



**DEPARTMENT OF ENGLISH
FACULTY HANDBOOK, 2008**

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CONTENTS

**General Information
Department Governance and Committees
Tenure/Promotion/Probation Reviews**

Appendices

Appendix A: Annual Report and Merit Compensation
Appendix B: Chair Selection Procedures
Appendix C: Hiring Procedures
Appendix D: Thesis Defense Form Policy

Office Info

- You can obtain your office keys and keys to other classrooms from the Administrative Secretary in CH 346.
Note: Corbly Hall is often locked on weekends. If you want to use your office on weekends, ask the Administrative Secretary for entry keys.
- The door to the Administrative Secretary's office is locked outside of regular office hours and may be locked as well when the Administrative Secretary is at lunch, etc.
- Office supplies of all kinds, including envelopes and letterhead (use sparingly please), are available through the Administrative Secretary.
- If you use MU logo envelopes, please write your last name above the MU logo so any returns can be routed to you.
- Your copy machine code is the last four digits of your 901 number. You do not need a password.
 1. Enter ID number
 2. No password—leave blank
 3. Hit ID button
 During the first week of classes, especially the first 2 days, the copier will be overloaded with use. Please let our Administrative Secretary know right away if the copier breaks down or if toner is low. Please help out your colleagues and load more paper into the copier or the printer when it runs out.
- Work Study students may be available. If you need help with clerical work, let the Administrative Secretary know.
- If you need to make a work-related long-distance call or use the FAX machine, or send work-related items via US mail, our Administrative Secretary will help.
- The department has DVD players, VCRs, overhead projectors, etc. See the Administrative Secretary for instructions on how to reserve for class.
- You can print to the networked printer in the main office See the IT Consultant for setup instructions.
- The department IT Consultant can provide you with inkjet cartridges for your office printer.

Info for First Week of Semester

- The Faculty Concerns Committee assigns to new faculty a general mentor who will help in the transition to the department and campus community. The FCC may appoint a different mentor for the process of probationary review, promotion, and tenure.
- Have your syllabus ready for the first day of class. Please take advantage of MUOnline to distribute online syllabi to your students.
All syllabi should conform to university guidelines and Department of English guidelines. <http://www.marshall.edu/assessment/Syllabus%20Information/syllabus%20template%20final%202008.doc>
- Email a copy of your syllabus to the Administrative Secretary.
- Office hours: 1.5-2 hrs each week/per course and "other hours by appointment." Please post your office hours outside your door.
- If you cannot keep office hours for whatever reason, please post a note so that students will know.
- Schedule adjustment extends through the first week of class. This means that students can add and drop classes through Friday of the first week without penalty.

Info for During the Semester

- Notify the Chair, the Administrative Secretary or IT Consultant if you can't make office hours or make class.

- If you're holding class in a place other than your assigned classroom (including conferencing with students), please post a message in the room to anticipate those students who will come to your classroom looking for you.
- On rare occasions the university may be closed or classes delayed because of bad weather. Look here for details on the weather policy:
<http://www.marshall.edu/ucomm/weather.html>
- During the first weeks of a semester, you will fill out a teaching preference form. A few weeks after you receive your teaching schedule for the next semester, you will need to order books for your courses. You can place orders using forms provide by the MU Bookstore, or place your orders online at the MU Bookstore website. If you order online, please include the Administrative Secretary's email address for additional contact information.

Info for End of the Semester

- Final exams must be given at the scheduled final exam time and at no other time. Scheduling your own unique final exam time creates problems for students and goes against university final exam policy.
- Grades have to be submitted online via MILO. Detailed instructions will be provided by the Registrar and are available online at MyMU.

Miscellaneous Items

- Most ENG classes close quickly. If students ask you for on OVERLOAD into your class, you can accept the overload or not. This is up to you. If you agree, then send an email to Sandee Lloyd, or a note, to let her know you have given the student permission to overload your class. Please be sure to include the student's name, 901 number, and the exact class to be overloaded. The student will then need to see Sandee Lloyd for an Overload permission form. If you prefer not to deal with overloads at all, simply tell the student to see the Department Chair.
- Most ENG faculty participate in Undergraduate Advising. Currently (Fall 08), there are 115 enrolled ENG majors. COLA requires pre-registration advising for all Freshmen and Sophomores. These students have a hold placed on their registration that can only be removed by the faculty advisor or his/her delegate. Advising is not difficult or complicated. The college office provides all the information you need. COLA makes every effort to assign advisees so that numbers are equally dispersed among faculty advisors.

Perhaps the most important piece of information you can share with your advisees is the necessity for a transcript evaluation when a student becomes a Junior. The COLA Academic Advisor, on appointment, will review a student's academic record and lay out for the student precisely the courses he/she needs to graduate. There is nothing better a student can do to make sure he/she is on track to graduate.

Department Governance and Committees 2008-09 *Committee General Guidelines (adopted in May 2005)*

- Committee chairs should post meeting announcements to english-list@marshall.edu
- All committee meetings are open except when confidential issues are discussed.
- All faculty should serve on assessment committees for the senior capstone projects and the writing program.
- The responsibilities and authority given to the various committees is delegated by the department chair that is responsible for the operations of the whole department. The department chair, with the advice of the pertinent committees and Directors, will

