Departmental Governance Procedures

Department of English
University of South Florida
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Preamble

The Department of English at the University of South Florida has established the following bylaws, based upon the principle of faculty governance, to insure 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.

Mission Statement

The Department of English at the University of South Florida is a community of teacher-scholars and writers whose mission is to promote learning in language, composition, literature, critical theory, pedagogy, and professional, technical, and creative writing. The Department at both the undergraduate and graduate levels promotes the development of life-long skills in language, critical thinking, reading, writing, and research; embraces intellectual and human diversity; and fosters comparative and interdisciplinary approaches.

The Department

The Department consists of a faculty of tenured or tenure-track appointees, Visiting Assistant Professors, Instructors (some on continuing lines), Adjuncts or Part-time Appointees, and a student body of graduate and undergraduate students, with many of the graduate students being Teaching Assistants. It is the goal of the Department to consider the views of all faculty and students in its deliberations, but final jurisdiction over Departmental affairs lies with the Professorial Faculty (tenured and tenure-earning).

The Professorial Faculty will meet regularly once per month. Continuing Instructors with administrative duties may attend as non-voting participants if they wish. Additional meetings may be called by the Chair as needed or by petition of five or more professorial faculty. Meetings will follow the order described in Robert’s Rules of Order. A quorum will consist of sixty percent of the Professorial Faculty. In the absence of a quorum, discussion may ensue, but no votes may be taken. If there is not a quorum and if a majority of those present agree, detailed minutes of the discussion can be distributed to the faculty and a secret paper ballot placed in faculty mailboxes, to be returned to the Department within one week. A vote of sixty percent of the Professorial Faculty (not simply sixty percent of the attendees at a meeting) will be required for changes in policy and procedures except as otherwise noted below. A proxy vote may be submitted if the exact issue to be voted upon has been announced at least a week in advance and if the voting member has been involved in any preparatory stages (meetings, presentations, and the like) for the vote. The faculty member must submit the signed and specific proxy to the Chair. Faculty on sabbatical, leave, or research semester retain their right to attend meetings and vote.
Elections for those department committees requiring elections will be conducted by secret paper ballots placed in faculty mailboxes. Ballots will list all those eligible except those who choose to withdraw. Winners will be those receiving a simple majority of all ballots cast. If no candidate receives a simple majority on the first round, there will be a run-off between the two with the highest number of votes.

Each member of the faculty is expected to be an effective teacher; the Professorial Faculty are also expected to engage in research, scholarship, literary criticism, or writing as well as professional activities in and outside the University.

Committee service will be divided among the Professorial Faculty. Generally, the membership of committees concerned with long-range policy will be from the Professorial Faculty. Continuing Instructors, Visiting Faculty, and Adjuncts may be voting members of committees where stipulated below. Graduate students may be voting members where stipulated below.

**Procedure for Amending the Governance Document**

Any five professorial 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 professorial faculty (not simply two-thirds of the attendees at the meeting). Amendments to the Faculty Evaluation Committee guidelines will go into effect one year following ratification while those to the rest of the document take effect immediately. All voting on proposed amendments shall be conducted by secret ballot.
Department Administrators
Department Administrators

Department Chair

Appointment: The Department Chair is appointed for a five-year term by the Dean of the College of Arts and Sciences after consultation with the faculty. The following procedures governing the search for the Department Chair were developed by the faculty after consultation with and approval by the Dean.

Procedures for Department Chair Search: Subject to consent and approval by the Dean, the department shall elect a Department Chair Search Committee to conduct the search for a new chair. The Committee shall consist of seven elected members (tenured and tenure-earning) and must include at least one representative from each professorial rank (assistant, associate, and full). The Committee shall elect one of its members as chair of the search committee, and the following procedures shall be followed. In the event that the department and the Dean wish to open the search to outside candidates, university guidelines will be followed.

A. Search within the Department:

1. Memo sent to all full-time English faculty requesting nominations.

2. Memo automatically sent to each nominated individual inquiring as to whether he or she wishes to stand as a candidate.

3. Memo automatically sent to each confirmed candidate requesting a *curriculum vitae* and a prepared statement outlining the candidate’s administrative philosophy and vision for the department’s future.

4. Candidates’ application materials distributed to search committee members.

5. Committee meets to discuss applications. Dean is invited to first half-hour of this meeting.

6. Committee meets individually with each candidate, followed by an open meeting with the entire faculty in which the candidates have the opportunity to make a brief presentation and answer questions.

7. On the day of the open meeting, memo sent to faculty requesting observations, comments, and suggestions about the candidates.

8. Committee conducts a formal vote (by secret ballot) of the professorial faculty.

9. Committee meets to assess all data and arrive at a recommendation.

10. Memo announcing Committee’s recommendation and the results of the faculty vote sent to faculty.
11. Recommendation, including the tally of the faculty vote, forwarded to Dean.

B. Search for an outside candidate:

1. The Search Committee may wish to include members from outside the Department on the Search Committee.

2. The Committee will establish a Search Plan that must be approved by the Provost. The Office of Equal Opportunity Affairs will periodically monitor the search process for quality assurance purposes and serve in an advisory capacity.

3. The Committee will write a position announcement, stating minimal and preferred qualifications for the job consonant with the guidelines of the College of Arts and Sciences. The Committee will establish a published deadline. Applications received after that deadline will be advanced only in cases of compelling merit.

4. The Chair of the Committee will make sure that the position is widely advertised as required in the Search Guidelines for the College of Arts and Sciences.

5. The Equal Opportunity Liaison or his/her designee will determine the acceptability of the applicant pool and certify that the pool is acceptable. If the pool is not acceptable, the position must be re-advertised unless continuation of the search is approved by the Office of Equal Opportunity Affairs.

6. If the pool is approved as acceptable, the Search Committee will meet to discuss applications. The applications will be reviewed in light of the selection criteria listed in the position announcement, and the Committee will establish an evaluation system to eliminate those applicants who do not meet the minimal advertised requirements and to select the semi-finals.

7. The Committee will identify the semi-finals to be interviewed by the Search Committee, whether at a national meeting of the discipline, through teleconferences, or through other means acceptable to the Committee. The pool of semi-finals should be as large as possible, representing as wide a range of abilities and interests as possible.

8. After these interviews, the Search Committee will identify a group of finalists and invite the finalists to USF for interviews with the Search Committee, the entire English faculty, and appropriate administrators. Ideally the number of finalists should be between three and six and represent as wide a range of abilities and interests as possible.

9. The Chair of the Search Committee will distribute the finalists’ application materials to the entire English faculty.

10. The Search Committee will meet with each finalist individually. This meeting will be followed by an open meeting with the entire English faculty in which each finalist will have the opportunity to make a brief presentation and answer questions.
11. After the open meeting with each finalist, the Chair of the Search Committee will send a memo to the entire English faculty requesting signed observations, comments, and suggestions about each candidate.

12. The Search Committee will conduct a formal vote (by secret ballot) of the professorial faculty.

13. The Search Committee will meet to assess all data and agree upon a recommendation, ideally ranking the top three candidates in order of preference and explaining the reasons for the single preferred candidate (perhaps occasionally the preferred two candidates).

14. The Chair of the Search Committee will send a memo to the entire English faculty announcing the vote of the Professorial Faculty and the recommendation of the Search Committee, including the approval and disapproval vote and the minority position(s) when applicable.

