

Department of English

Personnel Committee Working Procedure

TENURE-TRACK FACULTY

This is not an exhaustive document. We encourage junior faculty to bring questions to the Chair of the Personnel Committee and the Chair of the department.

Materials: Faculty members are asked to submit a current C.V.; representative syllabi and policies; complete sets of student evaluations from at least two and preferably three classes from the previous academic year (ideally representing different course numbers, if applicable); a statement of course releases for service, administration, and/or research; a print-out of the “Distribution of Effort” page from FAS; and a one-page statement of purpose outlining achievements here, from awards to committee work to publications to conferences, and a career plan. They are also invited to include any supporting materials that illustrate their career development. A member of the Personnel Committee visits and evaluates one class session of one of the faculty member’s courses. Faculty in their tenure review year should submit a complete portfolio as requested by the Dean’s guidelines for tenure.

Teaching: We evaluate teaching through student evaluations, materials submitted by the instructor, and a peer evaluation of a class session. On teaching evaluations, we look for numerical scores at or above average for the department and/or course level, and we note places where the faculty member might aim for improvement. We also read student comments carefully, looking for trends of concern and commendation. We evaluate syllabi, course policies, etc. for clarity, compliance with university regulations, and richness of assigned material. During the peer-teaching evaluation, we assess faculty members on the effectiveness of their teaching methods, whether they be lecture, group work, class discussion, or some combination of these. We also look for student engagement in class.

Research: We evaluate research based on recent publications, whether digital or print (where in both cases we consider the piece published, the medium of publication, and the place of publication in light of the faculty member’s position, area of activity, and research agenda); grant applications and receipt of sponsored research awards and/or fellowships (where we consider the amount, competitive nature, and source of funding); conference presentations (where again the venue of presentation is significant); proposals in circulation; works in progress; and plans for work to be undertaken. We look for a “research agenda,” or a sense that faculty members envision a coherence or purpose to the work they are undertaking, whether it be a book project, a series of articles, a CD-ROM, a cluster of creative works, etc. We are open to a wide array of professional work—anything that can be peer-reviewed. In evaluating the venues of publication or presentation, we look especially for works in nationally or internationally recognized peer-reviewed electronic media, journals, and conferences, and for respected university presses.

Service: We expect tenure-track faculty to engage in the governance of the department and university. During their first year, faculty are typically not expected to serve on major committees. By their third year, however, we look for increased participation in service, such as in major departmental committees, search committees, college-wide committees, and/or university committees. We give special commendation to those faculty who take on large roles, such as directing a program, taking on a large role in a curricular initiative, or serving in an administrative position within the department.

Note: The third year is the mid-track review and the committee expects faculty to have a significantly more advanced professional profile than at the beginning of their career. Faculty undergoing their third-year review are asked to submit additional materials—including copies of publications, drafts of accepted manuscripts, or other relevant materials—in accordance with Article VII, Section 4B of the Department’s Bylaws.

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NON-TENURE-TRACK FACULTY

Non-tenure-track faculty are not required to engage in service or conduct research, and they are not evaluated in these areas.

Materials: Faculty members are asked to submit a current C.V.; representative syllabi and policies; complete sets of student evaluations from at least two courses in the previous academic year (if available); and a one-page statement of purpose outlining achievements, and teaching goals. They are also invited to include any supporting materials. A [member of the Personnel Committee] will also visit and evaluate one class session of one of the faculty member's courses.

Teaching: Non-tenure-track faculty are evaluated solely on their teaching, unless they have accepted non-teaching responsibilities assigned by the chair. We evaluate teaching through student evaluations, materials submitted by the instructor, and a peer evaluation of a class session. On teaching evaluations, we look for numerical scores at or above average for the department and/or course level, and we note places where the faculty member might aim for improvement. We also read student comments carefully, looking for trends of concern and commendation. We evaluate syllabi, course policies, etc. for clarity, compliance with university regulations, and richness of assigned material. During the peer teaching evaluation, we assess the faculty member on the effectiveness of their teaching methods, whether they be lecture, group work, class discussion, or some combination of these. We pay attention to student response to the teacher's methods, ranging from astute interest to participation in discussion.

Assigned non-teaching activities: If faculty have been assigned non-classroom responsibilities—such as coordinating the client-based writing program, or directing a student creative writing series, or acting as scheduler for the department—these activities are considered in their evaluation.