

**Policy Statement  
Department of English  
Texas State University  
(2016-2017)**

All provisions in this policy statement are intended to be consistent with official university policies. Any contradictions are resolved in favor of university policy. All English department faculty receive a copy of this policy statement at the beginning of each academic year. The policy statement is also available on the department's website under the Resources menu at [www.english.txstate.edu](http://www.english.txstate.edu).

## **1. THE GOVERNANCE OF THE DEPARTMENT**

### ***Chair***

The chair implements within the department all policies of Texas State University, the College of Liberal Arts, and the Department of English. As a leading faculty member and representative of the department, the chair speaks for the department, for its goals and standards, and for the importance of English studies in the general academic setting. The chair also supervises the administrative routines of the department. Among other duties, the chair schedules and conducts departmental meetings, keeps departmental records, accounts for the absences of faculty and staff who must be away from the campus, directs the advising of English majors, assigns office space, and assigns faculty to carry out departmental duties. In consultation with appropriate program directors, the chair schedules classes, plans and supervises registration, approves textbook orders, oversees the hiring of student employees, allocates funds for travel and other departmental obligations, and prepares the annual budget. The chair guides faculty and staff members in fulfilling their responsibilities toward students and colleagues and thus helps determine the overall success of the university. The *Faculty Handbook* outlines additional responsibilities of the chair, as does PPS 1.10.

### ***Personnel Committee***

Tenured faculty, of whatever academic rank, make up the personnel committee of the department. The personnel committee advises the chair on all personnel issues (tenure, promotion, merit, and hiring). The chair need not concur with personnel committee recommendations that are sent forward to higher administrative levels (e.g., hiring and tenure/promotion decisions). But when the chair's decision in such cases differs from the decision of the personnel committee, the chair must provide the committee with reasons for his or her non-concurrence. Personnel committee members at one level do not recommend promotion for those at the same or higher academic rank.

### ***Voting Faculty***

Except for meetings and decisions that concern personnel issues (e.g., tenure, promotion, merit, and hiring), all faculty in the Department of English are invited to attend faculty meetings. Faculty who are hired on the basis of a percentage of full-time at a rate of 50% or more and who do not hold an administrative appointment outside of the College of Liberal Arts are invited to vote on all non-personnel issues. Lecturers hired per-course or who teach less than 50% are invited to attend general faculty meetings but may not vote. Personnel committee members are tenured faculty who are expected to attend and participate; they may vote if they have 1) an academic assignment at a rate of 50% or more and do not hold an administrative position outside of the College of Liberal Arts; 2) at least one year of service at Texas State since the official start date of their appointment; 3) experience teaching at least eight sections of courses at the college/university level. Tenured faculty who hold an academic assignment in a department at a rate of 50% or more and who do not hold an administrative appointment outside of their college are expected to serve on the Personnel Committee as non-voting members until they have met the remaining requirements. See *Faculty Handbook*, under "Academic Governance."

## **2. TERMS OF EMPLOYMENT FOR NEW DEPARTMENTAL FACULTY**

### ***Types of Contracts***

New faculty are ordinarily hired in one of three categories:

**A. Tenure-track faculty** are employed on one-year contracts, subject to annual renewal. The initial contract specifies contract type (tenure track), dates of contract, length of probationary period, year of tenure review, and nine-month salary.

A tenure-track contract for a position that requires the PhD may be issued to a candidate who has not yet completed the PhD. However, if the degree has not been awarded at the time of appointment in the fall semester, the candidate must complete all degree requirements prior to July 1 of the following year or a terminal contract will be issued.

With favorable annual review, the candidate will be eligible to stand for tenure during the final year of the specified probationary period. No tenure-track contract, however, either initial or subsequent, guarantees more than a one-year appointment until either a subsequent contract is recommended by the department and confirmed by the administration or tenure is recommended by the department and confirmed by the administration.

Tenure-track faculty are recommended for reappointment annually based on the chair's and personnel committee's favorable review in the categories of teaching, scholarly/creative activity, and service. Third-year review is summative, providing a snapshot of progress toward tenure (see PPS 8.01). In all years prior to tenure, the reappointment process is to assist faculty as they develop documented records of effective teaching; coherent, continuous, and high-quality records of scholarly/creative activity; and service. Tenure-track reappointment considers cumulative progress toward tenure, in contrast to annual review (Section 4 below). As part of the appointment process, members of the personnel committee and the chair provide tenure-track faculty with formative written comments that indicate areas of strength and/or those in need of improvement.

**B. Senior lecturers** are nontenure line faculty who are generally issued three-year renewable contracts. However, contracts are subject to annual review, with reappointment dependent on satisfactory performance and available funding. Contracts specify an annual salary.

**C. Lecturers** are nontenure line faculty who are hired on a contingent basis, usually by the semester, to teach courses that cannot be covered by continuing faculty. Contracts specify either a per-course stipend or a percentage appointment, e.g. 50% or 100%.