15. The Chair of the Search Committee will forward to the Dean the vote of the Professorial Faculty and the Search Committee’s recommendation.

Procedure for Removing 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. A motion calling for removal must be introduced by ten or more professorial faculty in an official department meeting, with notice of the business of the meeting having been given to members at least two weeks in advance.

2. To be adopted, the motion for removal must be supported by a three-fourths majority of the total professorial faculty in a secret ballot.

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 and the Professorial Faculty; 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, he or she must explain in writing or at a meeting of the Professorial Faculty the reasons for his or her decision. It is important that the Chair see himself or herself as an interpreter and administrator of the will of the faculty; it is important that the faculty realize the Chair must have considerable discretionary authority since he or she 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 Professorial Faculty and various Departmental committees, is responsible for budgetary recommendations, fund-raising, publicity, staffing, new appointments, reappointments, evaluations, promotions, terminations, salary increases, and adequate supervision and training of faculty and staff.Perhaps most significantly, the Chair must, in consultation with the Professorial
Faculty, evaluate and improve instructional and administrative processes, see that all faculty have Departmental privileges and responsibilities appropriate to their rank, encourage research and scholarship, and foster collegiality within the Department.

The Chair will keep a Departmental archive with print copies 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 and administering of Departmental policy.

**Associate Chair**

The Associate Chair position will not be filled at this time. When the number of our professorial faculty reaches 32, they will vote on whether to continue with an Assistant to the Chair or switch to an Associate Chair, who would take over the duties of the Assistant to the Chair.

*Appointment:* The Associate Chair is appointed by the Departmental Chair in consultation with the Executive Committee.

*Fundamental Duties of the Associate Chair*

The Associate Chair represents the Chair in her or his absence, and assists the Chair in carrying out the duties of the Chair's office. Individual Chairs will determine the specific duties of the Associate Chair, which may include:

1. To assist with hiring, and coordinate fall orientations of new faculty (adjuncts, lecturers, instructors, professorial faculty);

2. To supervise all non-tenured and non-tenure-earning teaching faculty (excluding graduate teaching assistants): hiring, counseling when necessary, fall and spring orientation, mentoring;

3. To mediate student-faculty complaints over grades, plagiarism, classroom behavior, etc.;

4. To assist in preparing College and University reports;

5. To coordinate development and oversight of departmental courses within the General Education curriculum;

6. To coordinate periodic self-study initiatives such as SACS, USF Departmental Reviews, Internal Departmental Studies, etc.;

7. To coordinate compliance with state-mandated accountability measures such as Academic Learning Compact;

8. To confer with the Chair in regular meetings regarding issues facing the department;

9. To serve as ex-officio member of the Executive Committee;
10. To represent the Department at College and University functions when the Chair is unavailable;

11. To coordinate Departmental speakers and workshops;

12. To oversee departmental elections and other balloting;

13. To assist faculty in preparation of grant and award applications;

14. To act as liaison with other USF campuses, area colleges, and local high schools;

15. To act as liaison with the College Honors Program;

16. To edit the Departmental newsletter and otherwise assist in keeping faculty and staff informed of Departmental, College, and Institutional plans, activities, and expectations (especially changes);

17. To arrange, in cooperation with the Chair and Graduate Director, M-F am/pm scheduling, to ensure senior administrative presence during business hours;

18. Other duties as designated by the Chair.

**Director of Graduate Program**

*Appointment:* The Graduate Program Director is appointed for a four-year term by the Department Chair after consultation with the department’s Executive Committee and the professorial faculty.

*Search Procedures for Graduate Program Director:* The department’s Executive Committee shall serve as the search committee for a new Graduate Program Director. The Committee shall elect one of its members chair of the search committee, and the following procedures shall be followed:

1. Memo sent to all professorial faculty requesting nominations.

2. Memo automatically sent to each nominated individual inquiring as to whether he or she wishes to stand as a candidate.

3. Memo automatically sent to each confirmed candidate requesting a *curriculum vitae* and a prepared statement outlining the candidate’s administrative philosophy and vision for the program’s future.

4. Candidates’ application materials distributed to search committee members.

5. Committee meets to discuss applications.
6. Committee meets individually with each candidate, and each candidate shall have the opportunity to make a brief presentation and answer questions. All faculty are invited to this meeting.

7. On the day of the open meeting, memo sent to faculty requesting observations, comments, and suggestions about the candidates.

8. Committee meets to assess all data and arrive at a recommendation.

9. Recommendation forwarded to the Department Chair.

Fundamental Duties of the Graduate Director

The Graduate Director is the chief administrator of the graduate programs in Creative Writing, Literature, and Rhetoric/Composition and is responsible for executing the policies and procedures of the programs.

The Graduate Director presides over the meetings of the legislating body of the graduate program, the Graduate Committee, consisting of all professorial faculty who teach graduate courses. He or she is ultimately responsible for evaluating the M.A. 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; planning and overseeing new-student orientation; recruiting new graduate students and preparing recruitment materials; helping to prepare students for the job market; and preparing reports and memos as required by the Chair, Dean, and Graduate Office. The Graduate Director reports regularly to the Chair.

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 committees for those areas or will be referred from the Graduate Committee to the respective committees. Those referred from the Graduate Committee must be discussed and passed by the Creative Writing, Literature, or Rhetoric and 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.

Director of Undergraduate Program

Appointment: The Director of the Undergraduate Program will be a member of the professorial faculty, preferably tenured, with a strong record of undergraduate teaching. S/he will be appointed by the Chair in consultation with the Executive Committee to serve a four year term and will work
closely with the faculty Directors of Rhetoric/Composition and Professional/Technical Writing, Creative Writing, and Literature.

**Fundamental Duties of the Undergraduate Director**

The Undergraduate Program Director will:

1. Be responsible for general oversight of the Undergraduate Program
2. Supervise TAs and Visiting Instructors teaching above the First-Year level
3. Oversee our General Education courses (proposals, assessment, recertification, ALC and SACS reporting)
4. Serve on the School of Humanities Undergraduate Committee
5. Serve on the Executive Committee
6. Serve ex-officio on the department program committees
7. Direct our Honors Program (and act as liaison with University Honors)
8. Serve as Advisor to Sigma Tau Delta
9. Participate in recruiting undergraduate students (including Stampede for Success)
10. Find ways to improve our six-year graduation rate
11. Coordinate with the School of Education initiatives to prepare high school students more effectively for college-level work
12. Perform other responsibilities as determined by the Chair

**Director of First-Year Composition**

**Appointment:** The Director of First-Year Composition is appointed for a four-year term by the Department Chair after consultation with the department’s Executive Committee and the professorial faculty.

**Search Procedures for the Director of First-Year Composition:** the department’s Executive Committee shall serve as the search committee for a new Director of First-Year Composition. The Committee shall elect one of its members chair of the search committee, and the following procedures shall be followed:

1. Memo sent to all professorial faculty requesting nominations.
2. Memo automatically sent to each nominated individual inquiring as to whether he or she wishes to stand as a candidate.
3. Memo automatically sent to each confirmed candidate requesting a curriculum vitae and a prepared statement outlining the candidate’s administrative philosophy and vision for the program’s future.
4. Candidates’ application materials distributed to search committee members.
5. Committee meets to discuss applications.

