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Mission Statements

Department of English and Philosophy

The mission of the Department of English and Philosophy is to provide a foundation for a liberal arts education—to think and write clearly, to read carefully and critically, to reason effectively and systematically, and to engage with the works and problems in our disciplines. All these prepare our students to address the complexities of the twenty-first century world. In Philosophy, we study profound questions about reality and human experience: questions concerning God, the mind, freedom, and morality. In English, we study literature, writing, and the structure of language; these investigations yield insight into the human condition, including the function of identity, culture, and history. Our graduate programs combine these areas of focus with specialized training in college English pedagogy. Across the Department, we pursue research and creative endeavors that contribute to our fields. Our service brings our disciplinary expertise to the needs of university, regional, national, and international communities.

College of Arts and Letters Mission

The College of Arts and Letters offers a variety of academic programs that develop skills in written and oral communication and critical thinking while exploring the diversity and scope of the human experience with both undergraduate and graduate students. Faculty in the College provide instruction and training of superior quality in the fine arts, humanities, social sciences, and behavioral sciences and produce innovative scholarship that advances knowledge. Through student and faculty collaborative endeavors, the College promotes opportunities for research and creative activities that investigate and enrich our shared cultural, economic, environmental, health, political, and social systems.

Idaho State University Mission

Idaho State University is a public research-based institution that advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.
Department of English and Philosophy Snapshot 2017-2018

Students

- 1 English AA major
- 120 English BA majors
- 18 Philosophy BA majors
- 6 TESOL certificate students
- 13 MA students
- 32 PhD students
- Total undergraduate: 139
- Total graduate: 51

Graduated 2017-18

- 22 B.A. (1 Phil, 21 Engl)
- 6 M.A.
- 0 TESOL certificates
- 3 Ph.D.

Faculty and Adjuncts

- 23 tenured/tenure track
- 1 visiting assistant professor
- 13 full-time lecturers
- 22 part-time adjunct instructors
- 1 Student Success Center adjunct
- 2 College of Technology English lecturers
- 20 dual enrollment adjuncts

Student Credit Hours Generated

- Fall 2017 = 11,915
- Spring 2018 = 8,939
- Summer 2018 = 945 (6/4/18)
- Total = 21,799 (6/4/18)

(Tuition&fee revenue for credit hours, 2017 calendar year = $4.7 million; appropriated SCH-generated = $1.9 million)

Budget (3.8 million)

- State-Approp. Salaries 3.4 million
- Fellowships and Student Fees .3 million
- State-Approp. Direct Expenses 45,000
- College Grants for travel 20,300
- Local accounts:
  - English 9,300
  - Philosophy 4,200
  - Composition 6,400
  - eISU 6,600
  - Shakespeare in Performance (680)
  - Teaching Book Award 900
- Career Path Internships: 6,700

Undergraduate Emphases

- English B.A. Options:
  - Literary, Creative Writing, Professional Writing
- Philosophy B.A. Options:
  - Traditional, Pre-Law

Degrees and Certificates

- B.A. in English
- B.A. in Philosophy
- M.A. in English
- Graduate Certificate in TESOL
- Ph.D. in English and the Teaching of English

Minors: English (general, writing, creative writing) Ethics, Philosophy, Philosophy and Religion, Folklore, Linguistics
Department of English and Philosophy Snapshot 2016-2017

**Students**
- 2 English AA majors
- 109 English BA majors
- 13 Philosophy BA majors
- 3 TESOL certificate students
- 13 MA students
- 34 PhD students
- Total undergraduate: 124
- Total graduate: 47

**English Education majors served by the department:** 26

**Graduated 2016-17**
- 28 B.A. (6 Phil, 22 Engl)
- 3 M.A.
- 2 TESOL certificates
- 6 Ph.D.

**Faculty and Adjuncts**
- 23 tenured/tenure track
- 1 Visiting Asst. Professor
- 15 full-time lecturers
- 25 part-time adjunct instructors
- 1 Student Success Center adjunct
- 2 College of Tech adjuncts
- 23 dual enrollment adjuncts

**Student Credit Hours Generated**
- Fall 2016 = 12,841
- Spring 2017 = 9,359
- Summer 2017 = 914
- Total = 23,114

(Tuition&fee revenue for credit hours, 2016 calendar year = $6.9 million)

**Budget (3.3 million)**
- State-Approp. Salaries 2.9 million
- Fellowships and Student Fees .3 million
- State-Approp. Direct Expenses 45,000
- College Grants for travel, capital expenses 43,000
- Office of Research grants for travel 4,000
- IAC Fellowship 3,500
- Local accounts:
  - English 9,700
  - Philosophy 4,200
  - Composition 6,600
  - eISU -20
  - Shakespeare in Performance 1,500
  - Teaching Book Award 600
- Career Path Internships: 8,400