- determine whether an approaching decision will be brought before the department as a whole.
- Each committee, in the light of its charges, is expected to prepare at least a broad agenda for itself at the beginning of the academic year and post that agenda to the English List. At the end of the academic year, the committee and its chair should report a summary of its activities to the entire department.
 - A serious attempt should be made to limit multiple service in the department to a maximum of three assignments, including service on the Faculty Concerns Committee. The committee workload within the department should be equalized as much as is feasible and realistic, and as much rotation as possible should take place over the years.
 - All committees are expected to operate by full committee, subcommittee, and *ad hoc* assignments with other members of the department.
 - The Department Chair shall have the responsibility of announcing and forming ad hoc committees as needed, or as requested, in order to address department needs that do not fall under the purview of the standing committees.
 - Ad hoc committees formed to address issues that broadly affect the department (including but not limited to hiring, faculty evaluation, assessment, etc.) should have a membership that is as representative as possible, i.e., consisting of a balanced membership of faculty from the various ranks; the chair may appoint faculty to ensure such representation.
 - The membership of these ad hoc committees should also be open to those faculty interested in volunteering. Ad hoc committees shall appoint a chair, keep and post minutes, and announce open meetings.
 - A member of the English Department Faculty shall have access to any and all committee actions directly concerning said faculty member; a committee action, for this purpose, is to be defined as follows:
 - Any report or written communication received by the Department Chair from any committee chair, the committee as a whole, or anyone acting on behalf of the committee. Or,
 - Any minority report filed with the Department Chair by a committee member or members.
 - The department member is said to be directly concerned any time the communication involves any of the following: evaluation of the faculty member's professional competence or effectiveness; a petition of said faculty member for promotion, tenure, or sabbatical leave.
 - Such communications are to be kept on file by the Department Chair and made available to the faculty member upon request.
 - Nothing in this motion shall be so construed as to deny the necessity for the Faculty Concerns Committee to conduct private meetings when sensitive personnel matters are involved. All committee actions not involving personnel matters should, of course, continue to be accessible to all English Department members.

Department Chair, elected by the department by at least 2/3 of the votes.

Director of Curricula, appointed by the Chair (1 course reduction-internal)

Chairs the Curricula Committee; serves as Director of Graduate Studies; reviews all proposals for curricular changes, determines what proposals for Special Topics courses should be scheduled and when, and continually appraises the 5-Year Plan for rotation of courses to keep it updated; advises all English graduate students, monitors their programs and progress toward completion; seeks opportunities for graduate students to develop their skills as scholars through conference attendance, presentation, etc.; oversees selection of thesis adviser and committee; compiles the

written comprehensive examination for graduate students; oversees evaluation of the exams and scheduling for oral defenses of theses.

Director of Writing Program, appointed by the Chair. (1 course reduction-internal)

Maintains updated, consistent syllabi among the English writing courses, both standardized departmental and individual; oversees writing program assessment, including interpreting results, updating assessment instruments, and charting new, appropriate directions for the program; teaches English 640: *Teaching College English* each Fall semester; prepares new Teaching Assistants to teach; oversees the Teaching Assistant mentoring program; monitors and documents work of each TA throughout the two years of their TA-ship; oversees evaluations and observations of part-time and full-time instructors; recruits and schedules part-time and full-time instructors; chairs the department Writing Committee.

Director of Writing Center, appointed by the Chair. (1 course reduction-external)

Manages the Writing Center; does all work associated with tutor training and supervision.

COMMITTEES

[English Faculty must serve on “at least one department committee” to receive a rating of “professional” in Annual Reports. Before assigning faculty to committees at the beginning of the academic year, the Chair usually sends around a form asking them to list their preferences].

[For a rating of “professional” in Annual Reports, English Faculty are expected to serve on “on at least one college or university committee or performing other college/university service (except for new faculty members for two years).”]

[For a rating of “professional” in Annual Reports, English Faculty must participate in at least one departmental assessment, either the English Major Exit Portfolio Assessment or the Composition Assessment. This participation is outside of assessment activities on the University mandated Assessment Day (see below for more details). The Exit Portfolio Assessment generally occurs at the end of Fall and Spring Semesters and the Composition Assessment at the end of Spring Semester. The Chair of the English Department generally makes sign-up sheets available for both assessments.]

Department Committees (approved by vote, May 2005)

Faculty Concerns Committee:

Tasks: peer classroom observations, advises/assists Chair on mid-tenure review, tenure and promotion, professional development, faculty welfare, advises/recommends on governance, one member on search committees; updates Faculty Handbook; observe classrooms as requested by any faculty members (untenured or tenured) and write an observation letter. Provide samples of promotion and tenure documents and recommend effective methods for making successful applications for retention, promotion, and tenure. makes recommendations to the department on proposed changes in the organization, administration, or general faculty policies of the department.

Membership: (majority vote at end of every spring semester)

5 tenured faculty, 2 year term

1 untenured faculty, 1 year term (does not participate in any activities related to faculty evaluation)

Chair: elected by committee at beginning of academic year

Curricula Committee:

Tasks: new courses, deactivation of old ones; special topics courses, Five-Year Plan, Blake Scholarship; vacant position needs; coordinates with English Education liaison with COEHS; reviews graduation requirements for the M. A. program; maintains M. A. exam lists and approves M. A. exam lists for the Major Author category; updates graduate catalog and handbook; reviews

program assessment method and policies for the graduate programs; approves graduate certificate proposals.

Membership: appointed by Chair

Chair: Director of Graduate Studies (also serves on TA selection committee)

English Majors Committee:

Tasks: recruiting, retaining and promoting the careers of English Majors; Ruth Flower Brown and Jack R. Brown Scholarships, advising; all other issues related to English majors; updates requirements for each strand of the major, including new strands as proposed; updates undergraduate catalog and handbook; reviews program assessment methods and policies for the undergraduate major; keeps the undergraduate curricula current with professional standards.