6. Committee meets individually with each candidate, and each candidate shall have the opportunity to make a brief presentation and answer questions. All faculty are invited to this meeting.

7. On the day of the open meeting, memo sent to faculty requesting observations, comments, and suggestions about the candidates.

8. Committee meets to assess all data and arrive at a recommendation.

9. Recommendation forwarded to the Department Chair.

**Fundamental Duties of the Director of First-Year Composition**

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 Policy Committee to develop and assess the curriculum, including textbook selection; develops policies and procedures to guide the work of the undergraduate writing program; provides frequent training sessions for teachers in the writing program, including workshops on departmental syllabi, assigning and evaluating writing, or Blackboard grading; supervises the hiring of writing program teachers, scheduling of courses, and the evaluation of teachers; establishes a collaborative culture among program participants to enhance the success of the program (for example, maintaining a correct list of email addresses for all teachers and sending regular updates on curriculum matters, training workshops, and opportunities for professional enhancement as well as maintaining a website that informs teachers of shared syllabi, assignments, resources, and program events); works with the CAS Academic Deans, the Undergraduate Studies Dean, the Director of Testing and Assessment, and the Director of the Center for 21st Century Teaching Excellence; 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 the selection and supervision of Teaching Assistants; oversees the assessment of the writing program; seeks funding to support the writing program; disseminates the curriculum; and represents the University community and the First Year Composition Program as necessary.

**Associate Director of First-Year Composition**

*Appointment:* The Associate Director of First-Year Composition is appointed by the Director of First-Year Composition in consultation with the Chair.

*Fundamental Duties of the Associate Director of First-Year Composition:* The Associate Director of First-Year Composition assists the Director of First-Year Composition and is particularly active in the mentoring of teachers of first-year composition.
**Director of the Program in Creative Writing**

*Appointment:* The Director of the Program in Creative Writing is appointed biannually by the Department Chair after consultation with the Graduate Program Director. The Director will chair the Creative Writing Committee.

**Director of the Program in Literature**

*Appointment:* The Director of the Program in Literature is appointed biannually by the Department Chair after consultation with the Graduate Program Director. The Director will chair the Literature Committee.

**Director of the Program in Rhetoric/Composition and Professional/Technical Writing**

*Appointment:* The Director of the Program in Rhetoric/Composition and Professional/Technical Writing is appointed biannually by the Department Chair after consultation with the Graduate Program Director. The Director will chair the Rhetoric/Composition and Professional/Technical Writing Committee.

**Assistant to the Chair**

*Appointment:* The Assistant to the Chair is appointed biannually by the Department Chair. The Assistant to the Chair may be a member of the Professorial Faculty or an Instructor; that is, someone with a Ph.D. and knowledge and experience of the academic world. 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, but should be made clear to the faculty. The basic duties will be scheduling undergraduate courses, handling student complaints, and chairing the Adjunct Visitation Committee.
Department Committees
**Department Committees**

The standard department committee assignment will be three for tenured and two for untenured professorial faculty. This count will include elected and Graduate subcommittees. There will be an appropriate balance between heavy and light workload committees. Faculty may serve on more committees if they wish. Those with extensive service commitments beyond the department may serve on fewer. Faculty on sabbatical, leave, or research semester do not serve on committees unless they so choose.

**Executive Committee**

*Appointment*: The Executive Committee is chaired by the Department Chair and consists of nine other members: the 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 Program in Rhetoric/Composition and Professional/Technical Writing, and three members elected by the professorial faculty. Only tenure-line faculty may serve on or vote for members of the EC.

*Length of Terms*: The Graduate Program Director, Undergraduate Program Director, Director of First-Year Composition, Director of Creative Writing, Director of Literature, and Director of Rhetoric/Composition and Professional/Technical Writing 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.

*Charge*: The Executive Committee shall serve as the Search Committee for the selection of the Directors of First-Year Composition and Graduate Studies when these positions become available. The Executive Committee will serve as the Search Committee for Instructors and Visiting Assistant Professors. It is understood that sometimes such appointments have to be made at the last minute, often during the summer, in which case the Department Chair will make the decision in consultation with available members of the Executive Committee. When there is more time, the full Executive Committee will function as a Search Committee, gathering applications, conducting interviews as feasible, and making formal recommendations to the Chair.

The Executive Committee will screen applicants for Postdoctoral Scholarships for recommendation to the Graduate School. Plans for tenure-line hiring 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 master plan, USF interdisciplinary research initiatives, and the USF strategic plan. All plans will be submitted to the professorial faculty for ratification. Sensitivity to the needs of smaller programs will need to be maintained. The Chair may have to make adjustments to plans in light of changing circumstances, but substantial changes will be submitted to the professorial faculty for re-ratification.
Meeting as needed, the 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 Professorial Faculty for ratification.

**Faculty Evaluation Committee**

_Election:_ The Faculty Evaluation Committee (FEC) consists of six tenured members of the English Department faculty who have been elected by majority vote to a term of two years. Only tenure-line faculty may serve on or vote for members of the FEC. Three members are elected in September of each year to replace three members who rotate off. The three who rotate off serve 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 one year.

_Committee Charge:_ The FEC has two principal tasks: in the fall, to advise the Department Chair in matters of tenure and promotion, and, in the spring, to review the Department Chair’s annual evaluations of the faculty and to seek to mediate differences. The FEC may also be asked to participate in the Dean’s annual evaluation of the Department Chair as an administrator (check current procedures with the office of the Dean). The FEC should also annually review its own guidelines and take the lead in updating and proposing revisions.

_Responsibilities of the Committee Chair:_ The committee chair is elected by majority vote of the FEC at its initial meeting of the year. Shortly after elections, the chair should apprise members of their duties and establish a timetable for completing them. The chair is to set agendas for meetings and see that materials appropriate to the task of evaluation are made available. Upon completion of the committee’s work, the chair is responsible for the preparation and signing of all final reports, such as tenure and promotion forms, committee letters of evaluations, and the “Annual Faculty Review Summary” forms. As final orders of business, the chair should update the records of the committee and see that the FEC Guidelines are passed on to the next committee with an opportunity to discuss them at the committee’s first meeting of the year. Finally, the chair should preside over the election of the next chair.

_Amendments to the FEC Guidelines:_ The FEC is not a law-making body, and thus all changes of a substantive nature should be proposed to professorial faculty for discussion and are not considered approved until two-thirds agree to the changes. Changes do not take effect until one full year after they have been departmentally ratified, except on occasions when the FEC, the Executive Committee, and the Department Chair agree that enough of an emergency prevails that the department faculty may be asked for immediate application.

**Instructor Promotion Committee**

This committee will consist of five members who are professorial faculty or Continuing Instructor III. It will be elected as needed each year in a secret ballot by the professorial faculty and Continuing Instructors. In accordance with guidelines established by the University and College, it
will consider and make recommendations to the Department Chair and College Dean on applications by Continuing Instructors to ranks II and III. The Department Chair will make a separate recommendation to the College Dean.