#### ***Hiring Policy for Senior Lecturers***

Because the contracts and responsibilities of lecturers and senior lecturers differ markedly, the department does not generally convert lecturers to senior lecturers. Ordinarily, a formal search—either internal or external—is required for hiring a senior lecturer. There is one exception. If a need exists in the department for a senior lecturer who possesses a unique set of skills or credentials, and if a particular person with those skills or credentials is currently working as a lecturer in the department, the chair, with the support of the Personnel Committee, may recommend converting that person from lecturer to senior lecturer. When such a conversion occurs, the salary of the lecturer is increased to a level comparable to that of a senior lecturer hired through a formal search.

### **3. TENURE AND PROMOTION POLICIES**

The Department of English follows University and College of Liberal Arts policies for tenure and promotion. For more information, consult the following:

LA/PPS 2.02—Liberal Arts Tenure and Promotion Policy  
 PPS 8.01—Development/Evaluation of Tenure-Tenure Track Faculty  
 PPS 8.10—Tenure and Promotion Review

These and other relevant documents are available under the Faculty menu of the College of Liberal Arts website: [www.liberalarts.txstate.edu](http://www.liberalarts.txstate.edu).

The following departmental policies for tenure and promotion supplement college and university policies:

1. By a date established by the department chair (late spring or early summer), faculty must notify the chair in writing of intent to apply for tenure and/or promotion the following fall.
2. Because college policy requires a minimum of ~~two~~ three external reviews of scholarly/creative work (LA/PPS 2.02.10), faculty who intend to apply for tenure and/or promotion must supply the department chair by a specified date the following: a) an updated Vita in Texas State format (see PPS 8.10, Form 1A or 1B); b) a list of five or more faculty eligible to serve as external reviewers of scholarly/creative work, together with current contact information such as email and postal addresses.
3. By a specified date, faculty intending to apply for tenure and/or promotion supply to the department chair copies (in specified digitized or paper formats) of all peer-reviewed publications that appeared during the period reviewed, to be forwarded to external reviewers.
4. Candidates standing for tenure and/or promotion must submit all credentials (Texas State Vita, Review Group Information Form, and supporting documents) to the department chair by 5 pm on October 15. They are to notify anyone from whom they solicit a recommendation that tenure and promotion files are open to them.
5. A copy of each candidate's Texas State Vita and Review Group Information Form must be placed in a separate folder in a portfolio of documents supporting applications for tenure and promotion. The chair will add to the portfolio a folder containing all external reviews received and will hold copies of the same in the chair's office. The folders of all candidates will be secured in containers supplied by the department in space designated by the chair. After October 15, containers will remain accessible to the Personnel Committee and candidates until the file is moved to the college. Before the file is moved, candidates may revise, add, or remove supporting documents, with the exception of external reviews. A duplicate Vita and Review Group Information Form for each candidate must be filed with the candidate's supporting material.
6. After reviewing a candidate's credentials, each personnel committee member will sign and date the signature sheet for that candidate, which is kept in the container with the candidate's Vita and Review Group Information Form.
7. No absentee ballots for tenure and promotion will be allowed. PPS 8.10.34 states, "Members [of the personnel committee] must be present to vote."
8. The chair will set the date of the faculty meeting for tenure and promotion votes at least three weeks in advance.
9. At the beginning of the tenure and promotion meeting, the chair will explain the exact role of the participants, i.e., the personnel committee passes its recommendation along to the next level, and the chair, who remains neutral during the discussion of each candidate, passes along an entirely separate recommendation. According to PPS 8.10.34, "Full professors who are members of the department/school's personnel committee will vote by ballot first to approve or disapprove candidates for full professor. Once the vote is completed, both full and associate professors will convene to vote on candidates for tenure and/or promotion to associate professor." PPS 8.10.30 states that "At the meeting of the personnel committee, with the chair/director presiding in a non-voting capacity, the personnel committee will discuss and vote by secret ballot to recommend or not to reach each of the candidates for tenure and/or promotion." Members of the personnel committee may not vote on candidates for promotion to a rank higher than their own. According to PPS 8.10.32, "a tie vote is a vote not to recommend."
10. Candidates should consult the chair and their mentors when ~~in~~ deciding how much supporting material to include in the files.

***Departmental Addendum to College of Liberal Arts Promotion/Tenure Criteria***

The Department of English uses the College of Liberal Arts' criteria for promotion and tenure. However, recognizing the diversity of specialties in the field of English, the department understands that faculty members' work may be in such scholarly areas as literary study, language study, composition, rhetoric, and technical communication, as well as creative writing.

For tenure and/or promotion to associate professor, the Department of English requires one of the following: a scholarly or creative book; five refereed articles, book chapters, or comparable electronic works; five short stories in at least three different journals; twenty poems in at least five different journals; or comparable publications in other genres such as literary nonfiction, playwriting, and screenwriting. The same amount of scholarly/creative work, produced after promotion to associate professor, is required for promotion to professor. Faculty engaged in both scholarly and creative activity may present a comparable combination of publications—for example, three articles and two stories.

