

**Policy Statement  
Department of English  
Texas State University  
(2025-2026)**

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 Faculty Resources menu at [www.english.txst.edu](http://www.english.txst.edu).

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

### **A. 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. With the aid of the personnel committee and other faculty, the chair directs and oversees the recruitment and hiring of departmental faculty and staff, the development and reporting of student learning outcomes, academic planning, curriculum, academic program review, annual review, and distribution of merit. 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 campus, reports on and maintains records of faculty workload, 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, facilitates textbook orders, oversees the hiring of student employees, allocates funds for travel and other departmental obligations, and prepares the annual budget. The chair manages the department's endowment accounts and maintains relations with donors and alumni. 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* and AA/PPS 1.02.11 outline additional responsibilities of the chair.

### **B. Personnel Committee**

Tenured faculty, of whatever academic rank, as well as two faculty of instruction, make up the personnel committee of the department. The two representatives from the faculty of instruction, one Associate Professor and one Full Professor, will be elected to the personnel committee by the department's eligible non-tenure-line faculty (all NLF with more than 50% full-time equivalent). 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 non-concurrence.

Personnel committee members at one level do not recommend promotion for those at the same or higher academic rank.

### **C. 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% of full-time equivalent (FTE) 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% FTE are invited to attend general faculty meetings but may not vote. Personnel committee members are expected to attend and participate; they may vote if they have 1) an academic assignment at a rate of 50% FTE 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; and 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% FTE or more and who 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**

New faculty are ordinarily hired in one of three categories:

### **A. Tenure-Track Faculty**

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 AA/PPS 04.02.01). 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. Faculty of Instruction**

Faculty of instruction are nontenure line faculty who are generally issued five-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**

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% FTE.

## **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

AA/PPS 04.02.01—Development/Evaluation of Tenure-Track Faculty

AA/PPS 04.02.20—Tenure-Line Faculty Tenure and Promotion Review

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

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

### **A. Tenure and Promotion Procedure**

**i.** By a date established by the department chair (late spring or early summer), faculty must notify the chair in writing of an intent to apply for tenure and/or promotion the following fall.

**ii.** Because college policy requires a minimum of four 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 links at AA/PPS 04.02.20.03.03); and b) a list of six or more faculty eligible to serve as external reviewers of scholarly/creative work, together with current contact information such as email and postal addresses.

**iii.** 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 of probation, to be forwarded to external reviewers.

iv. Candidates standing for tenure and/or promotion must submit all credentials and supporting materials via the Faculty Qualifications system (see AA/PPS 04.02.20.03.3a). College of Liberal Arts policy states: “Candidates should use the Activities tab in Faculty Qualifications System to report their credentials, activities, and achievements. The Required reports will be automatically generated and attached to a candidate’s submission in the system, including Administrative Information, Teaching, Service, Scholarly/Creative/Research, and Texas State Vita” (LA/PPS 2.02.02). Materials must be submitted 5 pm on October 1. Candidates are to notify anyone from whom they solicit a recommendation that tenure and promotion files are open to them.

v. The chair will add to the portfolio all external reviews received and will keep copies of the same on file. After October 1, the portfolio will remain digitally accessible to the Personnel Committee and candidates until the file is submitted to the college. Before the file is submitted, candidates may revise, add, or remove supporting documents., with the exception of external reviewers.

vi. Each personnel committee member will review the candidates’ materials and indicate their completion of that review in the Faculty Qualifications system in advance of the meeting for tenure and promotion votes (AA/PPS 04.02.20.04.2a).

vii. No absentee ballots for tenure and promotion will be allowed. AA/PPS 04.02.20.04.03d states, “Members [of the personnel committee] must be present (in person or virtual) for the discussion and vote.”

viii. The chair will set the date of the faculty meeting for tenure and promotion votes at least three weeks in advance.

ix. 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. AA/PPS 04.02.20.04.02c states that “At a meeting of the personnel committee, presided over by the chair or director in a non-voting capacity, the personnel committee will discuss and vote anonymously to recommend, not to recommend, or abstain only if there is a valid conflict of interest, for each of the candidates for tenure or promotion.” Members of the personnel committee may not vote on candidates for promotion to a rank higher than their own. AA/PPS 04.02.20.04.02e states that “a tie vote is a vote not to recommend.”

x. Candidates should consult the chair and their mentors when deciding how much supporting material to include in the files and how to format that information in the Faculty Qualifications system.