**Undergraduate Emphases**
- English B.A. Options: Literary, Creative Writing, Professional Writing
- Philosophy B.A. Options: Traditional, Pre-Law

**Degrees and Certificates**
- B.A. in English
- B.A. in Philosophy
- M.A. in English
- Graduate Certificate in TESOL
- Ph.D. in English and the Teaching of English

**Minors:**
- English (literary, professional writing, creative writing)
- Ethics, Philosophy, Philosophy and Religion, Folklore, Linguistics
Curricula

This document provides a brief overview of the English and Philosophy curricula. Full course listings and descriptions are available in the on-line academic catalogs:

http://coursecat.isu.edu

English Undergraduate Curriculum

0000-level: remedial courses

(0090: Basic Writing--inactive)

1100-level: general education and introductory courses

(1100: Introduction to Academic Writing and Speaking for Non-Native Speakers of English--inactive)
1101: English Composition
1101P: English Composition Plus (additional 1-hour studio)
1102: Critical Reading and Writing – satisfies general education Objective 1
1107: Nature of Language – satisfies general education Objective 7
1110: Introduction to Literature – satisfies part of general education Objective 4
1115: Major Themes in Literature – satisfies part of general education Objective 4
1122: Academic Writing for Non-Native Speakers of English, Part I
1123: Academic Writing for Non-Native Speakers of English, Part II
1126: Art of Film I – satisfies part of general education Objective 4

2200-level: courses introducing majors/potential majors to literary theory, creative writing, cultural studies, folklore, language studies, and literature

2206: Creative Writing Workshop
2210: American Cultural Studies – satisfies general education Objective 9
2211: Introduction to Literary Analysis
2212: Introduction to Folklore/Oral Tradition – satisfies general education Objective 9
225X: World Literature surveys – satisfy part of general education Objective 4
226X: English Literature surveys
227X: American Literature surveys
228X: Introductory language studies courses

3300-level: intermediate courses for majors and professionals: genres, writing, topical approaches

3305: Art of the Film II
3306: Creative Writing Workshop
3311: Writing and Research about Literature
3307: Professional and Technical Writing
3308: Business Communication
332X: Genre courses
3328: Gender in Literature
3341: The Bible as Literature
3348: Independent Study
3353: The West in American Literature
3356: Ethnicity in Literature
3367: Language in the United States

4400-level: advanced courses for majors, some cross-listed to 5500-level graduate sections

440X: Advanced writing courses
4410: Writing Internship
443X: Advanced teaching English courses
4440: Philosophy and Literature
4441: History of Literary Criticism
445X: Comparative, national, and ethnic literature courses
446X: Period literature courses
4470: Postcolonial Literature
447X: Major writers courses
448X: Language studies and linguistics courses
4490/92: Folklore courses
449X: Senior seminars

**English Graduate Curriculum**

5500-level: courses cross-listed from selected 4000-level courses; limitations on credits at this level
661X: introductory seminars: graduate studies, careers, theory, bibliography
662X: literary seminars: genres, themes, periods, figures
663X: pedagogy seminars
664X: interdisciplinary seminars
665X: M.A. thesis or paper
6662: Seminar in Creative Writing
668X: Linguistics and second language acquisition seminars
669X: Independent reading, experimental courses, and exam preparation
77XX: Teaching internships and practicums
8850: Doctoral Dissertation
Philosophy Undergraduate Curriculum

110X: introductory courses satisfying part of general education Objective 4
2201: Introduction to Logic – satisfies general education Objective 7
2210: Introduction to Asian Philosophies – satisfies general education Objective 9
222X: Philosophy and religion courses
2230: Medical Ethics
2250: Contemporary Moral Problems
3305/15/25: History of philosophy courses
335X: Philosophy and law, political science courses
4400: Philosophy of Arts
4410: Philosophy of Language
4420: Philosophy of Mind
4425: Existentialism
4430: Philosophy of Science
4435: Metaphysics
4440: Philosophy and Literature
4450: Ethical Theory
4455: Environmental Ethics
4460: Theory of Knowledge
4470: Symbolic Logic and Foundations of Mathematics
4480: Philosophy Tutorial
4490: Philosophy Seminar
4492: Senior Tutorial

Philosophy Graduate Courses

5500: Philosophy of Arts
5510: Philosophy of Language
5520: Philosophy of Mind
5525: Existentialism
5530: Philosophy of Science
5535: Metaphysics
5540: Philosophy and Literature
5550: Ethical Theory
5555: Environmental Ethics
5560: Theory of Knowledge
5570: Symbolic Logic and Foundations of Mathematics
5590: Philosophy Seminar
5597: Professional Education Development Topics
6600: Ethics in Health Care
Professional Responsibilities and Procedures Related to Teaching