**4. ANNUAL REVIEW AND EVALUATION OF FACULTY**

All English Department faculty—whether full time or part time, continuing or non-continuing, on leave or not—are reviewed annually by March 1 for the preceding calendar year. The department follows the provisions of PPS 8.09 (Performance Evaluation of Faculty and Post-Tenure Review) and of PPS 8.11 (Performance Evaluation of Non-Continuing Adjunct Faculty), both of which are incorporated into this policy by reference. Faculty submit review materials using an online faculty annual review reporting system. Submission deadline is the first class day of the spring semester. Annual faculty review is entirely separate from review for tenure and/or promotion.

***Reviewers***

The annual review of faculty is the responsibility of the chair and departmental personnel committee. Four different review committees—one for full professors, one for associate and assistant professors, one for senior lecturers, and one for lecturers—make recommendations to the departmental personnel committee, which recommends to the chair. Faculty on phased retirement are reviewed for teaching by the review committee appropriate to their rank. The chair makes an independent review of all faculty. The chair also reviews any faculty who do not submit materials using the annual review reporting system (e.g., faculty teaching in the fall who do not return in the spring); in such cases, the evaluation is based on course syllabi, student evaluations, and other available information.

All full professors are reviewed by a committee of three full professors. Committee members, who serve staggered three-year terms, are selected by drawing slips of paper from a box, with each slip containing the name of a full professor. When there is a vacancy on the committee (a term expires or a member goes on leave or resigns), the full professors draw again for a three-year term. The name of every full professor remains in the box until he or she has served a total of three years (whether consecutively or not). The names of new full professors are added to the box as they are hired or promoted into the rank. When the box is emptied, all names go back in.

The department chair, in consultation with the departmental personnel committee, appoints a committee to review the associate and assistant professors as well as committees to review senior lecturers and lecturers.

When a member of any review committee is under review, that member is reviewed by the other two members of the committee. If the two disagree on an evaluation, the split recommendation is forwarded to the department personnel committee for its decision.

Each of the four review committees reports evaluation results to the department chair and to the appropriate members of the personnel committee. The department chair and all full professors, except for the faculty member under review, consider the recommendations for full professors. The department chair and the full professors consider recommendations for associate professors. The department chair, professors, and associate

professors consider recommendations for assistant professors on the personnel committee. The personnel committee reviews recommendations for all other faculty members.

Serving on a review committee is a serious obligation. Faculty are expected to serve when elected or appointed, unless they have a compelling reason for not doing so (e.g., being on leave).

### ***Criteria for Review***

All faculty are reviewed for teaching. Depending on their rank and workload assignment, faculty are also reviewed for scholarly/creative activity and service. Using the criteria given below, reviewers determine whether a faculty member “meets expectations,” “exceeds expectations,” or “does not meet expectations” in each category of review. If a faculty member is not expected to perform in a particular category, reviewers assign “NA” (“not applicable”).

**A. Teaching.** Good university teachers have the following characteristics: competent and growing in their discipline; articulate; accessible to students; disciplined in their work habits; skillful in motivating students; effective in organizing courses; and careful in maintaining high academic standards.

In general, faculty who *exceed expectations* in teaching provide the review committee with detailed, thoughtful comments in their annual review report. In the section on teaching, faculty indicate what they have learned from evaluations and explain what changes, if any, they have decided to make in light of students’ responses. In a section for comments on teaching, faculty discuss information such as the following: development of new courses or modification of the content, format, organization, or use of technology in existing courses; development of teaching knowledge and skills through independent study, attendance at workshops, or other professional development activities; mentoring that extends beyond the classroom, such as training IAs, helping students revise work for presentation/publication, or advising students about graduate study or career options.

**B. Scholarly/Creative Activity.** Teachers may demonstrate their scholarly and/or creative activity in ways such as the following: scholarly publications, including books, articles, essays, and reviews; creative publications, including fiction, poetry, plays, screenplays, and literary nonfiction; editorial work; bibliographical work; readings of scholarly papers or creative work at conferences, universities, etc.; public lectures, presentations, or talks in the faculty member’s field; participation in workshops and conferences; unpublished professional studies or reviews in the discipline; grant activity that supports scholarly and creative activity; reviews and citations of one’s scholarly/creative work.

To *meet expectations* in scholarly/creative activity, faculty assigned time for research must demonstrate scholarly and/or creative work accomplished, accepted, or in progress (that is, work undertaken that is expected to lead to a public forum such as publication or conference presentation or reading). Faculty who have not published or presented work during the review year must provide an explanation and outline of future plans under appropriate sub-headings of the annual report.

To *exceed expectations* in scholarly/creative activity, faculty must publish, in print or electronically, either a book or some combination of the following: book chapter; journal article; short story; essay- review; poems; reviews; encyclopedia entries; articles in reference works; scholarly or creative project in digital media; other similar works of scholarship, fiction, literary nonfiction, etc. A faculty member may also exceed expectations through a combination of limited publication plus readings or conference presentations; or limited publication plus editorial/bibliographical work; or limited publication plus grant activity. In weighing the combination of publication and/or other scholarly/creative activity to determine whether the faculty member exceeds expectations, the chair and committees will consider such factors as quantity and quality of publication.