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

The Department of English uses 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 a minimum of 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 minimum 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 AA/PPS 04.02.10 (Performance Evaluation of Faculty and Post-Tenure Review), which is 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.

##### **A. Reviewers**

The annual review of faculty is the responsibility of the chair (or its designates) and the departmental review committees. Five different review committees—one for full professors, one for associate and assistant professors, one for full and associate faculty of instruction, one for assistant faculty of instruction, and one for lecturers—report to the departmental personnel committee. Faculty on phased retirement are reviewed for teaching in addition to any other responsibility approved as part of their appointment by the review committee appropriate to their rank. The chair makes an independent review of all faculty. The chair (or its designates) 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 faculty of instruction and lecturers.

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

Each of the five 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 reports for full professors. The department chair and the full professors consider reports for associate professors. The department chair, professors, and associate professors consider reports for assistant professors on the personnel committee. The members of the personnel committee with the appropriate rank review reports 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).

## **B. 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”).

**i. 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.

**ii. 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, live performances, 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, one or more 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.

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 (or is formally published online), even if the journal or other work bears a different date. The annual review committee assigns faculty of instruction “NA” (not applicable) for scholarship/creative activity. Lecturers are also not evaluated for scholarship/creative activity and are assigned “NA” in this category.

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

To *meet expectations* in service, tenured and tenure-track faculty must demonstrate service on at least two departmental committees. In addition, tenured and tenure-track faculty must detail service on at least one other level (university, profession, or community). Faculty of instruction must detail departmental service of at least 10 hours per semester.

To *exceed expectations* in service, tenured and tenure-track faculty 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, or serving as an officer or elected member of a professional group. Faculty of instruction must detail

departmental, university, and/or professional service of 5-15 hours in addition to the 10 hours per semester required to meet expectations.

Lecturers are not evaluated for service; they are automatically assigned “NA” in this category.

### **C. 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 the university provides merit funds in any given year.

### **D. Categories of Evaluation**

All full-time faculty except faculty of instruction 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 of the next academic year so that appropriate adjustments in workload can be discussed and approved outside the department. Faculty of instruction 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.

### **E. 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. Information about annual review and a link to the login for the digital annual review system may be found at the Department of English website, under Faculty Resources. In addition to the online report, tenure-track faculty must also supply documentation to support their reports and an updated copy of their CV using the Texas State format. In Faculty Qualifications, they provide teaching materials, student evaluations, copies of scholarly/creative work, and documentation of relevant service; other faculty are to supply documentation on request of a review committee or departmental chair. Material must be entered into Faculty Qualifications in order to be assessed for purposes of Annual Review or Tenure and Promotion. In other words—if it’s not there, it does not count.

Faculty other than tenure-track retain student work and gradebooks for two years following the current semester. Tenure-track faculty are to retain student work and gradebooks for up to six years after the current semester.

The department uses Canvas and Watermark 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. Faculty members can request paper evaluations to be completed by students in class.



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.

After completing their work, the five review committees report to the personnel committee. Any personnel committee member who seriously questions a committee's assessment of a faculty member may announce an 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.

Per university policy (AA/PPS 04.02.10.03.02), the department uses an anonymous student evaluation form to evaluate the teaching of all faculty at least once a year. Online student evaluations are done automatically through Canvas. If a faculty member chooses to have students fill out paper evaluations, that faculty member then distributes evaluations before the week of final examinations. The faculty member (along with any instructional assistants) must leave the room while students complete evaluations. A designated student takes the completed evaluations to the department office to be held until semester grades are turned in. Once grades are submitted, evaluations are available to all faculty members to use 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.

All faculty are to maintain updated CVs on the digital reporting system that is also used for annual review reports. Beginning in AY 2016, activities reported for annual review are automatically added to the CV maintained on the Faculty Qualifications system. The university requires faculty to update CVs annually for accreditation reports and other administrative purposes as well as for annual review.

For public audiences including prospective students, parents, and others outside the university, faculty post up-to-date CVs and undergraduate syllabi on the HB 2504 website. State law requires that this information be readily available; at Texas State, it is linked to the university's home page. Results of evaluations on the HB 2504 site are not considered during the department's annual review.

#### **F. 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.

#### **G. Appeal of Annual Review**

Review committees will offer reasons for their decisions; decisions concerning faculty who meet expectations 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 decisions 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.

Tenured faculty who fail to meet expectations are subject to post-tenure review (see below and AA/PPS 04.02.10.07-11). Nontenure line faculty who fail to meet expectations may not be retained or re-appointed, as per their contract (AA/PPS 04.02.10.06.01).