Department criteria for Promotion to Instructor II will be: 1) appropriate terminal degree, 2) typically five years or more at Instructor I with a minimum of three years, 3) rating of “Outstanding” in principal assigned duty based in concert with but not solely on annual evaluations, 4) rating of “Strong” or higher in all other areas of assignment above .10 FTE based in concert with but not solely on annual evaluations, 5) documented achievements in assigned duties; for example, student evaluations, peer evaluations, development of new programs, development of innovative approaches or materials, administrative accomplishments.

Department criteria for Promotion to Instructor III will be: 1) appropriate terminal degree, 2) typically five years or more at Instructor II with a minimum of three years, 3) rating of “Outstanding” in principal assigned duty based in concert with but not solely on annual evaluations, 4) rating of “Strong” or higher in all other areas of assignment above .10 FTE based in concert with but not solely on annual evaluations, 5) documented achievements in assigned duties; for example, student evaluations, peer evaluations, development of new programs, development of innovative approaches or materials, administrative accomplishments, 6) further achievements such as awards related to assigned duties, conference presentations and publications, and innovations promoting the mission of the university.

**Graduate Committee**

*Appointment:* The Graduate Committee is chaired by the Graduate Program Director and consists of all professorial faculty teaching graduate courses plus one non-voting graduate student. It will hold regular monthly meetings. The staff person assigned to the Graduate Program will take minutes and distribute them within three days to committee members.

*Committee Charge:* The Graduate Committee shall advise the Graduate Program Director on issues of significance to the Graduate Program in English.

In consultation with the Department Chair, the Graduate Program Director will annually appoint the following subcommittees and their chairs, taking care to ensure appropriate representation from various segments and including a graduate student as a non-voting member except on those committees that evaluate students.

**1. Graduate Admissions Committee**

*Committee Charge:* The Graduate Admissions Committee shall review all applications to the graduate program (except those in Creative Writing, which will be reviewed by the Creative Writing faculty) and make appropriate recommendations to the Graduate Program Director; the Committee shall make recommendations to the Graduate Program Director and the Graduate Committee about procedures and standards concerning graduate admission; the Committee shall make recommendations to the Department Chair, Graduate Program Director, and the Director of Composition about those individuals accepted to the graduate program who show promise as potential teaching assistants.
2. **Graduate Recruitment Committee**

*Committee Charge:* The principal task of the Graduate Recruitment Committee is to formulate plans for more effective recruiting of graduate students. In fulfillment of this task, the Committee will propose activities for informing graduate students in Florida and throughout the nation about the Department’s graduate program. Such activities might include presentations at colleges, universities, and recruiting centers throughout the nation; contacts at professional meetings; distribution of brochures and other relevant materials; and regular updating of the Departmental website. Finally, the Committee will make recommendations to the Departmental Chair, Graduate Director, and Graduate Committee about policies, programs, and procedures for effective recruitment of graduate students.

3. **Graduate Placement Committee**

*Committee Charge:* The Graduate Placement Committee shall assist all graduate students in English in developing an understanding of the profession and the types of credentials that will enable them upon graduation to compete successfully for appropriate appointments in the discipline. Toward this end, the Committee shall sponsor regular seminars on the job search in English in order to provide detailed information on constructing effective vitas and cover letters and on adopting effective interviewing strategies. The Committee shall provide (upon request) practice interviews for those students who receive conference or campus interviews. The Committee shall disseminate information on the state of the job market in English studies; the Committee shall make recommendations to the Department Chair, Graduate Program Director, and, when appropriate, the Graduate Committee concerning policies, programs, and procedures relevant to assisting the department’s graduate students secure appropriate professional appointments.

4. **M.A. Exam Committee**

*Committee Charge:* The M.A. Exam Committee shall be responsible for administering the Comprehensive M.A. Exam for the Fall and Spring semesters to all candidates for the M.A. degree who select the exam option, and also for updating the M.A. reading list as needed.

5. **Graduate Awards Committee**

*Committee Charge:* The Graduate Awards Committee reviews the portfolios of nominated students (excluding those in Creative Writing). In February the Chair of the Committee distributes a list of graduate awards—with qualifying criteria, a nomination form, and a checklist for the qualifying portfolio—to all faculty and graduate students. Students may be nominated by themselves, another student, or any member of the faculty; nominations may be for a specific award or for a category of awards; and a graduate student or faculty member may nominate more than one student for a specific award or for a category of awards. Portfolios are due by mid-March. To insure the quality of the awardees, not all awards need be granted each year. The awards ceremony is held in April.
Creative Writing Committee

Appointment: The Creative Writing Committee consists of all professorial faculty specializing in creative writing and one non-voting student representative. It is chaired by the Director of the Creative Writing Program. The Undergraduate Director will be an ex-officio member. Continuing Instructors with relevant administrative duties will be ex-officio members.

Committee Charge: The Creative Writing Committee shall periodically assess the creative 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 graduate program must be approved by the Graduate Committee. All of its recommendations must be ratified finally by the Professorial Faculty. Pending funding, it shall arrange for visiting readers and other means of enhancing the program. The professorial members will also review all graduate applications in Creative Writing and judge all Creative Writing awards.

Literature Committee

Appointment: The Literature Committee consists of ten members of the professorial faculty representing various facets of the literature program. The members are appointed annually by the Department Chair in consultation with the Director of the Literature Program. It is chaired by the Director of the Literature Program. The Undergraduate Director will be an ex-officio member. Continuing Instructors with relevant administrative duties will be ex-officio members.

Committee Charge: The Literature Committee shall periodically assess the literature 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 graduate program must be approved by the Graduate Committee. All of its recommendations must be ratified finally by the Professorial Faculty. Pending funding, it shall arrange for visiting speakers and other means of enhancing the program.

Rhetoric/Composition and Professional/Technical Writing Committee

Appointment: The Rhetoric/Composition and Professional/Technical Writing Committee consists of all professorial faculty specializing in Rhetoric/Composition and Professional/Technical Writing. It is chaired by the Director of Rhetoric/Composition and Professional/Technical Writing. The Undergraduate Director will be an ex-officio member. Continuing Instructors with relevant administrative duties will be ex-officio members.
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 graduate program must be approved by the Graduate Committee. All of its recommendations must be ratified finally by the Professorial Faculty. Pending funding, it shall arrange for visiting speakers and other means of enhancing the program.

Adjunct Visitation Committee

Appointment: The Adjunct Visitation Committee consists of a varying number of members sufficient to supervise all Adjunct Instructors 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.

Committee Charge: The Adjunct Visitation Committee observes Adjunct Instructors teaching their classes and reviews one set of papers. Committee members are required to give Adjunct Instructors at least a one-week notice of their visits. After the observation, members prepare a written evaluation of their visitations, one copy to be given to the Assistant to the Chair and one copy to be given to the adjunct instructor. Committee members are required to hold a conference with the Adjunct Instructors under their supervision to discuss their evaluations. Written evaluations and conferences should be completed no later than three weeks following visitations.

Student Grievance Committee

Appointment: At the beginning of each academic year, the Chair appoints a standing three-member professorial committee with one as chair to settle grade disputes and other grievances requiring formal decision.

Committee Charge: The Student Grievance Committee shall review all relevant documents, deliberate on these materials, and make a recommendation to the committee chair.