Membership: appointed by Chair

Chair: elected by committee

Writing Committee:

Tasks: works closely with and assists the Director of Writing; deals with matters pertaining to the writing program, including review and choice of composition handbooks, composition assessment, visitation and observation letters for adjuncts; recommend policy to the department on new or revised requirements for the composition program (English 101,102, 201h, 202, 302, 408/508); propose new courses in collaboration with the curriculum committee, i.e. certificate programs, online courses, and programmatic course additions or changes; studies and investigates general department standards for the composition series; surveys, collects data and feedback and disseminates findings relevant to composition series; evaluates part time teachers, adjuncts; observes and conferences with TAs about progress as composition instructors; conducts annual exit assessment for 102, 201h, 302 (202) courses (develops rubric, norm evaluation group, and report results in the fall).

Membership: appointed by Chair

Chair: Director of Writing (also serves on TA selection committee)

Writing Center Committee:

Tasks: works closely with and assists the Writing Center Director; fulfills the following functions as implied by its mission statement, "The Writing Center is dedicated to assisting students in their pursuit of writing excellence:" makes peer tutors available for writing in any discipline, at any level; maintains programs and procedures through a faculty director for recruiting, hiring and training tutors to ensure ethical and effective support for "writing excellence"; ensures support for graduate study in writing center administration and composition through Graduate Assistantships; provides staffing for On-Line Writer Center; provides maintenance of a Writing Center database for reporting and research; manages a budget to pay tutors supplied by student fees; evaluates and implements new programs related to mission.

Membership: appointed by Chair

Chair: Writing Center Director

Evaluation and Merit Review Committee:

Tasks: reviews annual reports with ratings less than professional in any category; reviews ARs that the Chair cannot evaluate; reviews AR of Chair. Faculty can request a review by the committee. The committee remains in place until all reviews for that annual report year are resolved. The committee will have no other duties.

Membership: three tenured faculty(FCC members excluded) elected by the department.

Other Service

- *Assessment:*
All faculty should participate in either the English Major Exit Portfolio Assessment (end of Fall or Spring term) or the Composition Assessment (end of Spring term).

- *University Assessment Day* is held, usually in early April on a Wednesday. All faculty are required to participate in some form of university or department sponsored assessment activity on this date.
 - *Graduate Committee*
All Graduate Faculty
 - *Mentor TAs in Composition*
 - *Faculty Adviser*
Sigma Tau Delta
Et Cetera.
 - *Dranko Library Liaison*
 - *Visiting Writers*
 - *Maier Committee*
 - *Scores Committee*
 - *Chair or Reader for an M.A. Exam or Thesis*
-

Tenure, Promotion, Third-Year Review

P/T and Third Year Review guidelines are explained in the Greenbook, COLA policy(online at COLA website) and the Department of English policy. (below)

Promotion/Tenure General Timeline

- Years 1-6 (Years 1-X [applicant choice] for Associate rank): Gathering Materials
→ See **Promotion Tips** below
- Year 3 (or equivalent; Assistant rank only): Third Year Review
→ See **Third Year Review** below
- Year 5 (or equivalent; year X minus 1 for Associate rank): Promotion/Tenure Process Begins
 - 30 April: Letter of Intent to Apply Due to Chair.
 - 15 May: Applicant meets with Mentor (to be chosen by applicant from among colleagues recently promoted to same rank) to study sample Portfolios, discuss the candidate's materials, and consider advice.

The “College of Liberal Arts Guidelines for Tenure and Promotion” can help identify the materials that should be included in these applications and the criteria by which a Professional performance may be distinguished from an Exemplary one in Scholarship and Creativity. For more information on the expectations in Teaching/Advising and Service, consult the English Department’s Guidelines for Annual Reports. Please note that the college P/T criteria for levels of performance differ somewhat from those applicable to the Annual Report in the Department of English. P/T requirements may be more stringent at the college level and college level P/T requirements always take precedence over department requirements.

Promotion/Tenure Calendar of Due Dates

- 15 September: Outline or concise narrative due in Department. Discuss materials projected to be included in the promotion Portfolio in each of the major areas of Teaching, Scholarship, and Service. Discuss and support the claim of excellence in selected area(s).
- 15-30 September: Letter of Intent to Apply to Dean of COLA. COLA Meeting for Applicants. Check COLA calendar.
- 15 October: Draft Promotion Portfolio, including narrative summaries of three major areas, due in Department. Follow-up meeting with FCC, if necessary.

- 1 November: Feedback from Chair and FCC due to Applicant (through Mentor, Chair, or FCC member so designated).
- 15 November: Final Draft of Portfolio due to Department. Only pre-approved additions after this date.
- 15 December: Completion of Letters (by FCC and Chair), Rankings, and Transmittal Form. (See document: "Departmental Guidelines for Assigning Rankings")
- 15-30 March: University Promotion Decision

New Tenure-Track Faculty:

From: Faculty Senate Resolution 93-94-3

Criteria, Standards, Evidence:

All full-time probationary and tenured faculty are required to complete the Annual Report of Faculty Members form. Copies of the form and procedures are available in the academic deans' offices and online at the address listed above.

Professional Growth Plans:

All full-time probationary and tenured faculty are required annually to complete the Planning Page for Faculty Job Performance.

The sequence leading to the notification of first year faculty of their retention for a second year (notified by March 15) should be adjusted to permit department chair's evaluation to be submitted after the end of the first semester (usually February). This change will provide for student evaluations and consideration of a full semester's work by the faculty member. The Planning Page for the next semester must be submitted at that time.

A second evaluation of first year faculty should be conducted at the end of the first year (usually November), with recommendations for improvement based on the entire year's performance. A copy of the last semester's Planning Page and the current year's Planning Page must be submitted at that time.

General Guidelines for Third Year (pre-tenure) Review

- Prepare a third year review, which is essentially a pre-tenure review, according to the guidelines of the College of Liberal Arts.
- The Pre-Tenure Review tells the tenure track faculty member if they are on the right track toward tenure and that if they continue along the same path in Teaching, Research, and Service, they should be progressing toward tenure.
- The FCC and the Chair will review the portfolio and prepare individual evaluation letters for the Dean.
- The Chair will discuss the pre-tenure review with the faculty member and put a copy of the letter in the faculty member's file.

