

DEPARTMENT OF ENGLISH, WESTERN MONTANA COLLEGE-UM
UNIT STANDARDS FOR EMPLOYMENT, PROMOTION AND TENURE

MISSION STATEMENT OF THE ACADEMIC UNIT

The twenty-first century offers unparalleled opportunities for individuals who thrive in an atmosphere of creativity, critical self-reflection and interactive communication. Moving beyond traditional approaches, we encourage students to participate in directing our classrooms and to develop their own voices in writing and speaking along with their own tastes and critical approaches to literatures of a variety of periods, cultures, and peoples.

Because of the value we place on hearing the individual student voice, we are committed to seminar formats and small classes. We value the creative response to literature and ideas more than a formulated “right answer,” but we insist on careful and substantiated reading of texts and clarity of writing and speech. We encourage students to be aware of audiences and to seek opportunities for publication and presentation of their work on campus, in the community, and in national and international fora. We also stand prepared to nurture and encourage those who may choose to become professional writers.

Students respond critically, culturally and creatively to literatures, in seminar formats and small classes. Accepting of complexity and the multi-valence of interpretation, we have a commitment to dialogue and re-thinking, across traditional boundaries of texts, disciplines, periods, and geography. Whether it is an issue of grammar, revision or critical theory, we encourage open inquiry in and beyond our classes.

Student ownership comes with the responsibility to read and respond interactively and make connections. Collaboratively, students develop the tools to inquire critically into global concerns. Faculty model scholarship, curiosity, openness of spirit and lifelong learning, in and out of class.

UNIT STANDARDS: DEPARTMENT OF ENGLISH

The faculty of the Department of English submits the following standards by which new appointments are made and existing faculty evaluated for promotion and tenure.

Appointment to instructor level (including adjuncts) requires a minimum of a completed Master’s degree in the appropriate discipline.

Initial appointment to assistant professor rank requires a minimum of a Ph.D. in the appropriate discipline, or an MFA for a creative writer ~~with significant publications.~~

Evaluation for promotion and tenure is based on points derived from performance in the three basic categories-: teaching, scholarship and service. Achievement in any subheading is valued at one point. Multiple points may be allowed for multiples of the same sort of achievement, for example, two or more short stories, television scripts, plays, articles etc. published.

For promotion from assistant to associate professor, the candidate should have a minimum of four points, -including at least one in each of the three categories.

For promotion to full professor, four points are needed (at least one in each category) representing new work since promotion to associate professor.

For tenure, a total of six points is required following completion of the Ph.D. At least two must be in the teaching category, with at least one from each of the other categories. At least four of these six points must result from work done since the candidate was first employed by the College.

Forms of documentation other than those suggested are possible.

A. TEACHING:

1. ~~Excellent~~Satisfactory teaching ~~evaluations~~ evidenced by standard forms and letters from students, peers and/or supervisors.
2. Creation and development of new courses, curricula, or programs, documented by syllabi, materials presented to Curriculum Committee, listings in catalogues, other documenting materials.
3. Supervision and mentoring of students in internships, student research, creative productions, student presentations at scholarly conferences, publication, etc., documented by letters from students -and peers, -examples of the work created under supervision, conference programs, other evidence.
4. ~~Other demonstrations of teaching excellence, shown by letters from students or peers, department chair, Director of Composition, other administrators.~~

B. SCHOLARSHIP

1. Publication of article or creative work in a peer-reviewed journal or literary magazine or reference work.
2. Publication in a non-peer-reviewed journal or magazine (print or electronic) or reference work of an article on a topic in the scholar's field or of creative work. Film and video work documented by videocassette,
3. Presentation at regional, national, international conference(s) chairing sections, organizing scholarly conferences. (Documentation: conference schedule, notification of acceptance, copy of work).
4. Success at gaining or sSerious attempts (completion of grant proposal) to gain outside funding to support scholarly or educational activity, . (Documentation: grant proposal, grant reviewer evaluations, cover letter, minutes of meetings.)
5. Substantial research/creative work in progress, -not yet published but submitted or nearly ready to submit. (Documented by work with -notations on intentions, reviewer evaluations, target completion dates or history of submission).
6. Technological innovations such as creation of web page(s) or sites in one's field. (Could also count as teaching in the case of putting syllabi and materials and relevant links on the internet to improve teaching of class.) Documentation: url.
7. Editing or refereeing journal(s).
8. Publishing a book in one's -field.