Faculty and Adjunct Teaching Responsibilities

Adjuncts

English or Philosophy adjuncts teach part time and are compensated by the course according to the university’s salary matrix. Adjuncts teach classroom courses in Pocatello and at other Idaho State University campuses, online courses, and courses offered in the Early College Program. Courses taught by adjuncts are ordinarily limited to the composition series and general education courses. Early College Program adjunct teaching is ordinarily limited to ENGL1101 and ENGL1110. Occasionally, adjuncts are hired to teach specialized courses in their areas of expertise. Adjuncts have no service responsibilities and do not vote in departmental business. Adjuncts are welcome participants and attendees at department programs and events.

Lecturers

Lecturers in English or Philosophy are full-time faculty on academic year contracts. Their primary responsibility is instruction of undergraduate students. Lecturers also are incorporated into departmental life through service activities. They serve on committees and vote on departmental business falling within their areas of responsibility.

Courses taught by English lecturers fall into four categories, as appropriate to their expertise and highest academic degree:

- Composition series: ENGL1101, ENGL1101P, ENGL1102
- Specialized teaching of international students: ENGL1122, ENGL1123
- General education courses in literature, film, American cultural studies, and folklore: ENGL1110, ENGL1115, ENGL1126, ENGL2210, ENGL2212
- Major courses in professional writing and business writing: ENGL3307, ENGL3308
- Major courses at the 22xx level (limited to lecturers with the doctorate), ordinarily excepting ENGL2211, Introduction to Literary Analysis

Lecturers in Philosophy teach throughout the Philosophy curriculum, including tutorials, as appropriate to their expertise and highest academic degree.

Lecturers in English or Philosophy also provide many other instructional services:

- Undergraduate student advising
- Web course teaching and development
- Mentoring new lecturers
- Distance course teaching and development
- Travel to teach on non-Pocatello campuses
Tenure-track

Tenure-track faculty in English and Philosophy hold the highest academic degree in their field. They are normally nominated to graduate faculty status. Their teaching responsibilities are therefore at all levels of the curriculum. Tenure-track faculty are also important actors in departmental life through service activities and participants in the discipline through their scholarly activities. They serve on and lead committees and vote in all areas of departmental business. English graduate faculty meet, chaired by the Director of Graduate Studies in English, to consider and vote upon English graduate program concerns.

Courses taught by English tenure-track graduate faculty fall into four categories:
- Composition series: ENGL1101, ENGL1101P, ENGL1102
- Specialized teaching of international students: ENGL1122, 1123
- General education courses in literature, film, folklore, and American cultural studies: ENGL1110, ENGL1115, ENGL1126, ENGL2210, ENGL2212
- Major courses for the B.A. in English at all levels
- Graduate courses at the 55xx level
- Graduate seminars (66xx level)

English tenure-track faculty also perform many other instructional activities, especially at the graduate level:
- Serving as Graduate Faculty Representatives (GFRs)
- M.A. thesis and M.A. paper direction
- Design and evaluation of the M.A. set text examination
- Design and evaluation of Ph.D. examinations
- Ph.D. dissertation direction
- Mentoring M.A.T.A.s and doctoral T.A.s
- Directing Ph.D. teaching internships
- Undergraduate and graduate student advising
- Web course teaching and development
- Distance course teaching and development
- Mentoring new faculty
- Travel to teach on non-Pocatello campuses

Courses taught by Philosophy tenure-track graduate faculty fall into three categories:
- General education courses in philosophy, ethics, and logic: PHIL1101, PHIL1103, PHIL2201, PHIL2210
- Major courses for the B.A. in Philosophy
- Graduate courses at the 55xx and 66xx levels

Philosophy tenure-track faculty also perform many other instructional activities, emphasizing individual work with students inside and outside of the department:
- Supervising Tutorials (PHIL4480) and Senior Tutorials (PHIL4492)
- Undergraduate student advising
- Serving as Graduate Faculty Representatives (GFRs)
- Serving as committee members on M.A. and Ph.D. committees
- Web course teaching and development
- Distance course teaching and development
- Mentoring new faculty
- Travel to teach on non-Pocatello campuses

**Graduate Faculty Representatives (GFRs)**

The by-laws of the Idaho State University graduate faculty indicate that active service as a graduate faculty member is a requirement for continuing graduate faculty status. Serving as a Graduate Faculty Representative is one of the main ways in which graduate faculty remain active. GFRs are assigned by the ISU Graduate School. The GFR is sent the student’s final project two weeks in advance of the examination or defense. Just before the examination, the GFR picks up the student’s packet from the Graduate School.

