

Department of English
University of South Florida

Bylaws

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knowledge, translates our research for a broader public, and facilitates engaged practice. Our work is founded in evidentiary reasoning, interpretation, and creativity. We provide cutting-edge training in writing for first-year students and for advanced students in diverse disciplines across the university.

Vision

The USF English department aspires to achieve national recognition for high-impact teaching, research, and service in the areas of creative writing, literary studies, and professional and technical writing. We aim to create inclusive learning environments that will nurture academic success for a diverse population. We seek to prepare our students for challenging careers, advancement to graduate study, and for productive personal and professional lives as global citizens and life-long learners.

Values

As a department we value

- A. Reading, writing, and research
- B. The development of thoughtful and reflective human beings
- C. Intellectual, global, and human diversity
- D. Creativity
- E. Empathy
- F. Historical perspectives
- G. Digital literacy
- H. Fluency in communication
- I. Community engagement and leadership
- J. Global citizenship
- K. Collaboration, interdisciplinarity and institutional partnerships

Diversity and Inclusion Statement

In order to achieve and sustain excellence in education, the English department aims to reflect a diversity of cultures with particular emphasis on those that have historically not had adequate representation in decision-making roles. Diversity is the range of human differences, including race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs. Inclusion is the act of welcoming and respecting diversity.

I. The Faculty

Tenure-line Faculty

There are three levels of tenure-line or professorial faculty: assistant, associate, and full professor. These faculty will carry a substantial research assignment and are expected to publish peer-reviewed research or creative work annually; they are expected to be effective teachers, including at the graduate level, and will direct graduate students when needed. They carry the heaviest responsibilities in service to the department, university, and the profession. Tenureline and are expected

the joint appointment stipulates English as the tenure home, the faculty member will have the rights and responsibilities of their rank.

Emeritus Faculty

A faculty member who retires from the English department may apply for the status of emeritus according to the guidelines stipulated by the provost. The faculty member identifies this intention in timely fashion to the Chair, who is responsible for the nomination. Faculty must have input into the endorsement process prior to the Chair's nomination. If the application is successful, the emeritus professor has the right to be identified on the department website and to attend faculty meetings. Emeritus professors do not have voting rights in department matters.

Graduate Assistants

The English department employs graduate assistants in the roles of instructor, teaching assistant, mentor, research assistant, and other program support, as needed. The work assignment for GAs will be stated in the individual contract with the department Chair, generally on a yearly basis. The rights and responsibilities of GAs are stipulated in the GAU collective bargaining agreement, some of which may not be intuitive; all GAs are expected to know and abide by this agreement.

II. Department Administrators

Department Chair

Appointment: The department Chair is a member of the department's tenured faculty and is appointed for a four-year term by the dean of the College of Arts and Sciences after consultation with the faculty.

least one representative from each faculty rank (assistant, associate, and full professors; and full-time continuing instructors). Each campus must have at least one representative on the search committee. As its first order of business, this committee shall elect one of its members to serve as chair of the search committee.

3. Each candidate will supply the search committee with a CV and a prepared statement outlining the candidate's administrative philosophy and vision for the department's future.

4. The committee will meet to discuss the candidates. The committee may choose to meet individually with each candidate prior to this discussion.

5. There will be an open meeting with the entire faculty in which the candidates have the opportunity to make a brief presentation and answer questions. Immediately following the open meeting, a memo will be sent to all faculty requesting observations, comments, and suggestions about the candidates.

6. The committee conducts a formal vote (by secret ballot) of the continuing faculty.

7. Committee meets to assess all data and arrive at a recommendation. This recommendation, including the tally of the faculty vote, will be forwarded to the college dean, who retains final authority to appoint or reappoint a Chair.

Procedure for Recommending Removal a Chair from Office: The department may recommend to the Dean that a Chair be removed from office. Such an action must be taken according to the following procedure:

1. Removal proceedings may begin if a petition calling for a review of the Chair's performance receives the support of at least 40% of the continuing faculty.

2. Should the petition have adequate support, the petition will be forwarded to the college dean, with a request that the dean appoint an ad hoc committee to review the Chair's record. If the dean agrees, a committee will be formed to conduct a review and to prepare a report of its findings.

3.

4. If there is a majority in favor of removing the Chair from office, the recommendation will be forwarded to the college dean. As the Chair serves at the pleasure of the college dean, any decision or subsequent action is at the dean's discretion.

Associate Chair Tampa Campus

Eligibility: The AC-T will be appointed from among the tenured faculty of the department homed in Tampa.

Selection: AC-T will be appointed by the Chair in consultation with the faculty committees, and the Executive Committee. The assignment for this position will be negotiated between the Chair and the Associate Chair in an equitable distribution of work and compensation. The agreed upon terms will be confirmed in a letter and filed with the dean of faculty for CAS and the appropriate campus associate deans (as related to the campus appointments).

Term: AC-T will serve four-year terms with the Chair. Should the Chair serve less than a full four-year term, the incoming Chair may choose to either reappoint the current AC-T or to appoint other faculty to occupy the position. As the AC-T is appointed by and serves at the pleasure of the Chair, their appointments may be suspended or revoked by the Chair at any time.

Roles and Responsibilities: In general, AC-T will serve in the absence of the Chair and serves as next in line of authority for the department. They will serve on the department Executive Committee and be responsible for representing the needs and concerns of their respective constituents. They will be chief advisors to the Chair on matters of departmental operations. The AC-T will perform the duties assigned by the Chair to facilitate the administration of the English department geographically distributed. They will serve as the central liaison for the faculty at Tampa, and help the Chair administer the large and complex operation of the department. Duties will include those delegated by the Chair, such as oversight and mentoring of the visiting instructors, chairing search committees, etc.

Evaluation: The Associate Chair will meet with the Chair on an annual basis for the purposes of reviewing the accomplishments of the past year and for drafting goals for the upcoming year. These evaluations may be used in assessment of service duties for the annual assignment, for professional and leadership development, as well as to recommend continuation in the position.

Associate Chair St. Petersburg Campus

Eligibility: The AC-SP will be appointed from among the tenured faculty of the department homed on the St. Petersburg campus.