Grievance Procedure:

The student shall first make a reasonable effort to resolve his or her 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 three weeks of the triggering incident to the Assistant to the Department Chair. This 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 Assistant to the Department Chair shall provide a copy of this statement to the instructor. The instructor may file a written response to the grievance within three weeks.
The Assistant to the Department Chair 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 he or she must do the following:

1. Write a letter to the departmental grievance committee to petition a grade change.

2. Include the following items with this correspondence:
   a. Course syllabus
   b. All graded assignments
   c. A description of the instructor’s method of arriving at grades in the course in question (this is usually explained in the syllabus).

3. The Assistant to the Chair then distributes 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 Assistant to the Chair. The Assistant to the Chair informs the student in writing of the Committee’s decision. If the matter is still not resolved and the student wishes to proceed further, he or she may petition the college grievance committee in accord with USF Reg. 10.002.

**First-Year Composition Grievance Committee**

*Appointment:* At the beginning of each academic year, the Department Chair in consultation with the Director of First-Year Composition appoints a standing three-member committee with one as chair to settle grade disputes and other grievances requiring formal decision. The committee will consist of Continuing Instructors and Professorial faculty with at least one of the latter.

*Committee Charge:* The Student Grievance Committee shall review all relevant documents, deliberate on these materials, and make a recommendation to the committee chair.

*Grievance Procedure:*

The student shall first make a reasonable effort to resolve his or her 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 three weeks of the triggering incident to the Associate Director of First-Year Composition. This 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 Associate Director of First-Year Composition shall provide a copy of this statement to the instructor. The instructor may file a written response to the grievance within three weeks.

The Associate Director of First-Year Composition 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 he or she must do the following:
1. Write a letter to the departmental grievance committee to petition a grade change.

2. Include the following items with this correspondence:
   a. Course syllabus
   b. All graded assignments
   c. A description of the instructor’s method of arriving at grades in the course in question (this is usually explained in the syllabus).

3. The Associate Director of First-Year Composition then distributes 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 Associate Director of First-Year Composition. The Associate Director of First-Year Composition informs the student in writing of the Committee's decision. If the matter is still not resolved and the student wishes to proceed further, he or she may petition the college grievance committee in accord with USF Reg. 10.002.

Composition Policy Committee

*Appointment:* The Composition Policy Committee is appointed annually by the Department Chair in consultation with the Director of First-Year Composition, who chairs the committee.

*Committee Charge:* The Composition Policy Committee will annually review the quality of the Composition Program and make recommendations to the Director of Composition and the Chair of the Department in terms of meeting Departmental goals, objectives, and needs. It will make recommendations as needed for (1) curriculum changes and (2) course additions, deletions, and revisions. The Composition Policy Committee will advise the Director on the selection of all textbooks for the first-year composition classes, development and assessment of hybrid or online sections of first-year composition, development of new initiatives related to first-year composition, and evaluation of graduate students and Adjuncts teaching composition.

Honors Committee

*Appointment:* The Honors Committee is appointed annually by the Department Chair in consultation with the Director of the Honors Program, who chairs the committee.

*Committee Charge:* The Honors Committee has three principal tasks: to supervise the English Honors Program, reviewing structure and goals, recruiting students, and selecting faculty to teach the two advanced courses in literature; to advise the faculty on recognition of excellence in undergraduates; and to review each year the nominations and applications for undergraduate awards (excluding the awards in Creative Writing) as well as review and revise guidelines and applications for the awards.
**Faculty Search Committees**

*Appointment:* a Faculty Search Committee consists of the Department Chair and at least three professorial members of the department appointed by the Department Chair. An effort will be made to appoint members who have expertise in the area of specialization of the position being filled. In cases where the department lacks enough sufficiently qualified people, faculty from other departments may be appointed. The Department Chair will appoint one of the members as chair.

*Committee Charge:* The Faculty Search Committee shall review applications, interview appropriate applicants, and make recommendations to the Department Chair.

Search Procedures: *The following general procedures shall be followed:*

1. The Committee shall examine letters of application, *curriculum vitae*, dossiers, and other relevant materials.

2. The Committee will meet to devise a final list of ten or so top candidates.

3. The Department Chair, Committee Chair, and appropriate committee members as feasible will interview the ten or so candidates at the Modern Language Association meeting or other appropriate national meetings.

4. The Committee will convene to identify up to three finalists for campus interviews.

5. After the campus visits, the Committee shall solicit observations, comments, and rankings of the candidates from the faculty and graduate students. When two-thirds or more of the professorial faculty respond, a tally of their rankings will be reported to them.

6. After deliberations, the Committee shall make a final recommendation to the Department Chair. The Committee’s recommendation will be reported to the professorial faculty. In instances where the Department Chair diverges from this recommendation, either before or after consultation with the Dean, he or she will provide an explanation to both the Committee and the professorial faculty.
Faculty Evaluation Procedures
TENURE AND PROMOTION

The English Department seeks to promote excellent teaching, distinguished scholarship and creativity, and exemplary professional service to the Department, the College, the University, and the community at large. The best English departments in the nation exhibit these characteristics, and our goal is to achieve and maintain equal ranking with these departments. The English Department generally follows the guidelines for tenure and promotion set down in college and university documents, and candidates should begin by carefully consulting those documents. Insofar as the department uses more specific evaluative language, it is noted below.

I. General Tenure and Promotion Procedures

Candidates for tenure and promotion are evaluated at the departmental level by a vote of the tenured faculty (for candidates seeking tenure), followed by written evaluations from the FEC and the Department Chair. The FEC reviews all relevant documents and credentials and makes a recommendation to the Department Chair, who then makes a separate recommendation. After the candidate has reviewed the tenure and promotion packet, is certain that everything is in order, and agrees to continuing the process, the Chair forwards to the Dean’s office the Chair’s and the FEC’s recommendations and the results of the tenured faculty vote.

Relevant documents and credentials to submit: In addition to consulting college and university guidelines, candidates should consult the department’s annual FAIR form. The categories of this form indicate the breadth of professional activity that may be expected from candidates. Not every category needs to be represented in a candidate’s vita, but a range of activity can be an indicator of professional commitment and participation. Quality is the most important factor, and since quality is more difficult to assess than quantity and range, candidates are encouraged to submit a brief account of their professional accomplishments that explains their significance and worth. Candidates need three to six external letters, so they should submit a list of at least ten potential reviewers to the Department Chair by mid-March of the year before they go up. Reviewers should hold at least the rank to which the candidate seeks promotion. They should have no significant relationship to the candidate (e.g., major professor, co-author), unless there are mitigating circumstances that would indicate otherwise (e.g., to review scholarship so specialized that few expert reviewers exist). Candidates may examine the files of past candidates if they wish.

Third-Year Review: While the Department Chair may informally counsel tenure-earning faculty annually concerning the progress they are making, both the Chair and the FEC will officially evaluate tenure-earning faculty in their third year to advise them as to whether they are on track for the earning of tenure and promotion after their fifth year.

II. Tenure and/or Promotion to Associate Professor

In keeping with the normal practice of major universities, the Department generally considers a candidate for tenure and promotion to associate professor under a single set of criteria.
Candidates become eligible for promotion and tenure in their sixth year of service to the Department. Time on leave as described in University guidelines does not count as service years. Under exceptional circumstances, a candidate may be recommended for early tenure and promotion.

In order to be recommended for promotion to the rank of associate professor, each candidate must be outstanding in teaching or in research, at least strong in the other, and show commitment in the area of professional service.