#### **H. Failure to Meet Expectations & Post Tenure Review**

If the personnel review committee, the PC, and the chair concur that a faculty member has failed to meet expectations in teaching, scholarly/creative activity, and/or service, the department follows procedures outlined in AA/PPS 04.02.10.07. In summary, the faculty member will be notified of the finding in writing and invited to a meeting with the chair to discuss the evaluation. If at the meeting the chair finds that the faculty member does not meet expectations, the chair will then convene a meeting of the PC within no sooner than three days and no later than six class days. At the PC meeting, the chair will present an evaluation and any supporting documentation. The faculty member may be present, may address the committee, and may provide evidence related to performance. With the faculty member then asked to leave, the PC and chair discuss the evidence, with the PC selecting a member to record minutes; the chair presides but does not vote. Within ten class days, the PC must convene to vote, with a majority (excluding the faculty member and chair) determining whether expectations have been met. If after this process, a faculty member has been found to meet expectations, s/he will be evaluated as having done so for that year's annual review. If the faculty member is found not to have met expectations, the chair and faculty member, with the consultation of the PC, will design a Professional Development Plan, which is intended to help address deficiencies.

If the majority vote that expectations have not been met, the PC recorder initiates Post-Tenure Review (AA/PPS 04.02.10.09) by submitting the vote and list of voting faculty to the chair, who, within ten class days, must forward all recorded information to the dean for approval or disapproval. If the dean concurs that a faculty member has not met expectations, the faculty member may be reviewed in the annual process for up to two more years. Should the faculty member continue not to meet expectations during the next annual review, the College Review Group will convene to make a recommendation to the dean, whose decision will in turn be reviewed by the Provost. The process will repeat during the following annual review, with a finding that the faculty member still does not meet expectations leading to dismissal or disciplinary action (AA/PPS 04.02.10.11).

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

Merit raises are awarded in accord with university policy (AA / PPS 4.01.50), 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 (typically, three years) in at least one category of the individual annual review ratings made by the personnel committee are eligible for merit. All faculty of instruction 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 faculty of instruction and lecturers to be eligible for merit will be adjusted proportionally. Subject to approval by the personnel committee, the distribution of merit based on a pool of 1% or less may be made uniformly at that level to all English faculty who are eligible for merit.

The chair determines merit but is required to consult the personnel committee before making decisions. Basic merit amounts are linked to annual review results, with additional amounts added, if available, based on exceptional achievement (see below). When consulting with the personnel committee, the chair will indicate the range of merit raises (e.g., high, medium, low) for a given level of annual review performance.

Merit decisions may be 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 establishes 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 AA/PPS 04.01.30, Nomination and Evaluation Procedures 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.

### **A. Criteria for Graduate Faculty Membership**

Faculty teaching graduate courses in English ordinarily hold a terminal degree in the discipline of the course or of a student's thesis 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. To chair a thesis committee, faculty must have a sustained record of scholarly/creative activity (see AA/PPS 04.01.30). Faculty who teach graduate courses with a regular status must be evaluated as meeting expectations 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. For other categories of graduate faculty see AA/PPS 04.01.30.02.06.

### **B. 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 and is renewable with satisfactory performance. 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 Director of Graduate Studies, 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.

### **C. 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 applies to graduate faculty membership in the English Department. Matters not addressed here and any policy inconsistent with Graduate College policy will be addressed with reference to AA/PPS 04.01.30.

## **7. WORKLOAD POLICY**

College and university workload policies always supersede those of the department. 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 AA/PPS 04.01.40.

**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.** Faculty of instruction are expected to meet a set of professional responsibilities that include teaching and service. They may elect to participate in scholarly/creative activities, 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 writing intensive classes because it cannot provide sufficient IA help for faculty. IA:student ratios are 1:133.

**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**

### **A. Conduct and Planning of Courses**

AA/PPS 02.03.01 (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 (AA/PPS 02.03.01.02)

Attendance policies (AA/PPS 02.03.01.06)

Core curriculum courses (AA/PPS 02.03.01.04)

Grades and grade changes (AA/PPS 02.03.01.08)

Students with disabilities (AA/PPS 02.03.01.12)

Independent study, topics, and problems courses (AA/PPS 02.03.01.13)

Contact hours outside of class (office hours) (AA/PPS 02.03.01.07)

Retention of records (AA/PPS 02.03.01.18)

Student perceptions of instruction (AA/PPS 02.03.01.15)

Syllabi (AA/PPS 02.03.01.05)

Exams, papers, essays, and other graded assignments (AA/PPS 02.03.01.14)

Public access to course information (AA/PPS 02.03.01.17)

### **B. 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.

### **C. Course Syllabi**

University policy requires that faculty provide a syllabus for every course they teach. See AA/PPS 02.03.01.05 (Conduct and Planning of Courses). Syllabi for core (general education) courses require more information than do syllabi for other courses, and they require use of a uniform template provided by the General Education Council. Faculty must post their undergraduate course syllabi on the university's HB 2504 website by a specific date each semester and should keep in mind that all information posted on the site is available to the general public.