A GFR’s responsibility is in part to the graduate faculty as a whole and in part to the graduate student. First, is the examination at the level one would expect for graduate work, generally? The packet contains a questionnaire used by the GFR to provide that evaluation to the Graduate School. Second, is the student being treated fairly; are procedures being followed? For example, if the student were allowed to reach the stage of a thesis defense on the basis of a thesis that was not adequate, that would be a problem that a GFR would point out to the committee and report to the Graduate School.

At an examination, the GFR has an opportunity to ask questions of the student as a part of the examination committee. At the end of the examination the GFR handles the committee balloting. The GFR’s responsibility also includes returning the packet, with survey and ballots enclosed, to the Graduate School.

Graduate faculty should strive to serve once a semester as a GFR.
Departmental Guidelines for Teacher-Student Relationships

The purpose of these guidelines is to preserve the trust and respect that are essential to the instructional mission of the Department. Within these guidelines, “teacher” includes faculty, part-time instructors, mentors, graduate teaching assistants, and graders; “relationship” refers to any amorous or sexual conduct, whether occurring one time, occasionally, or regularly.

Teachers are in positions of authority and exercise power over students in many ways, whether in giving praise or criticism, evaluating academic work, or making recommendations for further studies or future employment. Abuse or perceived abuse of this authority diminishes trust and respect. Because of the inherently unequal status of the persons involved, an amorous or sexual relationship with a student greatly increases the potential for a teacher’s abuse of power or perceived abuse of power.

ISU’s Personnel Policies state that

While the private behavior of faculty is usually not of concern to the University, faculty interaction with students is. Faculty are expected not to participate in evaluation or supervision of students with whom they have or develop an amorous or familial relationship. Such participation constitutes unprofessional conduct. These relationships may include, but are not limited to: membership in the same household, close familial relationships, or dating or sexual relationships. (4.I.R. Faculty Student Relationships)

In addition to these conflicts of interest, teacher-student relationships can potentially create a hostile learning or work environment not only for the student but also for the student’s classmates. For these reasons, the department advises against relationships between its teachers and the students they are instructing or supervising. The department also encourages its teachers to be mindful of professional boundaries when interacting with students whom they might reasonably be expected to evaluate in the future.
Course Assignments

Very early each semester faculty and adjuncts receive a course assignment form on which they can indicate their course preferences for the following semester. English graduate faculty also receive a call for proposals for graduate seminars. The Graduate Committee selects graduate seminars from among those proposed. The Department Chair, in consultation with the directors of English Undergraduate Studies, English Graduate Studies, and Composition, uses responses to the course assignment forms to shape the English course schedule. The Director of Philosophy prepares the Philosophy course schedule. While the department attempts to meet faculty needs and interests, many factors govern course scheduling. A general principle honored for many years has been to attempt to schedule the tenured/tenure-track faculty to teach courses at all levels of the curriculum.

Book Orders

Soon after courses are assigned, which is early to mid-semester, instructors receive a book order form from the department Administrative Assistant. It is important that the form be returned promptly.

The department maintains a list of approved textbooks for the composition sequence (ENGL 1122, 1123, 1101, 1101P, 1102). This list is available on the departmental website at:

http://www.isu.edu/english/DeptDocs/ApprovedTextbooks.shtml
# Sample Book Order Form

**SPRING 2012 SEMESTER – BOOK ORDER FORM**  
**Due: October 10, 2011**

*Book orders need to be placed by written request using this form. Include the Text Title, Author, ISBN, Publisher and Edition. Indicate if the text is required or recommended and if a DESK COPY is needed by circling “YES” or “NO” in the space provided. Please sign this form at the bottom and return to Krissy by the due date. If you are ordering more than 4 texts for your course, please feel free to make copies of this form.*

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<th>Instructor:</th>
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<th>Required Text:</th>
<th>YES</th>
<th>NO</th>
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|desk copy one) |     |    |                     |

| Desk Copy: | YES | NO | (Please circle one) |
|desk copy one) |     |    |                     |

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<table>
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<tr>
<th>Book Order #:</th>
<th>Date Ordered:</th>
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Guidelines for Classroom Copying

Instructors copying materials for courses must be mindful of the following guidelines promulgated by Congress:

Overview

These guidelines "state the minimum and not the maximum standards of educational fair use under Section 107" for classroom photocopying. Note that "there may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use." Copying within the limits of the guidelines is fair use. They are summarized below; this link provides more detail regarding print and multimedia sources.

Single Copying for Teachers

A single copy of a chapter from a book; article; or short story, short essay, or short poem may be made for research or class preparation.