Selection: The faculty homed on the St. Petersburg campus will nominate a candidate(s) for the AC-SP; the Chair will appoint the AC-SP after consultation with the campus dean of CAS, the faculty of the

work and compensation. The agreed upon terms will be confirmed in a letter and approved by the campus dean in Sarasota/Manatee.

Term: AC-SM will serve four-year terms with the Chair. Should the Chair serve less than a full four-year term, the incoming Chair may choose to either reappoint the current AC-SM or to appoint other faculty to occupy the position. As the AC-SM is appointed by and serves at the

Term: The Graduate Director is appointed for a four-year term by the Department Chair. The appointment is renewable.

Roles and Responsibilities: The Graduate Director is the chief academic administrator for the graduate programs in Creative Writing, Literature, and Rhetoric/Composition across all three campuses and is responsible for executing the policies and procedures of the programs. The Graduate Director serves on the department Executive Committee.

The Graduate Director presides over the meetings of the legislating body of the graduate program, the Graduate Committee. They are ultimately responsible for assessing the M.A., MFA, and Ph.D. programs and graduate certificates; determining the qualifications of faculty to teach specific graduate courses or supervise graduate research; making decisions about graduate admissions and student qualifications; advising graduate students on course selection and matters related to graduate school; supervising graduate internships; planning and overseeing new-student orientation; recruiting new graduate students and preparing recruitment materials; helping to prepare students for careers; and preparing reports as required by the Chair, deans, and the Office of Graduate Studies. They will take a leading role in placing our graduates in meaningful careers. The Graduate Director serves on the college Graduate Committee and facilitates the work and communication of the Office of Graduate Studies. The Graduate Director reports regularly to the Chair to keep them informed and to advise on administrative matters.

The Graduate Director coordinates the policies and procedures of the graduate programs in consultation with the Director of Creative Writing, the Director of Literature, and the Director of Rhetoric/Composition. Generally, policy and procedural changes affecting the graduate programs in Creative Writing, Literature, and Rhetoric/Composition will originate in the respective disciplinary committees or will be referred from the department's Graduate Committee to the respective committees. Those referred from the Graduate Committee must be discussed and passed by the Creative Writing, Literature, or Rhetoric/Composition committees before they are discussed and voted on by the Graduate Committee.

The Graduate Director will assume the responsibilities of Chair in the Chair's absence if there is no Associate Chair or if the Associate Chair is unavailable.

Evaluation: The Graduate Director will meet with the Chair on an annual basis for the purposes of reviewing the accomplishments of the past year and for drafting goals for the upcoming year. These evaluations may be used in assessment of service duties for the annual assignment, for professional and leadership development, as well as to recommend continuation in the position.

Selection:

Term: FYC Campus Coordinator serves a four-year term, which can be renewed. However, if there is a change in Director, the terms of the CC will be renegotiated, including the possibility of non-renewal.

Responsibilities: The First-Year Composition Campus Coordinators assist the Director of First-Year Composition in the duties outlined above particularly as relates to the administration of campus FYC courses. In particular, the Campus Coordinators should be the first point of address for student complaints (see process for student grievance). The FYC Director should outline the expected duties in consultation with the Campus Coordinators on an annual basis in a letter shared with the Chair of the department and the respective AC and campus dean. In the absence of a designated FYC Campus Coordinator, the relevant duties and responsibilities of the position will be fulfilled by the campus Associate Chair.

Evaluation: The FYC Director should meet annually with the FYC CC to review the performance on the expected duties and to revise goals and expectations according to the needs of the program, current staffing, and the professional development of the Campus Coordinator. This review should be copied to the Chair and used in the annual review of administrative duties.

Director of the Writing Programs in Professional and Technical Communication

Eligibility: The Director of Writing Programs in PTC will be appointed from the continuing faculty with credentials in professional and technical communication, a record of excellent teaching, and experience in curriculum development and administration of writing programs.

Selection: The appointment is made by the Department Chair after consultation with the department's Executive Committee and the faculty. While the expertise of this role clearly belongs in the area of PTC/Rhetoric and Composition, it carries responsibility for department-wide supervision and training of instructional staff; therefore, the department will be canvassed before the appointment.

Term: The Director of PTC Writing Programs will be appointed for a four-year term, which is renewable. The Chair will negotiate the terms of the assignment with the PTC Writing Programs Director; the agreed upon terms will be confirmed in a letter filed with the Dean of Faculty for CAS.

Responsibilities: The duties of the position include very broadly the oversight and management of the PTC Writing Programs across the three campuses. The Director of Writing Programs in PTC takes the lead in the development of a challenging curriculum that is well informed by research and scholarship in Professional and Technical Communication; works closely with the PTC faculty to develop and assess the curriculum; develops policies and procedures to guide the

work of the undergraduate writing program consistent with university policies and accrediting bodies such as ABET; helps recruit and provides training sessions for all teachers in the PTC writing program, including workshops on departmental syllabi, assigning and evaluating writing, and use of departmental technology; coordinates with the Chair and Assistant to the Chair regarding the hiring of instructors and the scheduling of courses on multiple campuses;

Responsibilities: The Associate Director of PTC Writing Programs assists the Director of PTC Writing Programs in the duties outlined above and is particularly active in the mentoring of teachers of the curriculum. While the Associate Director of PTC Writing Programs is expected to be a mentor and will perform classroom observations with constructive feedback, they do not supervise instructors or graduate students. The Associate Director of PTC Writing Programs needs to coordinate closely with department staff and faculty. The PTC Writing Programs Director should outline the expected duties in consultation with the Associate Director on an annual basis in a letter shared with the Chair of the department.

Evaluation: The PTC Writing Programs Director should meet annually with the Associate Director of PTC Writing Programs to review the performance on the expected duties and to revise goals and expectations according to the needs of the program, current staffing, and the professional development of the Associate Director. This review should be copied to the Chair and used in the annual review of administrative duties.

Director of the Program in Creative Writing

Eligibility: The Director of the Program in Creative Writing is appointed from the tenured professors of Creative Writing.