A faculty member may resubmit a book for two additional years after publication for consideration by the appropriate review committee. The annual review entry for a book must clearly state whether it is submitted for the first, second, or third year. It is the responsibility of the faculty member to demonstrate to the committee, in writing, that the quality of the publication and/or its reception warrant “exceeds expectations” for more than one year (up to a total of three years).

For the purposes of annual review, a book is considered published in the year of its appearance for sale in trade covers—or, if this differs, in the year of copyright. Whichever of these dates an author chooses, he or she must offer a brief explanation for the choice. A shorter work, such as an article, essay, story, or poem, is considered published in the year it appears in print, even if the journal or other work bears a different date.

In most instances, the annual review committee assigns senior lecturers “NA” (not applicable) for scholarship. However, a senior lecturer who reports scholarship may be awarded a rating of “distinguished” if the scholarship meets the criteria for “exceeds expectations.” Lecturers are not evaluated for scholarship; they are automatically assigned “NA” in this category.

**C. Service.** Faculty may demonstrate their service by their activities, including funded grant activity, in behalf of the department, school, university, discipline, or public. In completing ePortfolio reports for annual review, faculty should clearly indicate which service activities are supported by assigned time and which are not.

To *meet expectations* in service, tenured and tenure-track faculty and senior lecturers must demonstrate service on at least two departmental committees, as well as service on at least one other level (university, profession, or community).

To *exceed expectations* in service, tenured and tenure-track faculty and senior lecturers must also demonstrate commitment to and substantial activity in the department, university, profession, or community in ways such as the following: chairing a major active committee, completing a significant project, serving as an officer or elected member of a professional group. Lecturers are not evaluated for service; they are automatically assigned “NA” in this category.

#### ***Failure to Submit Materials***

Since all faculty members are expected to submit materials for annual review, the faculty review committees cannot consider anyone to have met expectations in teaching, scholarly/creative activity, or service who does not submit an annual review report and, in the case of tenure-track faculty, the required documentation. This will be the case whether or not merit or performance money is available. Those who fail to meet expectations are subject to post-tenure review (see PPS 8.09).

#### ***Categories of Evaluation***

All full-time faculty except senior lecturers and lecturers are ordinarily expected to be evaluated in all three categories—teaching, scholarly/creative activity, and service. If a faculty member wishes not to be evaluated in a particular category, this should be negotiated with the chair well in advance so that appropriate adjustments in workload can be discussed and approved outside the department. Senior lecturers are evaluated for teaching and service. Lecturers and faculty on phased retirement are evaluated only for teaching. If faculty members are uncertain about which categories of review apply in a given situation, they should consult the chair.

#### ***Preparation of Materials and Review Procedures***

All English faculty—part-time or full-time, tenured or non-tenured—must submit an annual review report using the annual review system. A sample report is available on request to any member of the English faculty. Tenure-track faculty must also supply documentation to support their reports, including teaching materials, student evaluations, and copies of scholarly/creative work; other faculty supply documentation only on request. Tenure-track faculty include a paper copy of their CVs with their documentation. For other faculty, the CV posted on the HB 2504 website is sufficient so long as it is up to date.

The department uses ePortfolio to receive and maintain student evaluations for online and, when necessary, hybrid courses. Several weeks prior to the end of a long semester, faculty members teaching such courses are responsible to announce that the department’s course evaluation form will be available and are to ensure that the evaluation form is available to students at least two weeks before the last class day.

The annual review report should identify specifically those factors the faculty member believes necessary to a full and fair assessment. On their reading of the report (or report and documentation in the case of tenure-track faculty), the departmental review committees will determine that a faculty member is meeting, exceeding, or not meeting expectations. (The committee may call for supporting material relevant to the report; faculty are expected to keep such material on file.)

After completing their work, the four review committees report to the personnel committee. Any personnel committee member who seriously questions a committee's assessment of a faculty member may announce his or her intention to review the annual review report and any supporting material and, within five days, give the committee possible reasons for reassessment. Such challenges must be based on reference(s) to specific information in the report and to any relevant material previously submitted. Anecdotal evidence will not be considered. The committee takes any written suggestions into consideration before presenting its final report to the chair. All discussions of the personnel committee are confidential.

The department uses an anonymous student evaluation form to evaluate the performance of all faculty in all classes at least one long semester each year. In the semester selected, before the week of final examinations, each faculty member distributes evaluations, leaving the room while students complete them. A designated student takes the completed evaluations to the department office to be held until semester grades are turned in. Then the evaluations are available to the faculty member to be used in completing the annual review report. Any faculty member may request evaluations more often. Tenure-track faculty are required to collect student evaluations in all classes during both the fall and the spring semesters.

In addition to the department's student evaluation form, all undergraduate courses are evaluated each semester using an evaluation mandated by the State of Texas—Student Perception of Instructor (SPI). Results of the SPI, which are not to be included in the department's annual review, are posted on the university website for public access.

### ***Information about Reviews***

Using the annual review reporting system, the department chair reports confidentially to each faculty member the findings of the reviewers, as well as the chair's independent evaluation. Faculty then certify that they have read their reports. In doing so, they may add comments in the appropriate section. (Note that certifying a report does not mean that the faculty member necessarily agrees with the findings.) The entire report is kept online, available to the faculty member and the chair.