**Teaching Ability and Effectiveness**

The Department seeks to ensure high-quality teaching at both the undergraduate and graduate levels. In evaluating the quality of each candidate's teaching the Department shall consider student surveys; peer evaluation based on classroom visitation; and a teaching portfolio. Peer evaluations take the form of letters from qualified (preferably tenured) colleagues who have personally observed the candidate in the classroom. Such observations shall occur in the three semesters immediately prior to the term in which the candidate is considered for promotion and/or tenure. The Chair will choose the evaluators in consultation with the candidate, who will have prepared a list of four qualified (preferably tenured) colleagues.

Additional evidence of the quality of the candidate's teaching can include directing individual studies, theses, and dissertations as well as serving on honors, thesis and dissertation committees; academic advising; receiving awards or formal recognition for outstanding teaching; obtaining grants or financial aid for innovation and experimentation in teaching; developing new programs and courses of study; developing new syllabi or instructional methods and materials for existing courses; and other materials the candidate wishes to make available.

**Scholarship and Other Creative Activity**

The Department requires distinction in scholarship and other creative activity. In evaluating each candidate, the Department shall consider the quality of the work, including its significance to the candidate's field(s); sufficient quantity is necessary both to permit a reliable judgment and to assure continued commitment. Published work is most important; however, the Department recognizes that a candidate's scholarship and other creative activity also includes both work in circulation and work in progress.

The most significant evidence of scholarship and other creative activity includes a completed book-length project of original scholarship or creative activity, which a respected press has published or accepted and slated for publication, plus two or more published articles, book chapters, and/or short creative works. Since a department builds its reputation primarily on books, they are preferred. However, an equivalent record of eight or more substantial, well-placed articles, book chapters, and/or short creative works will also count as evidence.

Another category of evidence includes papers read at professional meetings and readings or performances of creative work; grants and fellowships received in support of scholarship and other
creative activity; review articles and reviews published in magazines and journals; and editorships, assistant editorships, and advisory positions on the boards of nationally distributed journals.

Other evidence can include encyclopedia articles; newspaper articles and reviews; abstracts; active participation in professional organizations and conferences as related to scholarship and creative work; consulting on professional matters related to scholarly expertise; scholarly and creative work in electronic media; and reviews, citations, reprints, and translations of one's own work. The candidate is responsible for providing appropriate descriptive and evaluative documentation pertaining to the publication outlets.

Service

The Department expects each faculty member to contribute to the intellectual life and governance of the University. Evaluation considers only those service activities that are related to the candidate's professional expertise or to the mission of the University. The Department assumes the responsibility to provide opportunities for departmental service.

Service shall include participation in departmental, college, and university committees and councils; involvement in the organization and expedition of meetings, symposia, conferences, and workshops; membership on national, regional, and state professional committees; participation in local, state, and national boards, agencies and commissions; participation in electronic/telecommunications programs; judging writing competitions; service to public schools; and appearances before civic and community groups.

III. Tenure and/or Promotion to Professor

While meeting the criteria in section II demonstrates that one is qualified to be an associate professor, one must accomplish more, both qualitatively and quantitatively, in order to be recommended for promotion and/or tenure to the rank of full professor. Candidates must demonstrate the following:

Successful teaching and significant involvement in the graduate program, including but not limited to directing theses and dissertations and serving on degree committees.

Achievement of national or international reputation within one's field based on distinguished work, normally including two published books (at least one since promotion to associate professor). In special cases, the department may recommend promotion on the basis of one important and well-received book and a substantial body of articles or creative works.

Sustained participation in professional life, including a record of significant involvement in regional and national organizations and in departmental, college, and university committees.
Commentary on Tenure and/or Promotion

These questions and answers are intended to help candidates preparing for tenure and/or promotion. Additionally, the Department Chair's consultation with faculty who expect to be considered for tenure and/or promotion the following year will be helpful. In your first few years on the faculty, you will also find it helpful to seek the advice of senior colleagues on matters relating to promotion and tenure.

Commentary on section II: Tenure and/or Promotion to Associate Professor

(1) Does the Department really expect strength in both teaching and research/creative activity?

Yes. The Department is committed to both our teaching and research missions, and one simply cannot gain tenure without demonstrating strength in both of these areas and excellence in at least one.

(2) Does service "count"?

Yes. The Department will not recommend promotion to associate professor and tenure for any candidate who is not a useful department citizen as well as a fine teacher and a productive writer/scholar. Remember, however, that service counts less than teaching and research/creative activity; we urge untenured faculty to use their time wisely and keep their priorities balanced.

(3) How do we determine strength in teaching?

High quality teaching can be demonstrated by a variety of means, for example, student surveys, peer evaluation, formal awards or recognition, grants or funding for teaching experimentation or innovation, and a teaching portfolio. As a way of preparing for the recommended peer evaluations, candidates may wish to ask senior colleagues to observe their teaching during their first two years in the Department.

(4) What is the teaching portfolio?

For promotion and tenure, the University requires a formal binder that must be assembled in conformity with its guidelines. This binder contains a section on teaching, which the Department considers to be the candidate's teaching portfolio. It will include a statement of teaching philosophy, commentary on development of innovative course materials, and other documentation or descriptions of your teaching activities that you wish to have the promotion and tenure committees consider. The University requires that the portfolio contain materials from all of your years credited toward tenure, including years you may have brought in from another institution.

Note that the portfolio must include the student survey forms that are required by university policy.
How do we determine strength in research and other creative activity?

While many factors are involved, the Department recognizes that publication of a book by a respected press significantly enhances your — and the Department's — visibility and reputation in the profession. Nevertheless, we also acknowledge that, in the course of a faculty member's career, some research and creative projects are better suited to publication in electronic or shorter print forms. In either case, publications that have undergone the scrutiny of peer review carry the greatest weight.

The Department strongly encourages candidates to publish a book. New faculty are advised to plan for the publication of a book well in advance since publishers' review processes often take much more than a year. Publishing well-placed articles/shorter creative works that are widely recognized as having made a significant contribution to the field is also a mark of excellence.

The department recognizes that faculty who are recommended for tenure and promotion will contribute to one (or sometimes more) of our three programs: Literature; Creative Writing; and Rhetoric/Composition and Professional/Technical Writing. A candidate may come up in more than one area by submitting an appropriate combination of publications or an interdisciplinary book that meets the qualitative standards of each, accompanied by other evidence of scholarly activity such as readings, conference papers and grants. While different kinds of publication are valued in the three programs within the English Department, there is no hierarchy among programs. Work in one area is not inherently more valuable than work in any other area. There are, however, distinctions within programs; not all publication is equally valuable in enhancing a faculty member's and the Department's visibility and reputation in the profession. The following explanations are meant to guide candidates for promotion and tenure in understanding how these distinctions are likely to bear on promotion and tenure decisions.
**Literature Program**

Published work in the Literature Program is evaluated on the following bases:

**Books.** Books of original scholarship published at respectable presses carry the most prestige, followed closely by editions of literary and cultural texts. Also of significant value are edited collections of essays, textbooks, surveys of scholarship, and study guides.