Selection: The Director of the Program in Creative Writing will be appointed by the Chair in consultation with the Creative Writing Committee and the Executive Committee.

Term: The term is two years and is renewable.

Responsibilities: The Director will chair the Creative Writing Committee and is responsible for meeting regularly with faculty who teach creative writing on all three campuses. They will aid in the development of a schedule of classes, complete needed program assessments, make recommendations for hiring, and keep records of decisions made by the committee in an accessible archive. They will serve on the Executive Committee, where they will represent the concerns and achievements of the Creative Writing faculty and students to the department administration and communicate information from the department administration to the Creative Writing faculty and students.

Evaluation: The Director of Creative Writing will meet with the Chair on an annual basis for the purposes of reviewing the accomplishments of the past year and for drafting goals for the upcoming year. These evaluations may be used in assessment of service duties for the annual assignment, for professional and leadership development, as well as to recommend continuation in the position.

Director of the Program in Literature

Eligibility: The Director of the Program in Literature is appointed from the tenured professors of Literature.

Selection: The Director of the Program in Literature will be appointed by the Chair in consultation with the Literature Committee and the Executive Committee.

Term: The term is two years and is renewable.

Responsibilities: The Director will chair the Literature Committee and is responsible for meeting regularly with faculty who teach Literature on all three campuses. They will aid in the development of a schedule of classes, complete needed program assessments, make recommendations for hiring, and keep records of decisions made by the committee in an accessible archive. They will serve on the Executive Committee, where they will represent the concerns and achievements of the Literature faculty and students to the department administration and communicate information from the department administration to the Literature faculty and students.

Evaluation: The Director of Literature will meet with the Chair on an annual basis for the purposes of reviewing the accomplishments of the past year and for drafting goals for the upcoming year. These evaluations may be used in assessment of service duties for the annual assignment, for professional and leadership development, as well as to recommend continuation in the position.

Director of the Programs in Rhetoric/Composition and Professional & Technical Communication

Eligibility: The Director of the Program in RC/PTC is appointed from the tenured professors of RC/PTC.

Selection: The Director of RC/PTC will be appointed by the Chair in consultation with the RC/PTC Committee and the Executive Committee.

Term: The term is two years and is renewable.

Responsibilities: The Director will chair the RC/PTC Committee and is responsible for meeting regularly with faculty who teach RC/PTC on all three campuses. They will aid in the development of a schedule of classes, complete needed program assessments, make recommendations for hiring, and keep records of decisions made by the committee in an accessible archive. They will serve on the Executive Committee, where they will represent the

making assignments, the Chair may consider that some committees have heavier workloads than others. Committee responsibilities for faculty from the St. Petersburg and Sarasota-Manatee faculty will be weighed alongside availability and department/university priorities. Although the Chair may consult with others in making assignments, final committee assignments, including the number and nature of the committees an individual member of the faculty is asked to serve upon, are determined by the Chair. Generally speaking, the recommended department committee assignment is three for tenured and two for untenured professorial faculty. This count includes elected positions and important, recognized subcommittees. Faculty may request to serve on additional departmental committees if they wish. Those with extensive service commitments beyond the department may request to serve on fewer departmental committees. Faculty on sabbatical, leave, or research semester may request not to serve on committees.

Committee meetings should accommodate attendance of a multi-campus faculty and therefore require meeting spaces with appropriate technology for virtual attendance. To promote the efficient use of time and resources, faculty who are unable to attend meetings in person are permitted to participate remotely, using appropriate and available communication technologies.

Committee Elections: Elections for those department committees requiring elections will be conducted by secret ballot. Ballots will list all those eligible except those who choose to withdraw their names from consideration. Winners will be those receiving a simple majority of all ballots cast; for committees requiring representatives from branch campuses, the winners will be the individuals from each campus receiving the highest number of votes. If no candidate receives a simple majority on the first round, there will be a run-off between those with the highest number of votes.

Executive Committee

Appointment: The Executive Committee is chaired by the department Chair and consists of fourteen other members: the Associate Chairs for the Tampa, Sarasota/Manatee, and St. Petersburg campuses, Graduate Program Director, Undergraduate Program Director, Director of First-Year Composition, Director of the Program in Creative Writing, Director of the Program in Literature, Director of the Programs in Rhetoric/Composition and PTC, Director of the PTC Writing Programs, Assistant to the Chair, and three elected at-large members. Two of these elected members must be members of the tenure-line faculty, and one must be a continuing instructor.

Length of Terms: The Associate Chairs, Graduate Program Director, Undergraduate Program Director, Director of First-Year Composition, Director of Creative Writing, Director of Literature, Director of RC/PTC, Director of PTC Writing Programs, and Assistant to the Chair shall serve as long as they hold these positions. The three elected members shall each serve two

years. After a two-year term on the Executive Committee, elected faculty members will not be eligible for re-election for two years.

Committee Charge: The Executive Committee represents the interests of the entire department, including all faculty across all campuses. Meeting monthly (or more frequently, if necessary) during the academic term, the Executive Committee shall also advise the Chair on issues of significance to the department. On matters of substantive policy, the committee will submit written proposals to the full faculty for ratification.

The Executive Committee will receive, review, and issue recommendations on matters including, but not limited to curricular changes; new course proposals; the appointments or reappointments of Undergraduate Director, Graduate Director, Director of FYC, Director of PTC Writing Programs; By-laws and tenure and promotion guidelines; department procedures, (e.g. as relates to travel); representation of concerns from constituent bodies (i.e. discipline committees, campuses); hiring recommendations, including visiting instructors; budgetary concerns; the nomination of emerita professorships; and other departmental issues as they arise.

Plans for the hiring of continuing faculty will be drafted by the Executive Committee following open discussion of possibilities at a department meeting. Such plans should take into account retirements or other departures, current curricular need, projected curricular need, student demand, graduate placement, national professional trends, creating a department profile, the strengths of cognate departments, the CAS strategic plan, and the USF strategic plan. All plans will be submitted to the professorial faculty for ratification. Sensitivity to the needs of smaller

curriculum, access, assessment, recruitment, placement, professionalization, research, policies, and standards.