If the personnel committee review identifies any faculty member who does not meet expectations, the chair will provide him or her with a written list of deficiencies. After consultation with the faculty member, departmental personnel committee, and college dean, the chair shall prescribe in writing an appropriate program of remediation. If there is no significant improvement during a period of three consecutive years after the chair has identified in writing a list of deficiencies and appropriate program of remediation, the chair will initiate a recommendation of dismissal for cause. See PPS 8.09 for further details.

### ***Appeal of Annual Review***

Review committees will offer reasons for their decisions; decisions may be appealed to the chair. Before certifying their reviews in the online annual review reporting system, faculty members may ask the review committee and/or the chair to reconsider their findings. The faculty member should initiate the appeal within ten working days of receiving results of the review. Faculty appealing annual review recommendations must supply the appropriate review committee and/or the chair with a formal letter of appeal stating the specific criteria that they believe the committee and/or the chair overlooked or misinterpreted. If faculty members do not agree with the results of the appeal, they may then carry their appeal to the dean.

## **5. PROCEDURES FOR AWARDING PERFORMANCE AND MERIT RAISES**

### ***Performance***

Performance funds are distributed in accord with university policy (PPS 7.10), usually as an across-the-board

increase for all eligible faculty. The university administration determines the amount of funding, if any, and the basis for eligibility. Barring instructions to the contrary, English faculty will be eligible for performance raises if they meet expectations in annual review (as determined by the evaluation of the personnel committee and the chair, indicated in the evaluative sections of the annual review form). For many years, the university has not authorized distribution of funds for performance.

### ***Merit***

Merit raises are also awarded in accord with university policy (PPS 7.10), which has typically defined the basis for merit as faculty accomplishment during the preceding three calendar years.

Merit awards should make clear, meaningful, significant distinctions. The faculty review committees recommend to the personnel committee and to the chair an evaluation of a faculty member's performance, in the context of departmental criteria, during the annual review process. Reviewers' evaluations (as approved by the personnel committee) indicate who is eligible to be considered for merit. All tenured and tenure-track faculty who have exceeded expectations during each year of the period of merit review, in at least one category of the individual annual review ratings made by the personnel committee are eligible for merit. All senior lecturers who have exceeded expectations in at least two categories of the individual annual review ratings made by the personnel committee over three calendar years for merit review are eligible for merit. Lecturers who have exceeded expectations in teaching at least once in the individual annual review ratings made by the personnel committee over three calendar years are eligible for merit. Should the university alter the number of years to be reviewed for merit, the number of categories required to "exceed" for senior lecturers and lecturers to be eligible for merit will be adjusted proportionally. The chair determines merit but is required to consult the personnel committee before making decisions. Basic merit amounts have generally been linked to annual review results, with additional amounts added, if available, based on exceptional achievement (see below). In consulting the personnel committee, the chair will indicate approximately what the range of merit raises will be (e.g., high, medium, low) for a given level of annual review performance.

Merit decisions are based on exceptional achievement. In teaching, exceptional achievement might be a major teaching award or development effort. In scholarly / creative activity, exceptional might be a book or major grant supporting scholarship or creative writing. In service, exceptional might be a major report or major committee project or major funded grant that serves the public or department.

If the university administration sets a maximum amount for merit awards, that amount may be awarded in the most exceptional cases, with additional awards in proportion, until all merit money is used. Awards should be set at a level to ensure that all eligible faculty receive some merit.

## **6. GRADUATE FACULTY EVALUATION**

The English Department follows the provisions of PPS 7.03, Nomination and Evaluation Procedure for Graduate Faculty, which are incorporated by reference into this document. The following policies are designed to ensure that graduate faculty membership is based on a careful review of teaching, scholarship/creative activity, and service.

### ***Criteria for Graduate Faculty Membership***

Faculty teaching graduate courses in English ordinarily hold a terminal degree in the discipline and must have a proven record of scholarship or creative activity in their field. The department's graduate director may recommend an exception to this criterion (see PPS 7.03). Faculty teaching graduate courses with a "regular" status must be evaluated as meeting expectation in annual review by both the personnel committee and the chair. Faculty teaching graduate courses as associate doctoral faculty must, in addition, be evaluated as exceeding expectations in both teaching and scholarship in annual review for at least two of the previous three years. A favorable annual review evaluation is ordinarily required for the three years immediately preceding appointment/reappointment. For recently hired faculty, evaluation is based on available annual review reports, if any, and / or work completed prior to appointment at Texas State.

### ***Procedures for Nominating Graduate Faculty—Regular Status and Associate Doctoral Status***

The term for regular graduate faculty or associate doctoral status is up to five years. Faculty appointed to regular status may teach master's graduate courses, direct master's theses, and serve on thesis committees. Faculty appointed to associate doctoral status may teach doctoral-level courses and serve on doctoral dissertation committees. Faculty applying for either status must submit a current Texas State Vita to the department's graduate director, who then prepares a nomination/renomination form. The director, in consultation with the graduate committee, reviews the form, vita, and three most recent annual review reports (or alternative evidence for recently hired faculty) to verify that the faculty member meets the criteria for graduate faculty membership. For those without a three-year record of annual review reports, evaluation is based on work completed prior to appointment at Texas State. The director routes the application, via the department chair and college dean, to the graduate dean.