Multiple Copies for Classroom Use and the Tests of Brevity, Spontaneity, and Cumulative Effect

Multiple copies of short works and excerpts must meet strict standards of brevity, spontaneity, and cumulative effect. Also, according to the guidelines, each copy must include a notice of copyright: include the work’s copyright notice (for example, Copyright 1998 by ______ ) along with an appropriate citation. In general, brevity limits poems to 250 words, complete prose works to 2,500 words, prose excerpts to 1,000 words, and illustrations to one per book or periodical. Spontaneity requires that the copying be at the "instance and inspiration" of the individual teacher and that this inspiration to copy makes it unreasonable to expect a timely reply for a permission request. Cumulative effect limits the number of copies that can be made. These limits require that the copies made may only be used for one course and that no course can have over nine instances of multiple copying per term. In addition, only one complete work or two excerpts per author are allowed per term. Note that these limitations do not apply to current news.

Prohibitions

The guidelines prohibit the creation of anthologies or compilations, copying from "consumables" like workbooks, or copying to substitute for purchase. Also, copying must not be directed by a higher authority, repeated from term to term, or charged to students beyond the cost of photocopying. If you plan to use a work repeatedly, obtain permission.
Budgetary Limitations for Photocopying and Printing

The department’s photocopying, printing, and scanning budget is extremely limited, especially in relationship to our number of faculty and instructors, number of sections taught, and research and service workloads. A dollar not spent for copying, printing, or scanning can be spent for other important needs, such as travel, computers and other equipment, and office furnishings. To save copying and printing costs, everyone in the department should consider electronic and digital alternatives:

- use Moodle to distribute e-copies of syllabi and handouts
- use Moodle for e-quizzes and for uploads of papers and tests
- rather than printing an article or book that is available in e-copy, save it to Box, your computer, flashdrive, or e-reader
- limit your photocopying of interlibrary loan books—not only does this save money but it also keeps us within the legal limits for copying (it is illegal to do extensive copying of material still in copyright)
- distribute committee draft documents via Box, e-mail, or using a Google site
- use a laptop or e-notebook at committee and department meetings to access documents under discussion

To help faculty and instructors stay within an overall departmental limit of $5,000 for 2018-2019, we’ve developed the following system of “shares” available for photocopying and printing.

1 share = $10.98 worth of photocopying and/or printing

1 share used entirely for scanning = 1,098 scans
(1 scan costs $.01)

1 share used entirely for printing = 845 pages
(1 page of printing costs $.013)

1 share used entirely for photocopying = 110 pages
(1 page of photocopying costs $.10)

See the charts on the next page for further guidance.
### Annual Share Allocations for 2018-2019

<table>
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<tr>
<th></th>
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<th>10 shares =</th>
<th>10 shares =</th>
<th>10 shares =</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>$109.80/faculty member</td>
<td>19,980 scans if all shares used for scanning</td>
<td>8,446 pages if all shares used for printing</td>
</tr>
<tr>
<td>Full-time faculty (tenured/tenure-track and lecturers) 360 shares/year</td>
<td>10 shares each = 10 shares = 10 shares =</td>
<td>$109.80/faculty member</td>
<td>19,980 scans if all shares used for scanning</td>
<td>8,446 pages if all shares used for printing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$109.80/faculty member</td>
<td>19,980 scans if all shares used for scanning</td>
<td>8,446 pages if all shares used for printing</td>
</tr>
<tr>
<td>Instructors (TAs, adjuncts, grad internships) estimated 50 shares/year</td>
<td>1 share ($10.98) for each course taught</td>
<td>1 share = 1,098 scans per course</td>
<td>OR 845 pages of printing per course</td>
<td>OR 110 pages of photocopying per course</td>
</tr>
<tr>
<td>Department administration, estimated at 10% of budget</td>
<td>$500 total</td>
<td>50,000 scans if all used for scanning</td>
<td>OR 38,462 pages if all used for printing</td>
<td>OR 5,000 pages if all used for photocopying</td>
</tr>
</tbody>
</table>

*Printing* = sending to our departmental printers

The allocations on the chart may seem generous, but scanning, photocopying, and printing can add up very quickly. Here is a sample scenario for a tenure-track faculty member who uses scanning, photocopying, and printing sparingly yet exceeds allocated shares:

<table>
<thead>
<tr>
<th>Course 1 - 25 students</th>
<th>50 pages scanned and uploaded to Moodle = $0.50</th>
<th>20 pages photocopied x 25 = $50.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 2 - 15 students</td>
<td>20 pages photocopied x 15 = $30.00</td>
<td></td>
</tr>
<tr>
<td>Course 3 - 10 students</td>
<td>15 pages scanned and uploaded to Moodle = $0.15</td>
<td>15 pages printed x 10 = $1.95</td>
</tr>
<tr>
<td>Committee and advising work</td>
<td>200 pages printed = $2.60</td>
<td></td>
</tr>
<tr>
<td>Research and graduate advising</td>
<td>100 pages scanned from ILL books = $0.10</td>
<td>20 articles and 20 drafts (20-pp each) printed = $10.40</td>
</tr>
<tr>
<td>Subtotal for one semester</td>
<td>$105.70</td>
<td></td>
</tr>
<tr>
<td>Total for year (assuming similar habits)</td>
<td>$211.40</td>
<td></td>
</tr>
<tr>
<td>Allocated shares for year (10)</td>
<td>$109.80</td>
<td></td>
</tr>
<tr>
<td>Over-budget amount</td>
<td>$101.60</td>
<td></td>
</tr>
</tbody>
</table>
**Time Commitments: Advising Week, Office Hours, Class Cancellations, Sick Leave**

Adjuncts and faculty do not punch a time clock, but certain time commitments are generally expected of them.

**Advising Week**

Full-time faculty members are obliged by contract to be available during the week prior to the beginning of fall semester courses and the week prior to the beginning of spring semester courses. The fall semester advising week is also used for orientation meetings and retreats. It is not necessary to be on campus forty hours during advising weeks, but a reasonable number of office hours should be posted and kept for the convenience of students and colleagues who may need to see you. Advising Week office hours should be provided to the department Administrative Assistant in advance of the week’s beginning.

**Office Hours during the Semester**

Individual conferencing with students is an important part of college-level teaching. All teaching faculty should, therefore, schedule regular office hours and try diligently to keep them. Office hours are also a time during which colleagues might hope to connect with each other.

For full-time faculty, three hours per week ought to be considered an absolute minimum; four to six hours is more reasonable, and a greater number of hours are necessary for those whose responsibilities include a great deal of student advising. The hours should be distributed to accommodate various student schedules, with the possibility for appointments at other times if students cannot come during scheduled hours.

Office hours should be provided to the department’s Administrative Assistant by the beginning of Advising Week.

It is important for faculty to keep office hours; a faculty member who has to miss an office hour should notify the department Administrative Assistant.

**Class Cancellations**

The department is required to report all missed classes. A teacher missing a class or synchronous session for any reason in Pocatello, on one of the other Idaho State University campuses, or online must notify the department Administrative Assistant so that the missed class can be reported. When possible, students should be contacted directly to notify them of the missed class.
Sick Leave

Sick leave information must also be reported. A teacher who is too ill to teach must inform the department Administrative Assistant on the sick day so that the department can attempt to notify students.

Full-time faculty earn sick leave and are therefore required to report their use or non-use of sick leave on Bengal Web using the Time Reporting block on the Employees page. Faculty report their time only for sick leave and only during the periods that they are on contract during fall and spring semesters. Sick leave should be reported only for the time that the teacher would have been in class or in scheduled meetings. Time reports are due on pay days (every other Friday). Questions about this process should be directed to the department Administrative Assistant.
Syllabi

Syllabi for all courses must be on file with the department. All faculty and adjunct teachers are required to give copies of course syllabi to the department Administrative Assistant by the beginning of the second week of classes. This is true even of courses that are being taught with little revision.

All department syllabi should include the following information:

A) **ADA information:**

Message from ADA Disabilities & Resource Center: “Our program is committed to helping all students achieve their potential. If you have a disability or think you have a disability (physical, learning disability, hearing, vision, psychiatric) which may need a reasonable accommodation, please contact the ADA Disabilities & Resource Center as early as possible: on the Pocatello campus, Rendezvous Complex Room 125, or the Idaho Falls campus, Bennion Student Union, Room 223. Phone 208 282-3599.”

B) **Learning Objectives**

For accreditation all syllabi need to include an explicit listing of the Learning Objectives for the course. Learning objectives for general education courses are available in the university’s undergraduate catalog. Previous versions of learning objectives for English major courses are available in a binder in the main office, LA262. Philosophy course objectives are available from the Director of Philosophy.

C) **Withdrawal Dates and Other Important Dates**

Withdrawal deadlines should be included on syllabi and these dates should be discussed with students in the classroom or online platform. The withdrawal date and other important dates throughout the semester can be found online at [http://www.isu.edu/areg/acadclnd.shtml](http://www.isu.edu/areg/acadclnd.shtml)

D) **Policies**

Syllabi should also include policies regarding grade standards and weighting, plagiarism and academic dishonesty, late work, and attendance. These become critically important in grading disputes. A typical syllabus statement about attendance is allowing up to two weeks’ worth of absences, for whatever reason. Beyond that number, which varies according to how many times a week the course meets, a student may be in danger of failing on the basis of non-participation. See page 21 for the department’s attendance policy.
E) *Final Exam schedule*

It is helpful to include the day, date, and time of the final examination so that students can plan ahead.