Subcommittees: In consultation with the Department Chair, the Graduate Program Director will annually appoint subcommittees and their chairs as needed, taking care to ensure appropriate representation from various disciplines and including a graduate student as a non-voting member except on those committees that evaluate students. The function and purpose of these committees are subject to change with the changing conditions of graduate education and departmental development; the committees should meet the charge as defined by the Graduate Director in consultation with Chair. The major standing subcommittees of the Graduate Committee are as follows:

1. Graduate Admissions Committee
2. Graduate Placement Committee
3. Graduate Scholarships and Awards Committee

Undergraduate Committee

Appointment: The Undergraduate Committee is charged with oversight of the undergraduate programs in English. It is chaired by the Undergraduate Program Director and consists of 10 additional members. Among the members of this committee there should be at least two representatives from each of the three undergraduate programs and at least one representative from either the St. Petersburg or Sarasota campuses. One undergraduate student will serve as a non-voting member. The members are appointed annually by the Department Chair in consultation with the Undergraduate Director. It will hold regular meetings as needed. A staff person will take minutes and distribute them within to committee members and post to the department digital archive.

Committee Charge: The Undergraduate Committee shall advise the Undergraduate Program Director on issues of significance to the undergraduate program in English, including but not limited to curriculum, access, assessment, awards, recruitment, placement, professionalization, research, policies and standards. Additionally, it will supervise the English Honors program, reviewing the program's structure and goals and recruiting students.

Creative Writing Committee

Appointment: The Creative Writing Committee consists of all continuing faculty assigned to Creative Writing and one non-voting student representative. It is chaired by the Director of the Creative Writing Program.

Committee Charge: The Creative Writing Committee shall periodically assess the Creative Writing curriculum (graduate and undergraduate) in terms of meeting departmental goals, objectives, and needs. It shall make recommendations as needed for (1) curriculum changes and (2) course additions, deletions, and revisions. Its recommendations concerning the undergraduate program must be approved by the Undergraduate Committee and those concerning the graduate program must be approved by the Graduate Committee. All of its recommendations must be ratified finally by the Executive Committee. Pending funding, it shall arrange for visiting readers and other means of enhancing the program. The committee will also make and conduct required program assessments. Committee members will also judge all Creative Writing awards. In matters involving the graduate program (courses, curriculum, assessment, etc.), decision-making is restricted to the graduate faculty; graduate faculty will review all applications to the MFA program in Creative Writing.

Literature Committee

Appointment: The Literature Committee consists of all members of continuing faculty assigned to the Literature program. It is chaired by the Director of the Literature Program.

Committee Charge: The Literature Committee shall periodically assess the Literature curriculum (graduate and undergraduate) in terms of meeting departmental goals, objectives, and needs. It shall make recommendations as needed for (1) curriculum changes and (2) course additions, deletions, and revisions. Its recommendations concerning the undergraduate program must be approved by the Undergraduate Committee and those concerning the graduate program must be approved by the Graduate Committee. All of its recommendations must be ratified finally by the Executive Committee. The Committee will also make and conduct required program assessments. Pending funding, it shall arrange for visiting speakers and other means of enhancing the program. In matters involving the graduate program (courses, curriculum, assessment, etc), decision-making is restricted to the graduate faculty.

Rhetoric/Composition and PTC Committee

Appointment: The Rhetoric/Composition and Professional/Technical Writing Committee consists of all continuing faculty assigned to the programs Rhetoric/Composition and Professional/Technical Writing. It is chaired by the Director of RC/PTC.

Committee Charge: The Rhetoric/Composition and Professional/Technical Writing Committee shall periodically assess the Rhetoric/Composition and Professional/Technical Writing curriculum in terms of meeting departmental goals, objectives, and needs. It shall make recommendations as needed for (1) curriculum changes and (2) course additions, deletions, and revisions. Its recommendations concerning the undergraduate program must be approved by the

Undergraduate Committee and those concerning the graduate program must be approved by the Graduate Committee. All of its recommendations must be ratified finally by the Executive Committee. The Committee will also make and conduct required program assessments. Pending funding, it shall arrange for visiting speakers and other means of enhancing the program. In matters involving the graduate program (courses, curriculum, assessment, etc), decision-making is restricted to the graduate faculty.

Adjunct Faculty Visitation Committee

Appointment: The Adjunct Visitation Committee consists of a varying number of tenure-line faculty and continuing instructors sufficient to perform classroom observations of all adjunct faculty currently teaching courses in English. The Committee is chaired by the Assistant to the Chair, and members are appointed to a one-year term by the department Chair. This committee must have representation from both branch campuses to ensure the uniform evaluation of adjunct faculty across the department geographically distributed.

Committee Charge: The Adjunct Visitation Committee observes adjunct faculty teaching their classes and meets with them to discuss teaching practice. Written evaluations and conferences should be completed no later than three weeks following visitations. These records shall be archived for the Chair and the Directors of the FYC and PTC writing programs when making future appointments.

Student Grievance Committee

Appointment: At the beginning of each academic year, the Chair appoints a standing faculty committee to settle grade disputes and other grievances requiring formal decisions. Representation from each campus is mandatory to ensure uniform handling of complaints across the department geographically distributed. Tenure-line and continuing instructors are eligible to serve on this committee. One member will serve as committee chair. Because the Associate Chairs on the branch campuses, the AD of FYC, and the Assistant to the Chair are the primary contact for student grievances, they cannot serve on the committee. The Directors of the FYC and

Composition Policy Advisory Committee

Appointment: The Composition Policy Advisory Committee will be chaired by the Director of FYC, and comprise university partners, including members from Academic Advocacy, Students with Disabilities Services, Student Success Center, General Education Council, Athletics, CAS GUS, Dean of Students, and University Ombudsman; members from the department will include the Associate Director of FYC, St. Petersburg campus FYC Coordinator, the Director of Undergraduate Studies, the department undergraduate advisor, and one of the GTA mentors.