**Articles.** Full-length articles in refereed, nationally or internationally circulated journals and in edited collections carry the most prestige. Very brief articles, review essays and reviews in such journals also qualify as important publications. Other kinds of articles, such as newspaper and magazine reviews and essays, also provide evidence of accomplishment.

In the Literature Program, a book that has been published or scheduled for publication by a University press or its equivalent plus two or more published articles is the best evidence of the scholarly profile necessary for tenure. A strong equivalent record of article and book chapter publication will also be considered.

For tenure and promotion to Associate Professor, a lengthy and textually complex edition of a literary work (or letters, diaries, etc.) derived from manuscript and/or printed sources counts as a book, as does a comprehensive edition of historically significant texts requiring extensive search work and archival research. A new edition (i.e., a new typesetting) or facsimile of an earlier edition that has not been rigorously edited through textual research and analysis-based emendation does not count, though its introduction may be assigned the same weight as a scholarly article. A facsimile that does include extensive analysis of textual history, the book or manuscript as material artifact, language, and scribal and print practices and errors, or reconstruction of a damaged text, may be given the same weight as a comprehensive edition. In the case of promotion to Professor, it is expected that a candidate whose primary area of expertise is textual studies will have either a scholarly edition and a scholarly book in his or her own words, or two scholarly editions and a significant body of analytical articles published in scholarly journals or books.

To count as a book for promotion and tenure, works of bibliographic research will be held to the highest standards regarding their completeness and analytic depth.

**Creative Writing Program**

Publications in creative writing will be evaluated on the following bases:

**Books:** a volume of the author's own work — whether a novel, collection of short stories, a volume of poetry, drama, or creative non-fiction — carries the most prestige. These may be published either by small press, university press, or trade presses of high quality, distinguished reputation and national distribution.
Journals or anthologies: short stories, poems, plays, novel excerpts, creative non-fiction essays published in distinguished literary journals or collections by reputable editors, and distinguished productions of original drama, constitute work valued the highest after books.

Other kinds of publication and publication-related activity we value include: the conceptualization and/or editing of textbooks, anthologies, literary journals; collaborative authoring; performance art and publications via electronic media.

In terms of preferred publication, promotion to Associate Professor would require a book plus two or more published stories or essays or a dozen or more poems. A strong equivalent record of publication of shorter works will also be considered. Promotion to Professor would require two books or a book and its equivalent, with preference being given to the former. In the case of drama, distinguished professional production might be considered equivalent to a book.

Rhetoric/Composition and Professional/Technical Writing Program

In the Rhetoric/Composition and Professional/Technical Writing Program, a book that has been published or scheduled for publication by a University press or its equivalent plus two or more published articles is the best evidence of the scholarly profile necessary for tenure. A strong equivalent record of article and book chapter publication will also be considered. In this field, innovative textbooks, pedagogical methodology and research, historical and empirical research, and collaborative and interdisciplinary work are considered primary forms of scholarly achievement and legitimate and regular ways of making knowledge in the profession. Therefore, a candidate for tenure may be able to or even required to demonstrate the standards of critical and original scholarship and prestige of his or her field with publications of these kinds.

Books: Books of original scholarship published at respectable presses, followed closely by innovative textbooks (which are considered scholarly in this field) carry the most prestige. Also of significant value are co-authored scholarly books and edited collections of critical essays. Of some value are anthologies of student or professional writing and composition readers.

Articles: Full-length articles in refereed, nationally circulated journals or in edited collections published at respectable presses and chapters in collaborative books published at respectable presses carry the most prestige. Also of significant value are full-length review essays and thorough surveys of scholarship.

(6) When is a book a book?

For purposes of promotion and tenure, it is obviously best that the book be in print. If your book has not quite reached that stage, however, you must provide evidence that it is in its final form (i.e., has been accepted as a completed manuscript and is scheduled for publication). A pre-completion contract, valuable as it is, is not in itself enough to qualify you for consideration for promotion and tenure.
(7) Does work you published before joining this department count toward promotion and tenure?

Yes, but with certain caveats. The Department is concerned with evidence of involvement in new projects and long-term productivity. A book and several articles completed before arrival here will undoubtedly enhance your credentials. But, a few years later, the Department would not consider these publications alone as satisfactory evidence of continuing commitment to publication.

An assistant professor's first book is often a revised dissertation, and such a book, published by a good press, represents a significant achievement. You must, however, demonstrate substantial and on-going research or other creative activity in order to qualify for promotion and tenure. This work might well include an extension or continuation of the dissertation.

(8) How are publication outlets judged?

The Department strongly advises all faculty to place books and articles in the most visible, selective, and prestigious presses and journals possible. The Department has no desire to impose a rigid hierarchy in the judgment of presses or journals, but an awareness of the quality of outlets, based on the practice of external reviewing, is important. For example, a book from a solid and respectable press is what the Department expects and hopes for, but we recognize that the prestige of the outlet can vary according to the nature of the publication. Outlets considered prestigious vary greatly from field to field. In each area, however, there are good, bad, and mediocre outlets. It is important to seek opinions about presses and journals from others knowledgeable in the field in order to place work as advantageously as possible. Book publication with non-university commercial presses that require an author's subvention may fail to be considered adequate evidence of scholarship. In such cases, other evidence, such as reviews of a book already in publication and other publications by the candidate, will be necessary.

In order to help the Evaluation Committee gauge the quality of your publication outlets, you need to supply the appropriate material. For example, for critical books, include not only the published work or the typescript with letter of acceptance (and copies of readers' reports if available) but also the publisher's entry in the MLA Directory of Scholarly Presses, and, if available, a recent publisher's catalogue. For articles/shorter creative works, supply not only offprints (or copies of typescript for accepted but not yet published works including copy of letter of acceptance and readers' reports if available), but also a photocopy of the journal's editorial page/masthead (showing names of editors and editorial board) and a photocopy of the entry for that journal in the most recent MLA Directory of Periodicals.
(9) Do conference papers and readings count as evidence of ongoing research activity?

Yes. Conference papers and readings contribute to the Department's reputation and visibility. However, such presentations are not publications, and when preparing for a presentation, you should keep in mind the potential for submitting a version of the presentation for publication.

(10) What about collaborative work?

Collaborative publication is common in some areas of English studies. While the Department recognizes the value of collaborative projects, we emphasize the importance of establishing an independent reputation. The Department has no guidelines about what proportion of your work should be independently authored, but you are undoubtedly in a better position if you have some clearly definable texts of your own in print (articles or book chapters) when you are considered for tenure. If you do collaborative work, seek advice early and often (for example, at the time of your annual evaluation) about how the Department is perceiving your independent reputation.

Commentary on section III: Tenure and/or Promotion to Professor

Anyone appointed as or promoted to professor should be a distinguished and steadily productive critic, scholar, or creative artist, nationally or internationally visible in his or her field. A professorship is to a large degree a matter of professional status, not something one earns by time in service or merely quantitative production. By these means, our departmental goal is to achieve and maintain equal ranking with the best English departments in the nation.

Most of what we say above about promotion to associate professor with tenure is equally relevant here. Higher committees rely heavily on outside referees to verify a Department's evaluations: our candidates will have to meet the expectations of senior faculty in equivalent and better universities.

Two points, however, need further commentary.

(1) Do "two books" equal promotion?