**Attendance Policy**

All classes at ISU operate under the following general university attendance policy (as stated in the *ISU Catalog, Course Policies, Attendance*):

Students are expected to attend all meetings of classes in which they are registered. Students who do not attend any sessions of a class during the first week and have not made prior arrangements with the instructor may be dropped from the class by the instructor to make room for students who are interested in adding the class.

No student may be absent from the campus in connection with extracurricular activities more than sixteen college instructional days per semester. No one extracurricular activity may take students away from the campus more than twelve college instructional days.

The Department of English and Philosophy supports this policy. We believe that attendance is particularly important in courses which feature student participation and/or collaboration. As a supplement to the university policy, the Department adds the following:

Instructors may establish individual policies which require students to be present to participate in class. We recommend that in general education, lower-division, and non-seminar courses, participation count for no more than 10% of the final grade. Other recorded in-class activities (such as quizzes, group worksheets, drafting, reports, and so on) may, of course, count beyond this 10%.

[For further guidance about attendance statements on syllabi, see page 20.]

approved by the departmental faculty February 8, 2001

**Student Registration**

Students register on line using Bengal Web. The Bengal Web system allows them to place their names on wait lists for courses. Neither faculty nor staff can add students over the enrollment limit set for a course. Students interested in a course that is full must use the wait list option in Bengal Web. They may also search for open sections. Students on a wait list will be allowed into the course in the order established by the wait list.
Final Examination and Closed Week Policy

The university’s policy reads as follows:

Any final examination must be conducted during the officially scheduled time slot except in laboratory classes or laboratory sections where the final examination may be conducted during the last regularly scheduled class session. Any exceptions to this policy may be allowed only on an individual student basis, to be arranged between the professor and the student.

Other required tests or quizzes on which the professor bases any part of the grade are prohibited during the seven calendar days immediately preceding the first day of final examination week except in performance sections, night classes, 8-week courses, and summer sessions.

Graduate-level courses and activities are exempt from this closed week and final exam policy.

Student Evaluation of Courses

Students evaluate courses using an online form provided to them via the Moodle site for the course. (In dual enrollment courses, paper forms are mailed to instructors for distribution to students.) The department Administrative Assistant opens up access to evaluations within the last few weeks of the semester and closes access just before finals week. Faculty and adjuncts should encourage students to fill out evaluations, which in the aggregate can provide valuable information for the next time the course is taught and for evaluation of teaching. Instructors may use various means of encouraging students to complete evaluations: reserving a computer lab (perhaps with other sections), providing extra credit (if falling within the instructors’ standards), sending e-mails to the class list, posting reminders on Moodle, using smart phones and tablets in the classroom, or allowing students access to the instructional computer in a classroom with technology. The evaluation form reads as follows:

Student Course Evaluation Form

The State Board of Education requires that student evaluations of faculty be conducted for use in assessing instructors regarding tenure, promotion and continued employment. We encourage your responsible participation in this process, but note that to do so is voluntary: a decision on your part not to participate will have no effect on your grade or your standing within the university.
Please do not identify yourself on the questionnaire. Instructors will not see the evaluations until after final grades are submitted to the Registrar.

Instructor: __________________ Course: __________________ Semester: __________________

Using the scale below, please fill in the bubble that indicates your response for each of the statements. Add any comments you’d like to make in the space below the statement.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<td>agree</td>
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</tbody>
</table>

1. Material seemed appropriately demanding and challenging for a course offered at a university.  
   Comment:

2. Assignments and standards for performance seemed appropriately rigorous for a course offered at a university.  
   Comment:

3. The course was organized according to a logical plan that was presented at the beginning of the semester in a syllabus.  
   Comment:

4. The instructor was punctual and prepared for class sessions.  
   Comment:

5. Class sessions were purposeful and well organized.  
   Comment:

6. The instructor displayed mastery of and interest in the subject matter of the course.  
   Comment:

7. The class helped me better understand the subject matter of the course.  
   Comment:

8. Answer only if you sought help outside the classroom from the instructor. Individual meetings with the instructor increased my ability to work with the subject matter of the course.
9. Taking the course has improved my ability to think more clearly, rigorously, and independently about the subject matter the course covered.