Committee Charge: The Composition Policy Advisory Committee will convene as needed to advise on the policies governing the FYC program, including but not limited to those in the syllabus. The purpose of the committee is to create clear channels of communication for the program and to support its extensive impact on student success.

USF Writes Administrative Committee

Committee Charge: The Committee oversees the USF Writes learning platform, including relevant financial, administrative, pedagogical, research, and technological issues. The committee makes final decisions on any aspect of the technological development and continued use of USF Writes within the department, and it plans and oversees the USF Writes learning environment as it aligns with departmental goals and objectives.

Committee Membership: The committee comprises individuals occupying the following positions within the department as representatives of specific stakeholder groups:

- Chair of the Department of English
- Director of FYC
- Associate Director of FYC
- Associate Director of FYC St. Pete
- Director of PTC Writing programs (and/or Associate Director)
- Application Project Manager

The Department Chair serves as chair of the committee and is responsible for financial oversight and budget. The Administrative Committee by simple majority can agree to add another member who represents a key stakeholder (such as a college level administrator that is part of a mutually beneficial relationship).

Subcommittees: There are three standing subcommittees of the USF Writes Administrative Committee:

1. Pedagogy Subcommittee

Digital Humanities Committee

Appointment: The Digital Humanities Committee will comprise the faculty and instructors from each curriculum concentration who have a strong pedagogical or research interest in the digital humanities. Members from outside the department can be invited to participate in a non-voting capacity. This does not replace but can overlap with the discipline assignment for a faculty member; i.e., a professor assigned to the Literature concentration can also be a member of the DH Committee.

Committee Charge: The Digital Humanities Committee will propose and assess the digital humanities curriculum at the undergraduate and graduate levels, including the English courses and students in the Digital Humanities Graduate Certificate program. They will convene with the Digital Technology Fellows, the HASTAC scholars (when available), and any participants in the DHSI. They will work with the senior faculty to promote the programming for digital humanities. The committee will advise on the evaluation of digital humanities publications and scholarship when appropriate.

Diversity, Access, Engagement, and Inclusion Committee

Appointment: Each year, the Department Chair will appoint at least four people to the Diversity, Access, Engagement & Inclusion Committee. Tenure line faculty and continuing instructors may serve on the committee, which should also include at least one member of staff. Representation from branch campuses is highly encouraged.

Committee Charge: The committee will consult students, faculty, and staff regularly about diversity, access, engagement and inclusion and will develop guidelines to foster diverse and welcoming learning environments, where everyone can experience a sense of belonging and be offered resources that support success; will make reports and recommendations to the faculty and Chair about issues of diversity, access, engagement and inclusion, as appropriate; will encourage social engagement that promotes celebration and appreciation of our differences; and will seek to prepare our students for a diverse, inclusive and global workplace.

Faculty Search Committees

When the department has been granted permission to conduct a search to fill an open faculty position on any of the three campuses, the department Chair will form a search committee, which will, at the end of the search process, forward a recommendation to the Chair. Although the department Chair does not serve as a member of faculty search committees, the Chair has hiring authority for College-approved faculty searches. All searches will follow university guidelines, CAS timelines, and HR policies.

Normally, for searches to fill tenure-line faculty positions, the search committee will consist primarily or exclusively of tenure-line faculty and be chaired by a member of the tenure-line faculty; where circumstances warrant, and where particular expertise is relevant, continuing instructors may also serve. In creating the search committee, every effort should be made to include faculty from more than one campus; in any case, the search committee must include at least one member from the campus which will be the primary assigned campus for the person filling the position. In accordance with university practice, in a search involving an open position on a branch campus, the search committee must also include the regional chancellor or designee, who will serve as a voting member.

For continuing instructor positions, the search committee should include at least one continuing instructor. In creating the search committee, every effort should be made to include faculty from more than one campus; in any case, the search committee must include at least one member from the campus which will be the primary assigned campus for the person filling the position. In accordance with university practice, in a search involving an open position on a branch campus, the search committee must also include the regional chancellor or designee, who will serve as a voting member.

Faculty Evaluation Committees

Assisting the Chair in annual evaluations are the department's two faculty evaluation committees. One committee, comprising only tenured faculty, evaluates the department's tenure-line faculty; the other committee, comprising continuing instructors and tenured faculty, evaluates the department's continuing instructors and visiting instructors. Each member serves a two-year term, which should be staggered to provide continuity.

The FEC for tenure-line faculty shall be determined as 15% of the tenure-line faculty; e.g. if there are 40 tenure-line faculty across three campuses, 6 shall be chosen to serve on the FEC. These shall be elected by secret ballot of the tenure-line faculty, preferably in spring to serve the following year. To ensure broad representation from the campuses, at least one member elected must be from either St. Petersburg or Sarasota; when possible, the tenure-line faculty FEC should include at least three full professors. The terms of the members of this committee should be staggered so that approximately half its members rotate off and are replaced each year. The members who rotate off serve in the following year as an Ad Hoc FEC to review the annual

Similarly, the FEC for instructors shall be determined as 15% of the continuing instructors. These shall be elected by secret ballot of the instructor faculty (excluding visitors), preferably in spring to serve the following year. To ensure broad representation from the campuses, at least one member elected must be from either St. Petersburg or Sarasota. The terms of the members of this committee should be staggered so that approximately half its members rotate off and are replaced each year. The members who rotate off serve in the following year as an Ad Hoc FEC to review the annual evaluations of the members of the FEC and to hear appeals. After rotating off the Ad Hoc FEC, a faculty member is not eligible for re-election to the FEC for two years, assuming a sufficient number of individuals in rank are available to serve. (If sufficient numbers are not available, then the period of ineligibility will be one year).

Each of these committees will be charged with assessing the annual review materials of the faculty in their classification (continuing instructors will also review visiting instructors) and providing an assessment independent and prior to the chair according to the procedures established by the university, college and UFF CBA. Expected performance measures for Teaching, Research, Service, and Administration can be found at the conclusion of this document.