Role of Department Chair in Third Year Review

The department chair will conduct an independent review of the candidate's portfolio and will also have access to the FCC letter. The Chair will write a separate letter. The Chair will then forward the binder with both letters to the Dean of COLA. The Department Chair will also supply feedback, either written or in the course of a personal interview.

Role of FCC in Third Year Review

The FCC will announce, preferably within the first two weeks of the semester, a schedule for the submission of this material to the FCC in stages, to ensure that the faculty member is productively engaged in assembling the file, and that no serious misunderstandings have developed. As each draft or portion is submitted, the FCC will provide feedback to the 3rd year candidate, asking for changes or further information if necessary. When the completed file is submitted in the required binder, the FCC will write a letter, addressed to the Dean of COLA,

evaluating the candidate's progress towards tenure. The letter should follow the general form of this template:

From: Faculty Concerns Committee
 To: [Firstname Lastname], Chair
 Department of English

 Subj: Third Year Review Re: Dr. _____

A review by the FCC of the relevant documents in the case of _____ has led to a finding that this faculty member is making appropriate progress toward tenure and promotion in accordance with "The College of Liberal Arts GUIDELINES FOR THE APPLICATION FOR TENURE AND PROMOTION" and the Marshall University Greenbook.

1. He/she holds the degree of PhD in English, the appropriate terminal degree in his field (Greenbook 14, D. 1.).
2. On _____ he was hired as a full-time, tenure-track, Assistant professor English and has been in this position full-time since that date (Greenbook 14, D. 2.).
3. The documents and narratives reviewed by the FCC demonstrate _____'s "effective performance and achievement in all . . . major areas of responsibility," to wit: teaching, scholarship and service.
4. If his/her performance remains consistent with that which has been shown to date, we anticipate no difficulty in demonstrating excellence in one or more of the above listed areas, to wit: teaching [and . . .] (Greenbook 14, D.3.).

Respectfully submitted,

[Firstname Lastname]
 Chair, Faculty Concerns Committee

If the FCC determines that the candidate needs to change his or her strategies toward tenure and promotion, or augment his or her record in some fashion, this would appear in the letter in the appropriate context. The candidate may request a meeting with the FCC to discuss the FCC letter, or may be invited to do so.

The FCC portfolio review letter should:

- be addressed to the dean of the college from the chair and the Faculty Concerns Committee.
- address only accomplishments and not works-in-progress. (The letter should not itself set up an expectation of accomplishment that, if not completed, could then reflect negatively on the faculty member.)
- be sufficiently detailed to demonstrate that the review has been conducted seriously and with all due diligence.
- will be signed by the chair of the FCC and the Chair, who may add additional comments as he or she deems necessary.

The format of the FCC portfolio review letter should be as follows:

- Introductory paragraph summarizing the faculty member's employment record in terms of the requirements for promotion and tenure.
- Additional paragraphs listing accomplishments of faculty member which provide further support for assessment in introductory paragraph.
- Concluding paragraph giving the committee's judgment regarding the faculty member's anticipated success at meeting the requirements for promotion and tenure at the expected time of application.
- In the event that the committee identifies weaknesses in or problems with a faculty member's performance, a paragraph may be added with recommendations for faculty development.

(A sample letter demonstrating the format is available and on file with the FCC.)

Tips on documenting portfolios

Save everything! You want a paper trail of everything you've done at Marshall. Here's a partial list of documentation to hang on to:

Teaching: classroom peer observation letters; sample syllabi and class handouts; theses directed, master's exams, independent studies; special topics courses; teaching-related workshops; Writing Across the Curriculum attendance/certification; guest teaching; teaching awards or nominations.

Scholarship: save copies of all your publications; book contracts; acceptance letters for articles/conferences; records of your conference presentation's/attendance; letters from chairs of panels on which you sat, praising your presentation and perhaps listing the panel's acceptance rate (e.g., "out of 40 submissions, we could only select 4"); letters/notes/emails from colleagues regarding your scholarship;

Service: documentation for service on department/university committee service; assessment, student organizations, community work, letters of recommendations written for students (keep track of the total number).

Class Visits for Probationary Faculty

College guidelines require peer evaluation letters from professional colleagues that may describe visits to the candidate's classes and/or the colleagues' evaluations of the candidate's teaching via assessment of teaching materials, accomplishments, student evaluations (if agreed to by the candidate), or other means. The professional colleagues may be from the candidate's department or a related discipline or field.

An application for tenure must include a minimum of two visit letters per year by at least two different colleagues.

An application for promotion must include a minimum of three visit letters within the relevant period.

PROCESS

- During a probationary faculty member's first two years, the FCC will conduct classroom visits and write letters. Thereafter, a probationary faculty member can choose the faculty to conduct their classroom visits and write letters.
- Classroom visits each year should include one composition and one literature class.
- Probationary faculty should make the arrangements for classroom visits and be sure to provide the reviewer beforehand a copy of the syllabus, any handouts, etc.
- The Chair may observe probationary faculty classes, providing notification at least two days before the class.

Guidelines for Class Visit Letters

- Letter should be signed and completed within two weeks of the visit.
- FCC observers should address and deliver letters to the FCC Chair.
- All other observers should address and deliver letters to the Chair of the Department.
- Letters should be 1-2 pages and addresses issues such as:
 - purpose and content of the day's activities;
 - student inter-action;
 - teaching style, method, and/or philosophy;
 - effectiveness and appropriateness of the syllabus, assignments, handouts, and grading system;
 - a brief evaluative comment.