***Procedures for Nominating Graduate Faculty—Adjunct Status***

Faculty who do not hold a terminal degree in the discipline may apply for adjunct status. Adjunct graduate faculty are appointed for one year, and their appointment allows them to teach a particular course (or courses) and/or to serve in a particular role as a thesis director/committee member. To apply for adjunct status, a faculty member must submit a current Texas State Vita to the department's graduate director, who then prepares a nomination/renomination form. The director, in consultation with the graduate committee, reviews the form, vita, and three most recent annual review reports (or alternative evidence for recently hired faculty). For a faculty member who does not hold a terminal degree, the director must also prepare a justification form detailing alternative credentials that qualify the applicant for graduate faculty status. The director routes the application, via the department chair and college dean, to the graduate dean.

The above policy covers graduate faculty membership in the English Department. Any issues not addressed here or at odds with Graduate College policy will be handled by reference to PPS 7.03.

**7. WORKLOAD POLICY**

College and university workload policies always supersede those of the department. And the awarding of assigned time is always contingent on the department's ability to meet its fundamental teaching obligations. The chair will make every effort to arrange teaching assignments and allocate resources so that assigned time can be awarded in accord with department, college, and university policies. University workload policies are spelled out in PPS 7.05.

- A. All full-time tenure-track and tenured faculty in the Department of English are expected to meet a set of professional responsibilities that include teaching, scholarly/creative activity, and service.
- B. Senior lecturers are expected to meet a set of professional responsibilities that include teaching and service. They may elect to include scholarly/creative activities in their responsibilities, but they are not required to do so. Lecturers are expected to meet a set of professional responsibilities in teaching; they are not evaluated for service or scholarly/creative activities.
- C. Part-time faculty who are not paid per course are expected to meet, in an appropriately proportional way, the same professional responsibilities expected of faculty with comparable rank. This provision does not apply to faculty on phased retirement, whose professional obligations do not include scholarly/creative activity or service.
- D. Tenured faculty members, in consultation with the chair and with the concurrence of the chair and the dean, may negotiate to concentrate in two areas of professional responsibility rather than three. Tenured faculty who choose to be evaluated in annual review on teaching and service will ordinarily teach a four-course load.
- E. While tenured faculty who negotiate to teach a four-course load may elect to have scholarly/creative activities marked as N/A (not applicable) for the sake of annual review, all faculty must remain current in their professional fields for the sake of effective teaching. They are also obligated to participate in institutional governance.

F. Graduate faculty directing MAL, MATC, and MARC theses or MARC portfolios may accrue credit towards assigned time. The usual load of such faculty is 3/3. To earn one course assigned time, faculty must direct three theses to completion over eight long semesters (two completed MARC portfolios are calculated as equivalent to one thesis). Assigned time is not awarded for serving as a reader on thesis committees or for directing Honors theses.

G. Faculty hired to teach primarily in the MFA program have a 2/2 load. To maintain this 2/2 load, they are ordinarily expected to direct a minimum of four theses to completion each year and to serve as second and third readers on MFA thesis committees. This policy reflects Liberal Arts workload policies for faculty teaching primarily in terminal degree programs.

H. Faculty who teach four or more large classes (enrollment of 101 or more students) in a period of three academic years, excluding summer school, earn one course assigned time. The department offers this workload adjustment for large classes because it cannot provide sufficient IA help for faculty. IA/student ratios are typically 1/200.

I. Faculty members receiving assigned time for major research/creative or grant-related activity will annually provide evidence during the annual review process that they are engaged in such an activity and that their activity meets departmental expectations. The English Department recognizes that scholarly research and creative activity may take a variety of forms and that no quantitative measure of one year's work can capture this diversity. While the regular publication of books and journal articles or creative work is a compelling demonstration that faculty are using assigned time productively, the Department also recognizes that books and journal articles are often generated by such activities as reviewing the work of other scholars/writers or presenting at conferences. Moreover, publication in the humanities often comes only after extended periods of reflection and even rejection. The chair—in approving assigned time for research and creative activity—must take these variables into consideration. Section 4 of this document (Annual Review and Evaluation of Faculty) enumerates various ways in which faculty may demonstrate their scholarly/creative activity.

## **8. PROFESSIONAL ACADEMIC RESPONSIBILITIES**

### ***Conduct and Planning of Courses***

PPS 4.01 (Conduct and Planning of Classes) gives an overview of faculty members' professional responsibilities as teachers. All faculty, but especially those new to the department, are encouraged to review this PPS, which covers the following topics:

- Role of the Instructor (2-9)
- Attendance policies (10-13)
- Course descriptions (14-15)
- Core curriculum courses (16-17)
- Grades (18-19)
- Grade changes (20-22)
- Students with disabilities (23)
- Independent study, topics, and problems courses (24-27)
- Office hours (28-30)
- Retention of records (30-33)
- Student evaluations (34)
- Syllabi (35-36)
- Final examinations (37-40)
- Punctual return of graded items (41)
- Textbooks (42-43)
- Writing (44-46)

***Course Subject Matter***

So long as the content of a course remains relevant to its overall purpose, the faculty member has wide latitude in choosing materials and topics for classroom use and discussion.

