistently demonstrate ineffective teaching as evidenced by their materials submitted for Annual Evaluation. To receive a rating of Does Not Meet Expectations, the faculty member shows lack of success in directing graduate students or fails to serve on the appropriate number of committees at graduate and undergraduate levels; materials indicate below-standard course design and delivery. An instructor who merits Does Not Meet Expectations will have a specific improvement plan designed in order to address areas where expectations are not met.
4. **Unsatisfactory** should be awarded to faculty whose annual evaluations merited Does Not Meet Expectations for two or more of the five-year period under review.

2. Research/Creative Activity

Research, publication, and creative activity are to be evaluated with a view toward balancing the claims of short haul and long haul. In other words, a balance should be struck between giving credit for work done in the five-year period under consideration and giving credit for overall career development. If a colleague has been productive for many years, for example, the faculty member's ratings should not be lowered because of a seemingly unproductive period; the colleague should be given an opportunity to present evidence relevant to the overall performance. Similarly, if a colleague is heavily involved in service that also requires a good deal of current scholarly knowledge, their rating should not be lowered if such service

temporarily slows their original output; they should be given the opportunity to explain the relevance to overall performance.

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

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

- 1. Exceeds Expectations** should be awarded for publication of ten or more well-placed articles, stories, essays, or graphic narratives or thirty or more poems in notable journals. Research **exceeds expectations** if the period under review includes publication by a respected press of a monograph, a novel, book-length graphic narrative, short story collection, or book of poetry. Equivalent work in electronic media should also qualify. Major grants or fellowships connected to a record of publication are further signs of distinction. Readings, papers delivered, and books reviewed are usually rated at a ratio of about two or three to one published article, although rarely would one be given the highest rating for doing nothing but readings, papers or reviews, no matter how many. A review essay, however, should be counted as an article. Textbooks are to be judged according to how much scholarly and critical effort went into their creation and how much pedagogical value they have. Articles, stories, graphic narratives and poems accepted but not yet published should receive approximately one-third credit. Also considered will be publication associated with organization of a conference and making theoretical contributions as editor of a journal. The scholarly record and associated annual evaluations reflect a *coherent, organized, and systematic* program of scholarship.
- 2. Meets Expectations** should be awarded for publication or acceptance of respectable scholarly or creative work. It should also be awarded for evidence of submission of such work or for evidence of significant progress on a book manuscript. Also taken into consideration will be publication associated with organization of a conference, service as editor or reader for a journal, peer review of manuscripts, readings and conference papers, book reviews, and textbooks. The scholarly/creative record and associated annual evaluations suggest contributions that meet average standards of quality in the field; the scholarly/creative record suggests the beginnings of an organized, systematic program of

scholarship/creative record and clear evidence of intent to develop a program of scholarship/creative record.

3. **Does Not Meet Expectations** should be awarded to faculty whose record does not give evidence of the coherent development of a program of scholarship or a creative record. Faculty in this category have made little progress on any scholarly/creative projects in keeping with their assignment over the review period. Anyone who merits Does Not Meet Expectations will have a specific improvement plan designed in order to address areas where expectations are not met.
4. **Unsatisfactory:** there is no evidence of engagement with research and no evidence of progress on scholarly/creative publications in keeping with their assignment in the five-year period under review.

3. Service

Because service is part of each faculty member's contract with the university, it is appropriately evaluated as part of any performance review. In evaluating service-related activities, all aspects of a candidate's service will be evaluated and will not rely on a single measure of performance. As a department we recognize that the service load will differ among faculty. Applicants are fully responsible for providing evidence of their own service-related activities. Review of the five-year period takes into account the specific service commitments. For instance, membership in an organization might entail meeting attendance and event participation; serving on a committee of that organization would entail more involvement; and chairing that committee would entail even more involvement.

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

1. **Exceeds Expectations** should be awarded to faculty who maintain a consistent record of good departmental service according to the standard assignment and hold key positions in important international, national, or regional professional organizations; or administrative work involved in editing, co-editing, or serving as book review editor for a journal in their area; or organize conferences; or participate actively in important university or college committees or organizations; or perform departmental service well beyond the standard assignment. A record of leadership of community service activities (including service to public schools, community colleges, public lecture series and panel discussions, contributions to TV, radio, and newsprint, and other forms of

community education) in addition to a consistent record of departmental service can equal Exceeds Expectations merit.

2. **Meets Expectations** should be awarded to faculty who adequately perform departmental service activity according to the standard departmental assignment (e.g. three committee assignments as a general working rule) for each year of the five-year period under review.
3. **Does Not Meet Expectations** should be awarded to faculty who have not fulfilled the standard departmental service assignment and who have not shown evidence of service beyond the department. Anyone who merits Does Not Meet Expectations will have a specific improvement plan designed in order to address specific areas where expectations are not met.
4. **Unsatisfactory** should be awarded to faculty who have no effective service activity at the level of the expected rank and/or whose Annual Evaluations show a merit of unsatisfactory for two or more years in the five-year review period.

The post-tenure review requires one, holistic evaluation score. This will be the weighted average according to annual assignments based on of the scores in teaching, research, and service.