Letters written by FCC members are reviewed by the committee which may request changes, clarifications, or additions, and which then approves the letter. The department Chair receives the original letter which is placed in the probationary faculty member's department file. The Chair gives a copy to the probationary faculty member. Letters do not become a part of the faculty member's record until they have been approved by the FCC.

APPENDIX A

Annual Report and Merit Compensation

Annual Reports are used for the sole purpose of determining merit. They cannot be used in any way as a substitute or equivalent for department or college promotion and tenure guidelines/criteria. The tenure and promotion process serves a different function, the time periods involved are different, and the consequences of decisions are different.

A faculty member can dispute a rating by appealing, to the Department's Evaluation and Merit Review Committee..

- The Department Review Committee can consider appeals even if the issue in dispute does not alter the OCR of the annual report. The Review Committee shall provide written clarification to both the appellant and the chair about all matters concerning the appeals it considers.
- The Review Committee can base its decisions on a majority 2-1 vote.
- If the appellant seeks a meeting with the committee, the committee shall also meet with the chair, and vice versa. No document should be submitted to the committee in a different format or with attachments different from that which was submitted to the Chair; only materials seen by the Chair should be seen by the committee. No additional material can be added for the committee. Anyone in the process can request a joint meeting for clarification purposes.

ADMINISTRATIVE

Faculty members who receive reassigned time for administration (such as department Directors) must include the administrative category in their weightings; others with administrative responsibilities may choose to do so.

Professional: (scored as a 3) demonstration of all of the following (documented via description)

1. Carrying out the routine expectations of the administrative role, as expressed in the written role description for that job. Each administrative role must have a written description on file that includes expected tasks and functions. If such a role description is included in a university publication (e.g. the *Greenbook*) that description may suffice.

Exemplary: (scored as a 4) meeting expectations above plus demonstration of at least 1 of the following

1. Receiving excellent or exemplary evaluations by peers or others of work in that role.
2. Engaging in any noteworthy work on behalf of the administrative unit of responsibility. This work should advance the mission of that unit, and the administrator should be able to document his/her involvement or contributions.

SCHOLARLY AND CREATIVE ACTIVITY (10 – 60%)

Professional: (scored as a 3) A faculty member is expected to demonstrate reasonable ongoing activity to achieve a rating of Professional (all are to be documented via description detailed enough to demonstrate actual progression of work, if that is what is being claimed; alternatively, faculty may attach copies of manuscripts, papers presented, letters from editors, full bibliographic

reference for published works, etc.). Any given faculty member might concentrate professional work in one or only a few of these categories and still merit a professional rating.

Demonstrable development of or progress on discipline or professional role related scholarly/creative projects as evidenced by initial presentation of, or year to year documented progress on:

Design of study; Literature review; Data collection; Data analysis; Dated fieldwork logs, notes, pictures, audio recordings, etc.; Project related participation in writing groups; Submission of major (national/international) conference proposals; Ongoing progress in writing; Evidence of citations of work or reviews of work; Attendance at conferences.

Exemplary (scored as a 4): One (1) from items 1-11 or three (3) from items 12-32 below as a primary contributor (all are to be discipline or professional role-related and documented via standard citation format). During years wherein multiple publications occur, these achievements may be carried over for two years as negotiated with the Chair. Items 12-27 may count only once unless otherwise noted.

1. Book or monograph of original scholarship or creative expression published by peer reviewed and/or discipline-respected presses (achievement of this item will result in a rating of Excellent in this category for two years: the year of publication and the year following)
2. Book of secondary scholarship in support of original scholarship or creative expression (such as edited collections, anthologies, bibliographies, translations) published by peer-reviewed and/or discipline-respected presses (achievement of this item will result in a rating of Excellent in this category for two years: the year of publication and the year following)
3. Textbooks or multimedia items published with peer-reviewed and/or discipline-respected academic or commercial presses/venues
4. Earning a book contract based upon substantial work (e.g., submission of prospectus, sample chapters, etc.—document via evidence).
5. Publication award from professional journal, society, or similarly recognized organization.
6. Articles, essays, chapters, or creative works in journals or edited collections published in peer-reviewed and/or discipline-respected venues
7. Serving as the editor of a discipline-respected journal in which the editor's primary role is editorial review and manuscript selection
8. Securing major grants or contracts from state, regional, or national government agencies, businesses, or foundations
9. Publications in peer-reviewed or refereed conference proceedings
10. Book review essays in peer-reviewed and/or discipline respected venues.
11. Serving as an invited keynote or highlight speaker at a major conference in the candidate's field(s) of expertise
12. Juried presentations/performances at international, national or major regional conferences (counts as two items; may be counted more than once)
13. Poster presentations based on significant work and research at juried conferences (counts as two items; may be counted more than once)
14. Workbook, instructor's manual, or test bank published with discipline-respected academic or commercial presses (counts as two items; may be counted more than once)
15. Article, essay, or creative work published in discipline-respected, non-refereed journals
16. Article, essay, or creative work published in discipline-respected, non-refereed conference proceedings
17. Book review in discipline-respected, refereed or non-refereed venues
18. Book manuscript review for discipline-respected publishing companies
19. Securing small to mid-range grant from Marshall University or from state and local agencies, community groups, or foundations
20. Serving as a referee/reviewer for academic journal