Promotion and Tenure Committees

Operating separately from the FEC, the Tenure and Promotion Committee will evaluate applications for tenure/promotion and conduct mid-tenure reviews for tenure-line faculty. The Tenure and Promotion Committee will consist of five members, four of whom are elected by the tenure-line faculty and one who is appointed by the Chair. The four elected members shall be elected by secret ballot of the tenure-line faculty, preferably in spring to serve the following year. To ensure broad representation from the campuses, at least one member elected must be from either St. Petersburg or Sarasota. The Chair's appointment of one member to this committee is intended to ensure that the committee has appropriate representation from all campuses and from the programs or fields most closely connected to the candidates. Only tenured associate or full professors may serve on this committee; when cases under consideration include one or more candidates seeking promotion to full professor status, at least three members of the committee should be drawn from the department's full professors. In such cases, only the full professors on the committee issue recommendations for promotion to full. For more information, consult the Department of English Tenure and Promotion Guidelines.

Promotion cases for continuing instructors are handled by the Instructor Promotion Committee. The Instructor Promotion Committee will consist of five members, four of whom are elected by the instructors and one who is appointed by the Chair. The four elected members shall be elected by secret ballot of the continuing instructors. To ensure broad representation from the campuses, at least one member elected must be from either St. Petersburg or Sarasota. This committee

includes a mix of advanced instructors and tenured faculty. The Chair's appointments are intended to ensure that the committee has appropriate representation from all campuses and from the programs or fields most closely connected to the candidates. For more information, consult the Department of English Tenure and Promotion Guidelines.

New and Ad Hoc Committees

Ad hoc committees may be formed by the Chair to address emergent concerns or situations or in

Service on Faculty Senate University-Wide Councils

Faculty who are not members of the Faculty Senate but who wish to serve on one of the Senate's university-wide councils should consult with the Chair prior to submitting a nomination. This

The AO shall discuss the statement jointly or individually with the student and the instructor to see if the grievance can be resolved. If the grievance cannot be resolved, the student is informed that they must do the following:

1. Write a letter to the departmental grievance committee to petition for a change.
2. Include the following items with this correspondence:
 - a. Course syllabus
 - b. All relevant graded assignments
 - c. A description of the instructor's method of arriving at grades in the course in question (usually explained in the syllabus).
3. The AO will contact the Student Grievance Committee and distribute all relevant documents to the committee members, including guidelines from the current Catalog regarding such matters as the university's definitions of cheating and plagiarism. The committee deliberates on the material and forwards a written recommendation to the AO, who then informs the student in writing of the committee's decision. If the matter is still not resolved and the student wishes to proceed further, they may petition the college grievance committee in accord with USF Reg. 10.002.

Faculty Meetings and Voting Rights

The continuing faculty, as defined above, will convene for general department meetings at least once per semester, in addition to any department opening or closing assemblies or ceremonies (i.e. the

Meetings should be scheduled at mid-semester to provide an opportunity to discuss current department-level concerns and planning for future semesters. Generally speaking, curriculum issues are handled separately (i.e. discipline committee to undergraduate/graduate committees, to Executive Committee). Concerns include but are not limited to budget, hiring, assignments, schedules, events, university and college initiatives, strategic planning, and broader issues affecting the department. Minutes will be taken by the ASA and when approved distributed to the faculty and posted to the department digital archive.

Amending the Governance Document

Any five members of the department may propose an amendment. A proposed amendment must be made at least two weeks prior to the date of the meeting at which a vote on adoption is to be taken. To be adopted, a proposed amendment must receive an affirmative vote by a two-thirds majority of the eligible, active faculty (not simply two-thirds of the attendees at the meeting; faculty on leave are not considered “active” for this purpose). Amendments to the Tenure and Promotion Guidelines will go into effect one year following ratification and approval by CAS, the p

In all categories below, Florida Statute 241.731 decrees that in evaluating the competencies of a faculty member, primary assessment shall be in terms of their performance of the assigned duties, and such evaluation shall be given adequate consideration for the purpose of salary adjustments, promotions, reemployment, and tenure. In other words, faculty will only be evaluated in areas in which they have an annual assignment of effort.

B. Evaluation Procedure

In the late fall or early spring, faculty will be informed of the deadline for submitting their information to the department for purposes of evaluation. This process involves updating information and submitting supporting documentation (such as syllabi, assignments,

C. Expectations

1. Teaching

In the area of teaching, faculty will be evaluated for evidence of curricular rigor, innovation, and maintenance; contributions to degree programs including supervision of graduate assistants and the development of online course shells; and commitment to pedagogy. In addition to peer and student evaluations in the FIS, faculty must also provide a teaching narrative that explains the type of courses taught, whether new or revised preparations, required or elective courses, service or major courses, and any other relevant information. In evaluating the area of teaching, the FEC and Chair should consider the effectiveness in (1) imparting knowledge and developing skills, (2) stimulating students' critical thinking and /or creative abilities, particularly with respect to critical analysis and writing, and (3) meeting accepted standards of professional behavior when relating to students. Any information about the quality of teaching is germane; anything that makes more understandable the individual teaching effort is pertinent, including evidence of directed studies, honors theses, dissertations, and other work with students beyond the regular class assignment. Teaching materials may be referred to in the narrative or provided as supplementary documents, for example: handouts, course format, course requirements, and instructional approaches are clearly aligned with the course objectives and are creative and innovative, reflecting a variety of instructional approaches.

For the purposes of the evaluation scores below, curricular rigor is defined as the inclusion of relevant, up-to-date scholarship appropriate to the content and level of the course, pedagogical

Faculty will have successfully directed graduate students or served on dissertation/portfolio/thesis committees at the appropriate level, taking into account the faculty member's rank and the availability of students.

Innovation and/or maintenance at the highest standards

Teaching narrative reflects a thoughtful, respectful, and thorough consideration of feedback about teaching and appropriate reflection about ways of improving or maintaining a high standard of teaching. Evidence of course development and revision of existing courses is offered.

The teaching narrative provides evidence of curricular rigor and creativity.

Syllabi reflect logical, thoughtfully sequenced courses; course expectations are stated explicitly, and assignments are explained in detail.

The faculty member is available during posted office hours.

