Teaching Expectations for Tenured and Tenure-Track Faculty in English

We believe that teaching, research, and service are mutually sustaining endeavors, and that often evidence of effective teaching will be linked with evidence of effective research and service. The best teachers keep up on trends in their fields of expertise and also on general pedagogical developments in English and composition. Graduate faculty in the department of English regularly teach general education and/or gateway courses, teach specialized upper-division or graduate courses in their areas of expertise, and mentor graduate student T.A.’s and interns. Additionally, graduate faculty may be called upon to work individually with students to advise majors and supervise graduate theses.

Primary evidence of teaching effectiveness should include direct classroom observation by peers as well as written documents such as syllabi, examinations, assignments, and other instructional materials. Student course evaluations will be taken into account but should not be the only primary evidence considered. In weighing the evidence, committees will look for the following indications of involvement and expertise in teaching:

- Fostering learning in the content area through adequate and level-appropriate coverage of the material.
- Using classroom time purposefully and effectively.
- Employing a variety of teaching methodologies and technologies in the classroom, when appropriate.
- Constructing course syllabi, assignments, and supplemental materials that are logically structured, meet all department guidelines (in courses for which guidelines exist), encourage critical thinking, and reflect current developments in the area.
- Engaging the student in the learning process and fostering interest in students and in the subject.
- Assigning an appropriate amount and type of work for the course and providing timely and effective feedback.
- Serving effectively on graduate thesis or exam committees (for directing theses and dissertations, see Research).
- Developing new courses or significantly revising existing course content, pedagogy, or technology in meaningful ways.
- Advising and mentoring students effectively.
- Working effectively with students outside the classroom.
Additional evidence of expertise in teaching include

- Attending workshops, conferences, or seminars on pedagogy.
- Organizing or leading internal workshops, conference panels, or seminars on pedagogy.
- Presenting new research on pedagogy at a conference, workshop, or seminar.
- Publishing articles on pedagogy in appropriate professional journals.

The last two of these, if subject to peer review, are also forms of research, and illustrate the interrelatedness of our various activities.

A faculty member will have a teaching record that is **satisfactory**, for purposes of tenure, promotion, or PPR if she/he has, since hire or the time of the last tenure and/or promotion and/or PPR performed well in these categories as determined by peer observations, an examination of teaching materials, and course evaluations. A faculty member will have a teaching record that is **superior**, for purposes of tenure, promotion, or PPR if she/he has, since hire or the time of the last tenure and/or promotion and/or PPR performed these teaching activities exceptionally well.

The department is committed to encouraging the university to provide incentives and rewards for outstanding teachers by providing additional salary increases at the time of tenure, promotion, or PPR, or by creating courses releases or additional funding to support graduate advising, developing substantially new graduate courses, or developing substantially new course materials, which are of use to the department or university generally. If a teaching record is deemed outstanding, the Department Chair may consider nominating the faculty member for one of the University’s Outstanding Teacher awards.

approved November 13, 2006