21. Serving as a referee/reviewer for granting agencies
22. Serving as a referee/reviewer for conferences
23. Serving as reviewer for an academic press
24. Non-juried presentation at discipline-respected, regional, state, or local conferences or meetings
25. Poster presentations at discipline-respected, non-juried or conferences
26. Proposing or organizing a session or workshop at a discipline-respected, juried or non-juried conference
27. Creative presentation/performance at local venues in the candidate's field(s) of expertise.
28. Being cited in other scholarly works three or more times in a calendar year (document by identifying the works in which you were cited).
29. Submission of manuscripts based upon a significant commitment of time and substantial amount of work (i.e., writing, revising, etc. Ongoing or multiple submissions of the same manuscript does not apply).
30. Submission of grant proposals based upon a significant commitment of time and substantial amount of work.
31. Submission of book proposals based upon a significant commitment of time and substantial amount of work.
32. Other (define/document; "other" contributions must be consistent with Greenbook and College definition of Scholarly/Creative activities to be credited)

TEACHING AND ADVISING (20 – 80%)

Professional: (scored as a 3): A faculty member is expected to regularly meet most of the expectations below to achieve a rating of Professional—in any given year, however, he or she might not have the opportunity to contribute in all of these categories, yet may still be rated Professional. Upon agreement between The Chair and faculty, some of these elements might be excluded on such occasions. To document Professional work under this category, a paragraph may be written that summarizes fulfillment of the expectations, unless otherwise noted below or requested. For Exemplary, each item may be documented via description in a brief narrative unless otherwise noted or requested. See #2 under evaluation procedure.

1. Meeting assigned classes regularly
2. Creating syllabi that include necessary and current course content (documented via submission to dept secretary of syllabi at beginning of semester)
3. Distributing syllabi in a timely fashion to all classes (either paper or electronically)
4. Meeting special needs of students in classes (e.g. handicapping conditions)
5. Holding office hours as required by department policy
6. Returning assignments in timely fashion
7. Being responsive in a timely manner to student communications regarding classes, advising, research work, etc.
8. Receiving student evaluations above department established minimum for Professional as defined by the Chair. 2005 definition: Evaluations that have 50 % of student responses in the Strongly Agree/Agree categories for a majority (70%) of the evaluation questions. (check data upon which to base these numbers)
9. Meeting department's teaching needs (e.g. cooperating in teaching needed courses within area of expertise, scheduling of courses, graduate faculty involved in MA exams and theses, etc)
10. Submitting results of any required peer evaluations for probationary faculty completed during the evaluation period and meeting department established minimum expectations. (Documented by narrative summary of results)
11. Seeking informal consultation on teaching from department/university colleagues in support of improving teaching. Opportunities may not arise in any given year.

Exemplary: (scored as a 4) Professional performance as defined above, plus at least 3 of the following. Unless otherwise noted, each item may count only once.

1. Receiving competitive national, state, regional, university, or college teaching awards (this achievement will in itself typically result in a rating of Exemplary, if the standards for Professional are met)
2. Teaching a new preparation
3. Developing a new course (preparations and administrative requirements in advance of teaching a new course, including e-course)
4. Developing a certificate program or new strand for majors
5. Serving on an MA examination or thesis committee. Upon completion of three, this item may count as one achievement toward Exemplary; can carry over from year to year.
6. Chairing an MA thesis committee (may count more than once)
7. Formal/sustained mentoring of peers, part-time, teaching assistants, or junior faculty in teaching/research
8. Seeking out formal/sustained mentoring or consultation in teaching for reasons other than remedial (documented via description of suggestions/innovations incorporated, note from mentor/consultant, etc)
9. Participating in the Humanities Program, Honors, or Yeagers team-taught seminars
10. Facilitating or presenting at a teaching workshop (Document significance and amount of work involved)
11. Developing or incorporating significant new methods/models of teaching for classes
12. Incorporating other significant teaching or technology innovations to accomplish teaching goals
13. Achieving TESL, TEFL, or WAC certification/recertification (each of these may count as 2 items)
14. Achieving service learning certification
15. Teaching a service learning course
16. Teaching WAC, multicultural, international, e-course in-load, or women's studies classes (total of three courses, may carry over)
17. Receiving student evaluations above department established minimum for Exemplary as defined by the Chair. 2005 definition: Evaluations that have 75 % of student responses in the Strongly Agree/Agree categories for a majority (70%) of the evaluation questions.
18. Performing extra significant out-of-classroom teaching activities (beyond department expectations for "professional" list in that section) e.g., mentoring an independent study, teaching UNI 101, etc.
19. Receiving other external recognition of high quality teaching (documented)
20. Being assigned multiple preparations in a given year (more than typical for department faculty; in response to department/program area needs)
21. Team teaching that involves extra work or innovative strategies
22. Receipt of particularly high quality feedback on teaching other than standard student evaluations (e.g., such as from reviewers of teaching award committees, etc.)
23. Putting into practice research-based innovations in student assessment methods
24. Significant revision of course materials
25. Engaging in travel for teaching that is otherwise not recognized via special compensation or reduction in load
26. Incorporating students into research projects/mentoring student research
27. Sponsoring a Maier Award winner in one of the following categories—First-year Research, First-year Non-Research, Upper-Division Undergraduate Non-Fiction Prose, and Graduate Non-Fiction Prose—if the award makes three or more such awards sponsored within a five year period. Or, being the sponsoring faculty member for three or more Maier Award winners in any of the above categories within the year reported (document by student name and category).
28. Writing letters of recommendation/reference for ten or more students during the reporting period.
29. Other (engaging in other significant teaching contributions that meet the mission of department or university; "other" contributions must be consistent with Greenbook and College definition of Teaching/Advising to be credited)

SERVICE (10 – 40%)

Professional: (scored as a 3): The intent of this category is for faculty members to contribute to the ongoing work of his/her department (or College or University or Community as appropriate). It is the Chair's responsibility to determine and clearly communicate what Department service is appropriate, in general (especially for new faculty members). Each item should be documented via description—see #2 under evaluation procedure.