### **D. Textbook Selection and Adoption**

The Textbook Review Subcommittee reviews English 1310, 1320, and 1321 textbooks to establish a list of approved textbooks for these courses. Request to depart from this list must be submitted to and approved by the Textbook Review Subcommittee. 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.

### **E. Student Class Attendance and Withdrawal Policies**

In sections of first-year composition taught by teaching assistants, the Director of First-Year English 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.

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. Students may also appeal to the dean for an administrative (retroactive) "W" after the semester has ended and a grade has been posted. Reasons for the withdrawal must be formally documented and approved by the dean.

### **F. 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. Online and hybrid classes follow the same rule for meetings, whether online or face-to-face.

A faculty member who becomes ill or faces a personal emergency notifies the chair or appropriate departmental staff immediately, whether the class is face-to-face, hybrid, or online. Then the chair sees that appropriate substitutes meet classes for the absent faculty member. For emergency leave and sick leave, the faculty member obtains official forms from the appropriate departmental staff, fills them out, and submits them to the department as soon as possible after returning to campus. See *Faculty Handbook* and UPPS 04.04.30.

### **G. Contact Hours outside of Class**

Faculty list regular contact hours (in-person, via telephone, electronic communication or other means) in their syllabi and report the hours each semester to the department staff. Ordinarily, faculty keep a minimum of one office hour per week for each class they teach.

### **H. Final Examination**

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

### **I. 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.

### **J. 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’s oral or written work.”

### **K. 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 a justifiable reason, must give an “I” in an undergraduate course complete and submit the online grade change form. 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 the online change-of-grade form for departmental and Liberal Arts approval, reporting the reason for the change.

#### **L. Title IX and Sexual Misconduct**

The English Department follows all university policy as well as state and federal law. Please find resources at <https://compliance.txst.edu/oeotix.html>.

#### **M. Meeting University and Department Deadlines**

All English faculty and staff are responsible to meet deadlines for routine activities. These include certification of rosters after the 12th class day, uploading by a specified date CV and undergraduate syllabi to the HB 2504 site, posting of grades, submission of annual review reports, submission of textbook orders and course descriptions, etc. 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. Appropriate action will be taken for all faculty and staff who consistently fail to meet essential university deadlines.

### **9. DEPARTMENTAL ADMINISTRATIVE RESPONSIBILITIES**

#### **A. 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 ordinarily serve on at least two departmental committees; lecturers ordinarily have no committee assignment. Faculty of instruction must detail departmental service of between 10-25 hours per semester. In making assignments, the chair strives to achieve balance among programs and seeks recommendations from appropriate program directors and committee chairs.

#### **B. University and College Committees**

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

#### **C. 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**

#### **A. Supervision of Graduate Teaching Assistants, Graduate Instructional Assistants, and Graduate/Research Assistants**

The Director of First-Year English trains and supervises all Graduate Teaching Assistants who are teachers of record in English 1310 and English 1320. The IA Coordinator trains and

supervises Graduate Instructional Assistants working with lead professors in large teaching theatres settings and in English 3389. Graduate Instructional Assistants also regularly meet with their lead professors. Graduate and research assistants are supervised by appropriate directors.

### **B. Commencement**

Faculty are expected to attend at least one of the three annual university commencement exercises. The chair prepares an annual list of assignments based on faculty preference and must approve any changes in these assignments. Most faculty of instruction are required to attend one graduation per year as part of their service assignment.

### **C. 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.

## **11. DEPARTMENTAL TRAVEL AND STUDENT WORKER FUNDS**

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

### **A. Travel**

Travel reimbursement is allocated using the following guidelines:

**i.** 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. 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.

**ii.** 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 \$400 each for no more than two trips in an academic year; the chair may adjust the amount depending on available funding.

**iii.** 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.

### **B. 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 inform the administrative assistant member who supervises student workers or the chair.

## 12. POLICY CHANGES

### **A. 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.

### **B. 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.

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