Work beyond assigned courses including directed study, honors, professionalization opportunities, mentoring student groups and activities for students outside the classroom

Participation in CITL Training

Nomination or receipt of teaching awards/teaching fellowships

b. **Strong** should be awarded to faculty whose dossiers contain:

Direction of graduate students at the appropriate level, taking into account the faculty member's rank and the availability of students.

Syllabi that are effectively organized and class activities appear to be logically sequenced. Assignments are clearly explained.

Teaching materials, handouts, course format, and instructional approaches that are aligned with the course objectives and reflect a variety of instructional approaches.

A teaching narrative that provides evidence of curricular rigor as well as commitment to pedagogy.

A teaching narrative that shows consideration of feedback about teaching and reflection about ways of improving teaching, and evidence of course development and revision of existing courses.

Availability during posted office hours.

c. **Satisfactory** should be awarded to faculty whose dossier contain:

Direction of graduate students, taking into account the faculty member's rank and the availability of students in the particular area.

A teaching narrative that provides evidence of curricular attention, innovation and/or maintenance.

A teaching narrative that reflects efforts to self-evaluate and attend to helpful feedback, but evidence of a corresponding change in teaching practice is limited.

Availability during posted office hours.

- d. **Weak** should be awarded to faculty whose dossier contain:

field(s) in which they primarily work. Contributions to the field may be demonstrated by major external prizes and awards for scholarly or creative work. Publication refers to both print and electronic media. Collaboration is a norm in many areas of English Studies and co- authorship offers differently complex and challenging research agendas. Co-authors equally provide 100% of the research outcome regardless of the number of authors.

It is the responsibility of the faculty member to demonstrate in the research narrative the significance of the work produced.

A faculty member who receives carryover credit for a major publication should endeavor to document in the narrative for subsequent years the impact of the publication and other research activities, including preparation of another major publication. This is to ensure that annual evaluation narratives accurately document a faculty member's work during the five- year cycle of post-tenure review.

Scholarly activities, research, and creative work may include:

1. Final acceptance or publication of a single-authored book
2. Final acceptance or publication of a collaborative book or collaborative creative project
3. Final acceptance or publication of a peer-refereed journal article / creative work in a literary journal, magazine, or other significant venue; staged production of a drama
4. Final acceptance or publication of an edited volume, book- length critical edition, or book-length translation
5. Receipt of a major award, grant, or fellowship that is nationally or internationally competitive
6. Receipt of competitive state and regional awards
7. Final acceptance or publication of a review essay, which shall be counted as an article for the purposes of evaluation
8. Final acceptance or publication of conference proceedings
9. Presenting scholarly or creative work at invited venues
10. Presenting scholarly or creative work at a conference / reading series

publication or acceptance of any scholarly or creative work
evidence of submission of such work
evidence of significant progress on a book manuscript
publication associated with organization of a conference

d. **Weak**

For all others, the following criteria apply:

- a. **Outstanding** should be awarded to a dossier that demonstrates from among the following:

a consistent record of departmental service according to the standard assignment

4. General Comments

a. In instances where faculty feel that the above “benchmarks” or guidelines somehow miss the particular value of their work, the faculty member should inform the department chair and the FEC in writing.

b. The Five-Year Rule: The spirit of the rule is that a colleague not be punished for performance that seemingly falls below their own average over a period of years. For example, if evidence suggests that the quality of a colleague’s teaching has drastically declined, after years of strong or outstanding teaching, the teaching rating should not be lowered by more than one category in any given year, the lowering to be accompanied by a notification that further lowering would be in order in the future if the decline continues.

The spirit of the “5-Year Rule” also pertains to offsetting the vagaries of lean-year, fat-year salary distribution. A colleague deserving a certain level of reward who is scantily rewarded in a lean year should have parity over the long haul with a colleague deserving the same level of reward but who is richly rewarded in a fat year. It is the intent of this statement of principles that faculty evaluations, insofar as they affect recommendations for pay raises, reflect this concern for parity over the long term.

D. Appeals Procedure

In the cases of either annual evaluations or tenure and promotion evaluations, if a colleague wishes to appeal the FEC’s and/or the department Chair’s evaluation, the colleague should ask to meet with the FEC and/or the Chair, as appropriate, as the first step in an appeals procedure. The FEC and/or the Chair may be asked to explain the basis of the evaluation and/or the colleague may wish to present new material or to shed light on old material.

If a colleague wishes further review of the FEC’s and/or the Chair’s evaluation, the colleague should inform the FEC chair and the department Chair in writing. The Ad Hoc FEC (those three members who have rotated off the FEC) will serve as an Ad Hoc Appeals Committee. This Ad Hoc Appeals Committee, after examining relevant documents and arguments, will consult with the colleague who wants the review and with the FEC chair and the department Chair. Whatever the committee’s judgment of the appeal, its recommendation is to

VI. Appendix

A. Criteria for Post-Tenure Review

In alignment with University and Board of Governors' regulations, as well as state law, all tenured faculty members in the Department of English are subjected to post-tenure review every five years. The post tenure review is an evaluation of the previous five years of employment. The review packet, which comprises the material to be reviewed, will be comprised of an optional narrative record of accomplishments over the previous five years prepared by the faculty member under review, the previous five years of annual performance reviews, the faculty member's CV, and the faculty member's disciplinary record (if there is any).

Department of English guidelines for post-tenure review ensure that the faculty member will be reviewed in relation to nationally recognized standards consistent with the discipline as it exists at research universities. These guidelines are based on department criteria for annual evaluation. Post-tenure review will be based on the annual assignments of the faculty member across the five-year period under review.