***Course Syllabi***

University policy requires that faculty provide a syllabus for every course they teach. See PPS 4.01 (Conduct and Planning of Courses), paragraphs 34-35. Note that syllabi for core (general education) courses require more information than do syllabi for other courses. Faculty must post their undergraduate course syllabi on the university's HB 2504 website early each semester and should keep in mind that all information posted on the site is available to the general public. When publishing the syllabus as required by HB 2504 for any undergraduate course, whether core or advanced, instructors in English must provide a daily course schedule for the entire semester.

***Textbook Selection and Adoption***

Faculty members select first-year English texts from a list approved by the department. Departures from this list must be approved by the Director of Lower-Division Studies. Textbook selection for all other courses is left to the discretion of the individual instructor. All textbook selections are subject to the final approval of the chair.

***Student Class Attendance and Withdrawal Policies***

In sections of first-year composition taught by teaching assistants, the Director of Lower-Division Studies establishes the student attendance policy. In all other cases, faculty members determine their own attendance policies. All attendance policies are to be distributed to students in writing during the first week of class.

Procedures for withdrawals and drops are described in detail in PPS 4.09. Before a date established by university policy, a student may withdraw from a course regardless of absences or academic standing at that time. An automatic "W" is assigned in such cases. Drops after the automatic "W" date are allowed only in rare cases and require documentation (usually medical) and permission from the chair. See PPS 4.09, paragraphs 13-16, for details. Students may also appeal to the dean for an administrative (retroactive) "W" after the semester has ended and a grade has been assigned. Reasons for the withdrawal must be formally documented and approved by the dean. See PPS 4.09, paragraphs 17-22, for details.

***Meeting Classes***

Although unscheduled university holidays are sometimes announced by the president and occasional meetings of classes may take place other than in the classroom, as a general rule faculty members meet all classes as officially scheduled and personally supervise all examinations and in-class writing assignments. If the university approves a faculty member's request for absence from the campus, the faculty member arranges for qualified substitutes to meet all missed classes and submits those persons' names to the chair. The chair provides university-required forms for this purpose.

A faculty member who becomes ill or faces a personal emergency notifies the chair or departmental staff immediately. Then the chair sees that appropriate substitutes meet classes for the absent faculty member. For such emergency leave and sick leave, the faculty member obtains official forms from the chair, fills them out, and submits them to the department as soon as possible after returning to campus.

***Office Hours***

Faculty list office hours in their syllabi and report the hours each semester to the department staff on a form provided. Ordinarily, faculty keep a minimum of one office hour per week for each class they teach.

***Final Examination***

In undergraduate courses, faculty must follow the policy on final examinations spelled out in the Texas State *Faculty Handbook*. Final examinations will be given by all faculty and taken by all students unless the chair and the faculty member concur on an alternate method of evaluation. Finals will be administered according to the published schedule. Individual students with conflicts or serious problems may take a final at an alternate time if they secure permission from their instructor, chair, and school dean. Faculty who wish to change the time of a

final for an entire class may do so with permission from their chair, school dean, and the Vice President for Academic Affairs.

In graduate courses, faculty may elect to require a paper, a take-home final, or other means of evaluation in lieu of a final exam. In such cases, the scheduled exam period may be used as an additional class meeting.

### ***Student Complaints***

University policy provides information for student complaints on a range of specific issues: see UPPS 07.10.06. For complaints about conduct of classes, the College of Liberal Arts and Department of English follow procedures outlined in UPPS 07.10.06.03 for “non-academic” student complaints. If informal consultation with a faculty member proves unsatisfactory, a student may submit a more formal complaint to the chair of the department. Unless immediate action is required as for matters of safety, students are to bring formal complaints to the chair in writing. The chair conducts a review of the complaint and as needed confers with faculty. A faculty member may respond to a formal complaint in writing and, if so, the response will be filed with the complaint. The chair responds to the student in a timely way, usually within ten days of the formal complaint. The chair is to maintain a log of student complaints.

### ***Grade Appeals***

Students who believe that they have been awarded an inaccurate or unfair grade at the end of a course may initiate a grade appeal with the chair—but only after they have attempted to resolve the issue directly with the teacher. A copy of the department’s grade appeal policy is available to faculty and students in the chair’s office. The policy states that, in any grade appeal, “the burden of proof is on the student. The student must demonstrate that the grade is inaccurate or was determined unfairly.” The policy further states that the “chair will not read a student’s papers or exams. Without having attended the class and read the work of all other students, the chair lacks the context necessary for making an informed assessment of the student’ oral or written work.”