C. SERVICE

1. Professional service performed off campus (MCH presentations to community groups, for example), membership, office-holding -in professional groups such as MATELA, MLA, etc. Professional consulting or editing for community groups, paid or unpaid; UM system committee work, documented professional contributions to community issues.
2. College committee participation, including chairing committees, documentation of valid activity beyond membership, shown by letters or other proof of achievement.
3. Campus-based activities such as chairing department, directing program, holding Faculty Association or Senate office, sponsoring student honor

societies or other groups, such as the Student Senate or the poetry group.
Documentation: letters, program announcements or other evidence.

4. Other campus service such as participating in academic advising, recruitment of students, other retention activities such as mentoring of students.
Documentation: evidence of such activities including listing of activities and evaluations of such activities from faculty peers, students and administrators.

All "points" must represent significant, well-documented accomplishments and the totality of the accomplishments must demonstrate continuing professional growth and valuable contribution to the institution.

~~Criteria for Acceptable Performance (Level 2)~~

~~These criteria are not to be necessarily weighted evenly.~~

- ~~1. Production of a well defined syllabus at the beginning of the semester for each class taught. In addition to outlining the GENERAL course requirements, such a syllabus should include: (A) specific objectives for the course and a statement of how the students progress will be measured or demonstrated; (B) the instructor's grading and attendance policy.~~
- ~~2. Follows standard practices of reporting grades, etc., at end of semester and other times as indicated to registrars office and to students. Students work should be graded in accordance with the syllabus fairly and returned promptly. The grading policy should reasonably conform to generally accepted standards in the profession and discipline.~~
- ~~3. The instructor should be available to students for consultations in his/her office a minimum of three hours per week, and such hours should be posted during the first week of each semester.~~
- ~~4. Course requirements for multi section courses such as freshman composition and speech should conform to departmentally agreed minimums.~~
- ~~5. Teaches assigned subjects using defensible methods and materials.~~
- ~~6. Except for genuine emergencies, or professional travel or business, the instructor should meet classes and keep them for the prescribed period.~~
- ~~7. Participates in campus life by attending required meetings of department, committees, etc., with some regularity.~~
- ~~8. The instructor should keep up reasonably well with field.~~
- ~~9. Median scores on student reviews show adequate but not outstanding or rotten performance. Peer reviews likewise.~~

~~One share of merit pay (level 3):~~

- ~~———— high student evaluations~~
- ~~———— presenting at conferences(or faculty forum)/articles/
———— book reviews/refereeing journals\creative activity~~
- ~~———— SUBSTANTIAL committee work (what's been accomplished)~~
- ~~———— generating new course~~
- ~~———— And/or other scholarly or creative activities~~

~~Two shares of merit pay (level 4):~~

- ~~———— Publishing a book, or an article in a "competitive"
———— journal in one's field~~
- ~~———— Grant writing (developing the project not just
———— along for the ride)~~
- ~~———— Generating new campus PROGRAMS (i.e. the Honors)~~
- ~~———— Presenting at NATIONAL conferences~~

~~———— Lots of peer reviews, some outside of the department
———— as well as very high student evaluations
———— and/or other scholarly or creative activities~~

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Karl:~~

~~We had decided that these merit criteria could also be used as standards
for
Tenure and Promotion (with level 3 for associate/tenure) and level 4 for
Full Professor.~~