Rating categories for post-tenure review shall include the following:

1. Exceeds expectations: a clear and significant level of accomplishment beyond the average performances of faculty across the faculty member's discipline and unit. Performance is appreciably greater than the average faculty member of the candidate's present rank and field at top-tier research institutions. Must have a sustained and satisfactory professional conduct and performance of academic responsibilities and compliance with state law, Board of Governors' regulations, and university regulations and policies.
2. Meets expectations: expected level of accomplishment compared to faculty across the faculty member's discipline and unit. Sustained record commensurate with the academic standards of a top-tier research institution; evidence of at least a satisfactory performance rating in each annual evaluation during the previous 5 years and satisfactory or greater assessment in each area of assignment; sustained and satisfactory professional conduct and performance of academic responsibilities and compliance with state law, Board of Governors' regulations, and university regulations and policies.
3. Does not meet expectations: performance falls below the expected range of annual variation in performance compared to faculty across the faculty member's discipline and unit but is capable of improvement. A faculty member who has received an overall unsatisfactory annual evaluation during one of the previous five years without evidence of a trajectory of subsequent improvement or exhibited unsatisfactory performance in any single area of assignment over multiple years or pattern of non-compliance with

reflect logical, thoughtfully sequenced courses. Expectations are stated explicitly and assignments are explained in detail. Student evaluations indicate that instruction was delivered effectively and the instructor was very prepared, explained concepts clearly, and effectively used a variety of instructional strategies to deliver content. Teaching materials, handouts, course format, course requirements, and instructional approaches are clearly aligned with the course objectives and are creative and innovative, reflecting a variety of instructional approaches. The faculty member is available during posted office hours.

2. Meets Expectations: Illustrated by the materials submitted for Annual Evaluations, The teaching record includes evidence of curricular attention, innovation and/or maintenance. The teaching record reflects efforts to self-evaluate and attend to helpful feedback, but evidence of a corresponding change in teaching behavior is limited. Faculty will have directed graduate students and served on committees at the graduate or undergraduate levels (taking into account the faculty member's rank and the availability of students in the particular area).

3. Does Not Meet Expectations should be awarded to faculty who consistently demonstrate ineffective teaching as evidenced by their materials submitted for Annual Evaluation. To receive a rating of Does Not Meet Expectations, the faculty member shows lack of success in directing graduate students or fails to serve on the appropriate number of committees at graduate and undergraduate levels; materials indicate below-standard course design and delivery. An instructor who merits Does Not Meet Expectations will have a specific improvement plan designed in order to address areas where expectations are not met.

4. Unsatisfactory should be awarded to faculty who consistently demonstrate ineffective teaching as evidenced by their materials submitted for Annual Evaluation. To receive a rating of Unsatisfactory, the faculty member shows lack of success in directing graduate students or fails to serve on the appropriate number of committees at graduate and undergraduate levels; materials indicate below-standard course design and delivery. An instructor who merits Unsatisfactory will have a specific improvement plan designed in order to address areas where expectations are not met.

temporarily slows their original output; they should be given the opportunity to explain the relevance to overall performance.

Absolute evaluative numbers cannot be assigned to individual items because quality must be evaluated as well as quantity. In this regard, evaluators should recognize that when a work is published, especially if refereed or invited, a certain qualitative judgment has already been made by peers, one to be heeded because it probably comes from a more impartial, and perhaps more informed, jury than a local committee.

Each activity below should be weighed in view of the faculty member's rank, the length and creative ambition of the work, and its contributions to the specific field(s) sub-field(s) in which they primarily work. Contributions to the field may be demonstrated by major external prizes and awards for scholarly or creative work.

- 1. Exceeds Expectations** should be awarded for publication of ten or more well-placed articles, stories, essays, or graphic narratives or thirty or more poems in notable journals. Research **exceeds expectations** if the period under review includes publication by a respected press of a monograph, a novel, book-length graphic narrative, short story collection, or book of poetry. Equivalent work in electronic media should also qualify. Major grants or fellowships connected to a record of publication are further signs of distinction. Readings, papers delivered, and books reviewed are usually rated at a ratio of about two or three to one published article, although rarely would one be given the highest rating for doing nothing but readings, papers or reviews, no matter how many. A review essay, however, should be counted as an article. Textbooks are to be judged according to how much scholarly and critical effort went into their creation and how much pedagogical value they have. Articles, stories, graphic narratives and poems accepted but not yet published should receive approximately one-third credit. Also considered will be publication associated with organization of a conference and making theoretical contributions as editor of a journal. The scholarly record and associated annual evaluations reflect a *coherent, organized, and systematic* program of scholarship.
- 2. Meets Expectations** should be awarded for publication or acceptance of respectable scholarly or creative work. It should also be awarded for evidence of submission of such work or for evidence of significant progress on a book manuscript. Also taken into consideration will be publication associated with organization of a conference, service as editor or reader for a journal, peer review of manuscripts, readings and conference papers, book reviews, and textbooks. The scholarly/creative record and associated annual evaluations suggest contributions that meet average standards of quality in the field; the scholarly/creative record suggests the beginnings of an organized, systematic program of

scholarship/creative record and clear evidence of intent to develop a program of scholarship/creative record.

3. **Does Not Meet Expectations** should be awarded to faculty whose record does not give evidence of the coherent development of a program of scholarship or a creative record. Faculty in this category have made little progress on any scholarly/creative projects in keeping with their assignment over the review period. Anyone who merits Does Not Meet Expectations will have a specific improvement plan designed in order to address areas where expectations are not met.
4. **Unsatisfactory**: there is no evidence of engagement with research and no evidence of progress on scholarly/creative publications in keeping with their assignment in the five-year period under review.

3. Service

community education) in addition to a consistent record of departmental service can equal Exceeds Expectations merit.

2. **Meets Expectations** should be awarded to faculty who adequately perform departmental service activity according to the standard departmental assignment (e.g. three committee assignments as a general working rule) for each year of the five-year period under review.
3. **Does Not Meet Expectations** should be awarded to faculty who have not fulfilled the standard departmental service assignment and who have not shown evidence of service beyond the department. Anyone who merits Does Not Meet Expectations will have a specific improvement plan designed in order to address specific areas where expectations are not met.
4. **Unsatisfactory** should be awarded to faculty who have no effective service activity at the level of the expected rank and/or whose Annual Evaluations show a merit of unsatisfactory for two or more years in the five-year review period.

The post-tenure review requires one, holistic evaluation score. This will be the weighted average according to annual assignments based on of the scores in teaching, research, and service.