1. Attending department faculty meetings.
2. Serving on at least one department committee. Opportunities may not arise in any given year.
3. Serving on at least one college or university committee or performing other college/university service (except for new faculty members for 2 years). Examples include standing committees, ad hoc committees, other programs (e.g. international programs, multicultural affairs, sponsoring student groups) or agreeing to special service requests from other units/administrators. From time to time, it may be the case that a faculty member would not be on any committees such as during a major or extended research project. Such cases may be approved by the Chair as appropriate. Opportunities may not arise in any given year.
4. Accepting requests to serve in special service situations as needed by department or college. Opportunities may not arise in any given year.
5. Performing peer reviews of faculty colleagues. Opportunities may not arise in any given year.
6. Providing peer consultation/support (except new faculty for 2 years). Opportunities may not arise in any given year.
7. Participating in a department assessment activity.

Exemplary: (scored as a 4) professional involvement as defined above, plus at least 3 of the following (documented via description; faculty member may attach other documentation if helpful to clarify role/responsibilities):

1. Receiving national, state, university, or college service award for service related to profession (this achievement will in itself typically result in a rating of Exemplary in this category)
2. Engaging in extra informal advising (such as working for university open houses, career day, etc.)
3. Participating in student recruitment activities
4. Participating in university or department assessment activity beyond the minimum professional expectation.
5. Serving on more than minimum number of committees or other service activities at any level
6. Chairing department college or university committees (Chairing a standing committee or significant, time consuming ad hoc committee may count as 2 items; documented via description).
7. Bringing students to present at conferences
8. Organizing special events (e.g. speakers, conferences, meeting, etc);
9. Involvement in special projects on behalf of department or university (such as off-campus interviews, etc.)
10. Acquiring new resources for department or university
11. Serving on community boards or committees
12. Giving professional talks/presentations to community groups
13. Serving as an officer in professional organization
14. Serving on professional organization committees
15. Serving as a department or university resource for media outlets
16. Providing professionally related Pro bono work to a professionally related client

17. Providing professionally related consulting to a professionally related client
18. Participating in ongoing community programs (using professional skills/knowledge)
19. Tutoring or other application of professional knowledge/skills to help with community needs.
20. Using applied/action research to benefit community organizations
21. Presenting at a national, state, regional, university, college, or department conference (presentations of this type may count in the service category, if they are appropriately construed as service presentations, such as training workshops)
22. Serving as faculty advisor to student organization
23. Writing letters of recommendation/observation/reference for three or more faculty/staff beyond one's committee/directorial duties during the reporting period.
24. Other (define/document; "other" contributions must be consistent with Greenbook and College definition of "service" to be credited)

EVALUATION PROCEDURE

Faculty who are on leave, on sabbatical or in unusual situations should work with the Chair to develop mutually acceptable alternative criteria.

1. Faculty should document by brief narrative his or her contributions as outlined above. For some items, "significant" contributions are required to meet the exemplary standard (for example, the "Development or incorporation of significant new methods/models of teaching of classes.") In these cases, it is the faculty member's responsibility to document why the item is "beyond the norm" expected of professional quality faculty work, and it is then the Chair's responsibility to evaluate that documentation and make a judgment as to whether the level of contribution represented by the item meets his/her expectations or definition of "significant." Following are samples of both Professional and Exemplary descriptions/narratives:

"Served on Writing Committee. Committee met 8 times throughout the year; I attended 7 of those meetings. The committee accomplished several tasks: set goals for first year writing, revised observation and evaluation methods for part-time instructors, and selected new Handbooks for all first and second-year writing courses. I served on the sub-committee assigned to pilot and evaluate Handbooks. I evaluated the new edition of the Holt Handbook and made a presentation to the committee."

"Integrated new teaching technologies into my classroom. I set up and integrated an on-line chat room in which students could discuss three critical/theoretical readings that informed class texts but that were not discussed specifically during class time. Students had to make at least five comments/responses for each of the three critical readings. This approach allowed me to add critical texts and have discussion of them and how they informed class texts without taking classroom time, allowed students to respond as they had opportunity, and greatly enhanced classroom discussion."

"Published article in *Philosophy and Rhetoric*, a peer-reviewed and discipline-respected journal that has published for 25 years. The article took two years to research and explores the ways in which proponents of Intelligent Design theory 1) appropriate the language of Darwin and 2) employ left-leaning arguments of inclusion while advocating for the theory's integration into science education. One peer-reviewer called the paper 'a significant work' on the subject."

2. AR forms are submitted electronically to the Chair by announced deadline and reviewed/evaluated by the Chair.

3. As needed or requested, annual reports are reviewed by a department Evaluation and Merit Review Committee.
 - i) This committee will automatically review the annual reports of faculty receiving ratings of Needs Improvement or Unacceptable in any category; will review any complaints that are not resolvable by the faculty member and the chair; will review annual reports in situations in which the chair must recuse him or herself from evaluation (committee input 100%); and will review the Chair's annual report (committee input 100%, but see #5 below). In all other instances, the committee will adjudicate only items under appeal.
 - ii) The committee's decision may change the OCR.
 - iii) Any faculty member can request a review by the committee. The Review Committee can consider appeals even if the issue in dispute does not alter the OCR of the annual report. If the appellant seeks a meeting with the Review Committee, the committee shall also meet with the chair, and vice versa. No document should be submitted to the committee in a different format or with attachments different from that which was submitted to the Chair; only materials seen by the Chair should be seen by the committee. No additional material can be added for the committee. Anyone in the process can request a joint meeting for clarification purposes. The Review Committee shall provide written clarification to both the appellant and the chair about all matters concerning appeals it considers. The Review Committee can base its decisions on a majority 2-1 vote.
 - iv) In the event that a Review Committee member appeals his or her report, an alternate member shall be elected by the department.
 - v) If either the chair or the appellant disagrees with the committee's decision, either or both may appeal the matter to the Dean.
 - vi) The Evaluation and Merit Review Committee will be composed of three tenured faculty to be elected in January by the full department (all tenured and tenure-track faculty). No faculty member may serve consecutive terms on the Department Review Committee. Once constituted, the committee will remain in place until all reviews for that annual report year are resolved. The committee will have no other duties. FCC members may not serve on the Evaluation and Merit Review Committee.
4. Sources of evaluative ratings:

Chair: 100%, unless as described in #4; if so, then Committee 100%. For the Chair's annual report, Committee 25% in Administration, 100% in all other categories.
5. Dean's Role: The Dean has a substantial role in this process. First, he or she oversees the evaluation plans of all COLA departments to determine that these are reasonable and that the criteria established for each category are essentially equivalent, even though each department may have somewhat different methods or substantive priorities. Second, he or she reviews the OCRs for all faculty to ensure that the departments' procedures and criteria are being used consistently and fairly; in this role, the Dean reserves a "right of refusal" to approve or sign off on any OCRs if he or she has a substantive basis for believing that the department's process is not being followed appropriately. The Dean will provide independent input into the administrative category evaluation for the department Chair, such input to be calculated as 75% of the total score for the Chair in the Administrative category (25% from department committee).
6. Overall Composite Ratings (OCRs). For each area of responsibility that a faculty member achieves a rating of "professional," his or her numerical rating will be a 3; for each area that is "exemplary," the rating will be a 4. If there is an area that did not meet expectations for "professional" the rating will either be a 2 (needs improvement—see description below) or 1 (unacceptable—see description below). Either of the latter two ratings will only be arrived at by way of a rating based on a review by both the Chair and

the department committee; in other words, a Chair rating of 2 or 1 in any category will automatically trigger a review by the Evaluation and Merit Review committee (as described in # 4 above). Ratings in each area are multiplied by the individual weightings assigned to those areas by the faculty member (which should have summed to a total of 100%), and the resulting figures are then summed to calculate the OCR.

2 = Needs improvement: This rating is given to those individuals who, during the rating period, did not consistently meet the institution's standards of professional performance. This rating must be given with 1) specific feedback as to which standards of professional performance were not met, 2) suggestions for improvement, and 3) a written commitment to assist the individual in accessing resources required for improvement. Improvement in performance is required within the next evaluation period provided suggestions for improvement were made and necessary resources for improvement were provided.

1 = Unacceptable: This rating is given to those individuals who, during the rating period, did not meet the institution's standards of professional performance. This rating represents performance that is not acceptable and/or is inconsistent with the conditions for continued employment with the institution. Failure to meet these standards in any one of the three following ways will result in a rating of "Unacceptable."

Appendix B:**Department of English Chair Selection Procedures**

22 February 1994; amended 2000

Also see the COLA document: "The COLA Chairs: Responsibilities, Stipends and ART, Appointment, February 1995"

1. The Chair is elected for a four year term.
2. An election for Chair must be held at least every four years. An incumbent Chair is free to stand for election as often as he or she chooses.
3. The full time tenure-track* faculty members in the English Department become a Committee of the Whole.
4. The Committee of the Whole establishes Search Procedures for the Chair Position.
5. The Committee of the Whole requests that the candidate(s) for Chair submit a vita and a vision statement for perusal.
6. If more than one candidate presents, the Committee of the Whole may schedule interviews with each candidate.
7. In this Chair selection procedure of Spring, 1994, the staff members of the Department, namely, the Administrative Aid and Information Technology Consultant, will set up an interviewing process with the candidates where staff considerations can be addressed. These staff members will vote in the same manner as the faculty members.
8. At an appointed time, the Committee of the Whole votes by secret ballot. According to the COLA policy, (see above), "A nomination should have at least two-thirds of the faculty's support, to come forward from the Department to the Dean."
9. The name of the selected candidate is submitted to the Dean Of the College of Liberal Arts.

Appendix C

Department of English Hiring Procedures

April 1994; amended 2008

When a recruitment authorization request has been approved, the Department forms a search committee. The search committee consists of one member of the FCC. The Chair “appoints and asks for volunteers, taking care to represent all constituencies” and to meet the requirements of the Office of Equity Programs.

The search committee writes the ad and sends it for approval through the required channels.

The search committee “screens complete applications and selects a short list of candidates for preliminary interviews.”

Screening Interviews: each interviewer should have a sheet listing questions to be asked and on which the interviewer writes comments. The general rule is that all candidates are asked the same questions., although variations in follow-up questions are permissible.

On-campus Interviews: once the screening interviews are complete, the search committee follows the process required by the Office of Equity Programs and the Dean of the College of Liberal Arts for determining invitations for on-campus interviews. search committee should make up sheets showing questions asked, committee member comments, and ranking of candidates. All full time faculty who attend interviews fill out interview sheets on candidates.

Voting: all full time faculty on the search committee who attended interviews for all candidates and filled out interview sheets for them and who have reviewed the interview sheets of other department members are asked to vote on their preference. If the interview process produces conflicting or unclear preferences from the interview sheets, or if 3 full time faculty members request it, the search committee should ask the faculty who have attended interviews with all candidates and who have filled out interview sheets to vote on their preference.

Request to Hire: a request to hire is made to the Dean of the College of Liberal Arts.

Appendix D**Policy on Thesis Defense Form**

No member of a thesis committee shall sign off the "Report of the Committee on the Oral Defense of the Thesis" form at any time prior to the next working day following the thesis defense.

Additionally, as standard practice, immediately following the defense the committee shall excuse either itself or the student to confer about the defense. After the committee has conferred, it should meet with the student privately and report the committee's impressions of the defense.

The form should never be signed in the presence of the student, or in a manner that does not comply with the above policy.