Simply having published two book-length works, without regard to the quality of work, to other evidence of an active and substantive research program, to outstanding teaching, and to sustained service, is no guarantee of promotion. In addition to outstanding teaching and sustained service, the department expects on-going publication. The Department grants a professorship for the achievement of national (preferably international) reputation.

Promotion to professor presupposes among other things the publication of an impressive body of distinguished work, typically including at least two books. While the Department endorses both book and article publication, the Department does not expect to promote candidates who have produced only articles.
(2) When can a faculty member be considered?

Books should be in print before consideration for a promotion to professor. This is not always feasible when considering a faculty member for promotion to associate professor, but general practice for promotion to professor requires that material should be in print.
Annual Review of Chair’s Evaluations of Faculty

The English Department conducts an annual review of faculty activity to determine qualifications for annual salary raises and to establish the career patterns and cumulative accomplishments of faculty in preparation for the day when decisions have to be made about tenure and promotion. In this annual process, the Department Chair submits an evaluation of each faculty member to the FEC for review and mediation. Performance in each area of teaching, research, and service is to be rated as one of the following: "outstanding" (5), “strong” (4), “satisfactory” (3), “unsatisfactory” (2) “unacceptable” (1). Finer distinctions may be made, using combinations such as “satisfactory/strong” to indicate a rating higher than “satisfactory” but lower than “strong.”

General Procedure: The Department Chair presents the evaluations of faculty to the FEC, and of FEC members to the ad hoc FEC, midway in the second semester. The Committees review the evaluations and empower their chairs to discuss disagreements with the Department Chair, after which the committee chairs report to their committees, for further discussion, any changes and remaining disagreements. Both the committees and the Department Chair then indicate their evaluations (including unresolved differences) on the “Annual Faculty Review Summary.” The Department Chair accompanies this form with a letter of evaluations before the Annual Review Summary is sent to the dean’s office.

Note: 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 his or her performance of the assigned duties, and such evaluation shall be given adequate consideration for the purpose of salary adjustments, promotions, reemployment, and tenure.

Teaching

Student surveys are the principal means of evaluating teaching, but the faculty should also include information on FAIR that will provide a broader range of information. Teaching effectiveness includes effectiveness in presenting knowledge, information, and ideas by means or methods such as lecture, discussion, assignment and recitation, demonstration, laboratory exercise, practical experience, and direct consultation with students. The evaluation shall include consideration of effectiveness in imparting knowledge and skills, in stimulating students’ critical thinking and /or creative abilities, and in 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, and other work with students beyond the regular class assignment. Completeness of evaluation in this depends upon the faculty's willingness and promptness in submitting relevant and significant materials. In addition, the faculty are invited to request class visitation, especially if the faculty member feels the student surveys are not telling the true story.

Tenure-earning faculty should turn in student surveys for all courses. Tenured faculty members should submit three or more course surveys as representative as possible of the entire range of their teaching, from graduate level to Freshman English. Regional campus surveys need not be included. The “3-rule” would not apply to those on sabbatical or those with reduced course loads due to administrative or research assignment; those faculty are expected to turn in as many course surveys as they have courses. Those in
“phased retirement” who do not seek raises from discretionary funds are not required to conform to this procedure.

Outstanding should be awarded to faculty with high numerical student surveys (taking into account the level, size, and type of class). Major consideration will also be given for substantial involvement on graduate student thesis and dissertation committees (taking into account the faculty member’s rank and the availability of students in the particular area). 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.

Strong should be awarded to faculty with good numerical student surveys (taking into account the level, size, and type of class). Major consideration will also be given for noticeable involvement on graduate student thesis and dissertation committees (taking into account the faculty member’s rank and the availability of students in the particular area). Also considered will be student comments, self-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.

Satisfactory should be awarded to faculty with adequate numerical student surveys (taking into account the level, size, and type of class). Major consideration will also be given for involvement on graduate student thesis and dissertation committees (taking into account the faculty member’s rank and the availability of students in the particular area). Also considered will be student comments, self-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.

Unsatisfactory should be awarded to faculty with numerical student surveys significantly below departmental and university averages (taking into account the level, size, and type of class). Taken into consideration as mitigating factors will be involvement on graduate student thesis and dissertation committees, student comments, self-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.

Unacceptable should be awarded to faculty who are judged unsatisfactory for more than one year.

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. A balance should be struck between giving credit for work done in the year under consideration and giving credit for overall career development. If a colleague has been productive for many years, for example, the faculty member’s ratings should not be lowered because of a seemingly unproductive year; the colleague should be given an opportunity to present evidence relevant to the overall performance. Similarly, if a colleague is heavily involved in service that also requires a good deal of current scholarly knowledge—such as directing a dissertation, editing a journal, or making substantive decisions about a conference program—his or her rating should not be lowered if such service temporarily slows his or her original output; he or she should be given the opportunity to explain the
relevance to overall performance. And if work is produced that is beyond the highest standards for any given year, it should receive carryover credit to subsequent years.

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

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

**Outstanding** should be awarded for publication of two or more well-placed articles or stories or six or more poems in notable journals. Publication by a respected press of a monograph, a novel, short story collection, or book of poetry would merit Outstanding and receive carry-over credit following publication for five years. An edited collection with a substantial introduction would earn Outstanding in the year of publication and for two years thereafter. 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 would usually be 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, would be counted as an article. Textbooks would be judged according to how much scholarly and critical effort went into their creation and how much pedagogical value they have. Articles, stories, 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 service as editor of a journal.

**Strong** should be awarded for publication of one referred article or book chapter, one story, or three or more poems in top journals. Also considered will be publication associated with organization of a conference, service as editor of a journal, readings and conference papers, book reviews, textbooks, and work in press.

**Satisfactory** should be awarded for publication or acceptance of any 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.

**Unsatisfactory** should be awarded to faculty whose record does not meet the departmental standard for Satisfactory.

**Unacceptable** should be awarded to faculty who are judged unsatisfactory for more than one year. Faculty with a 2-2 teaching assignment who are rated Unacceptable for more than one year will be liable for an increased teaching assignment as determined by the Department Chair.
Note: Evaluation should take into account the faculty member’s teaching assignment. Those with a 3-3 or 3-2 assignment have a lower research assignment and their productivity should be judged accordingly. These faculty will receive a Satisfactory in Research/Creative Activity if they are current in their areas of specialty and prepared to teach their courses. This level of research/creative activity can be evaluated by a number of indices, including student surveys, syllabi, work on theses and dissertations, and other evidence that these faculty may wish to submit.

Service

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. The standard department assignment is described at the beginning of the section on “Department Committees.”

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

Strong should be awarded to faculty who maintain a consistent record of good departmental service according to the standard assignment. Also considered will be participation in international, national, and regional professional organizations; work for journals or organizing conferences; activity on university or college committees; and community service.

Satisfactory should be awarded to faculty who adequately perform departmental service activity according to the standard assignment.

Unsatisfactory should be awarded to faculty who do not fulfill the standard departmental service assignment.

Unacceptable should be awarded to faculty who are judged unsatisfactory for more than one year.

General Comments

1. 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.
2. *The Five-Year Rule:* The spirit of the rule is that a colleague not be punished for performance that seemingly falls below his or her 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 ‘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.

**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) will serve as an Appeals Committee. This 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 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.

Enacted 2007; Revised 2010