### ***Incomplete Grades and Change-of-Grade Policies***

Only in exceptional cases do faculty give “I” grades for incomplete work in a course. An “I” automatically becomes an “F” after one year unless the faculty member requests an extension. Faculty members who, for justifiable reason, must give an “I” in an undergraduate course file with the department office an account of the work that the student must complete before receiving a definitive grade. Faculty must also indicate on the change-of-grade form why the student took the “I.” If a student otherwise passing a course must miss a final examination for valid reason, the instructor gives a make-up examination. Infrequently, a faculty member may need to change a final grade already reported to the Registrar. In these exceptional cases, the faculty member fills out a change-of-grade card for departmental and Liberal Arts approval, reporting the reason for the change.

## **9. DEPARTMENTAL ADMINISTRATIVE RESPONSIBILITIES**

### ***Committee Assignments***

Annually, at the beginning of the fall semester, and after consultation with the personnel committee, the chair makes assignments to departmental administrative posts and committees. Committee chairs and other supervisors report to the chair. Committee members meet with committee chairs as the necessary work of the department requires. Tenured and tenure-track faculty and senior lecturers ordinarily serve on at least two committees; lecturers ordinarily have no committee assignment. In making assignments, the chair strives to achieve balance among programs by seeking recommendations from appropriate program directors.

### ***University and College Committees***

In addition to assignments within the department, faculty members may accept assignments to Faculty Senate, university, or Liberal Arts committees.

### ***Nominations for Faculty Awards***

The faculty will meet in a timely way to recommend a single nominee from the Department of English for various faculty awards. These include the Presidential Awards for Excellence in Teaching, Scholarly/Creative Activity, and Service.

## 10. OTHER PROFESSIONAL RESPONSIBILITIES

### *Supervision of Instructional Assistants and Teaching Assistants*

The Director of Lower-Division Studies supervises all teaching assistants. Other faculty teaching in large theatre settings help supervise instructional assistants. At the beginning of the academic year and occasionally thereafter, teaching assistants meet with the Director of Lower-Division Studies. Instructional assistants meet routinely with their supervisors who regularly monitor their teaching and grading procedures.

### *Commencement*

Approximately one-third of the faculty represents the department at each of three annual commencement exercises held in December, May, and August. The chair prepares an annual list of assignments based on faculty preference and must approve any changes in these assignments.

### *Summer Teaching*

The regular nine-month faculty contract assumes no summer teaching for any faculty member. Faculty may request summer courses, and the chair makes assignments based on student need, available funding, the number of faculty requesting to teach, and a course's history of successful enrollment.

### *Deadlines*

As part of their ordinary professional obligations, faculty are expected to meet various deadlines—e.g., for submitting annual review reports, for verifying class rosters, for turning in schedule request forms, for uploading final grades. Missed deadlines create additional work for staff and strain the department's relations with other university offices. Faculty are therefore urged to be mindful of deadlines and to make every effort to meet them.

## 11. DEPARTMENTAL TRAVEL AND STUDENT WORKER FUNDS

In budgeting travel and student worker funds, the chair is guided by the following policies.

### *Travel*

Travel reimbursement is allocated using the following guidelines:

1. Reimbursement for qualifying expenses is available to faculty who are traveling for the following purposes: (a) to deliver a paper or give a reading at a professional meeting or (b) to conduct university business at a professional meeting.
2. At the beginning of each academic year, faculty must submit a signed document acknowledging agreement with university and departmental travel policies. Funds are allocated up to a limit designated by the chair to faculty who submit completed travel applications at least 30 days before the date of departure and adhere to all requirements in the policy.
3. If sufficient money is available, travel by English graduate students who read papers or, with the chair's permission, conduct university business may be funded from the department's regular travel budget. Graduate students must submit a three-part application form, requesting funding from the English Department, the College of Liberal Arts, and the Graduate College. The English Department typically provides up to \$300 for no more than two trips in an academic year; the chair may adjust the amount depending on available funding.
4. Besides funding travel by faculty and graduate students, the chair must set aside money to pay the travel costs of job candidates visiting the department.
5. A faculty member who does not use all funds allotted for a particular trip—may apply the remainder to a subsequent trip completed in the same fiscal year, so long as travel policies are followed.

6. Faculty who decide not to travel after submitting an application should inform the chair and the department's budget assistant immediately.

***Student Workers***

The chair allocates funding for student workers to assist staff and faculty in the departmental office. Whenever possible, the department hires work study students to fill these positions. While student workers are hired to support the work of faculty, they should not be asked to perform tasks outside their usual routines (e.g., work that should be done by IAs). Faculty who need student assistance for a special purpose or project should make arrangements with the staff member who supervises student workers, or with the chair.

**12. POLICY CHANGES**

***Temporary Policy Changes***

To control class size and/or to balance the budget, and with at least one week's notice to the faculty, the chair may make temporary changes in policies.

***Amendments to the Policy Statement***

Changes to the policy statement can be recommended at any time by the chair, departmental committees, or petition from five or more faculty members. Changes or additions must be announced at least one week prior to their consideration and approved by two-thirds of the faculty present and voting at the meeting during which the recommendations are considered. Each September the chair will provide all faculty members with a revised policy statement incorporating changes from the previous year.

*Effective 9-12-16*