Comment:

10. Overall, the course was a worthwhile learning experience.

Comment:

Please make any additional comments on the course here:
Classroom Decorum

Classroom decorum is an issue that occasionally comes to the fore. The department has established the two statements on this and the next page, one for students and one for faculty. The statement for students may be incorporated into syllabi. Instructors teaching online should bear in mind that decorum can also be an online issue. Including a “netiquette” statement in the syllabus or elsewhere in an online course is highly advisable.

Faculty Decorum Statement

The ISU Faculty/Staff Handbook stipulates that students must “respect the rights of others in the maintenance of classroom order and in the observation of that standard of elementary courtesy common to every intellectual discipline.” The ISU Department of English and Philosophy endorses this stipulation and insists moreover that respecting the rights of others and observing common courtesy is the obligation of all persons present in the classroom, instructors included.

The Handbook further states that classroom instructors have broad authority over “control of the order and direction of a class” and that “disruption of the classroom insubordinate of the instructor’s immediate authority is forbidden.” The Department of English and Philosophy would like to clarify the nature of the instructor’s authority with respect to two broad categories of “disruption.”

Grossly disruptive behavior includes, but is not limited to, shouting, drunkenness, and verbal or physical harassment. Less disruptive but clearly discourteous behavior includes, but is not limited to, entering the classroom late, leaving early, talking at inappropriate times, sleeping, and reading non-class materials. In general, the latter form of disruption, while less severe than the former, nonetheless distracts students from full participation in the class and prevents instructors from doing their jobs to the best of their abilities.

Instructors should not tolerate grossly disruptive behavior; it constitutes grounds for the instructor to tell the disruptive student to leave the classroom.

Instructors should deal with less disruptive but clearly discourteous behavior by taking the following steps:

1. Inform the student (before or after class) that his/her behavior violates normally accepted standards of personal deportment in an academic setting; if the behavior is specifically mentioned in the course syllabus, this should also be pointed out to the student.
2. Keep a formal written record of the student’s conduct and of any warnings given to the student.
3. Notify the Department Chair in the event that the student continues to conduct him/herself in a discourteous manner, and schedule a meeting between the instructor, the chair, and the student in order to determine whether the problem can be resolved or if the student will be removed from class.

Instructors are encouraged to discuss academic courtesy and deportment with their students at the beginning of the semester, to refer their students to the Department’s handout on student decorum, and to outline any specific classroom policies in their course syllabi or other documents available to their students.

Approved: Spring 1996

**Student Decorum Statement**

Because university course work requires focused study and open exchange of ideas, the Department of English and Philosophy expects the classroom to be a place of courteous interaction. The demonstration of mutual respect between teachers and students includes arriving and leaving class at designated times, participating in classroom activities, and adapting to new and varied learning styles and tasks. Academic communication requires that all of us listen carefully to each other (whether we agree or not), and to state our positions with clarity and our disagreements with tact.

Classroom standards for academic courtesy apply to group work and student-teaching conferences as well.

Approved: Spring 1996
Grading and Academic Dishonesty Standards and Procedures

Midterm and Final Grades

Midterm grades are due for all students, ordinarily by 5 p.m. on the Tuesday of the ninth week in the semester. Final grades for courses are ordinarily due on the Tuesday after finals week by 5 p.m. Instructors log in grades in Bengal Web via the Academics tab, Faculty Grade Entry channel. The channel may list several semesters’ courses, those already past and those in upcoming semesters, making it important to look closely at the semester designation before choosing the course to be graded.

Grading Policy for English 1101 and 1102

The English faculty has adopted the following statement about grading in the composition sequence:

In order to pursue reasonably consistent standards for evaluating student performance in English 1101 and English 1102, the faculty accepts the following guidelines: Under typical circumstances, instructors will give not more than 25% A’s and not more A’s than B’s. The average final grade (represented numerically) given in a section will normally be about 2.5. While individual sections may vary from these grade guidelines, if the instructor finds consistent variance over three consecutive sections taught, he or she should reassess the grading practices employed.

Incompletes

The university policy governing incomplete grades is stated in the current Idaho State University Undergraduate Catalog. According to this policy, an incomplete is allowed only when a student has satisfactorily completed a substantial portion of the course. Generally, the department has interpreted “substantial portion” as attendance and coursework completed up to the beginning of the last two weeks of the semester. Instructors should not give an incomplete grade under any circumstances unless they and the student have signed a Course Completion Contract. Contracts should be turned in to the department Administrative Assistant. They are kept on file and checked before the Chair signs off on a change of grade form.

The university’s Course Completion Contract appears on the next page. Copies are available in the department office and via Box>Faculty Files.
College of Arts & Letters
Course Completion Contract

As stated in the Idaho State University Undergraduate Catalog, “An incomplete grade, I, may be awarded only as a final grade and only at the discretion of the instructor. To be eligible for an incomplete grade a student must have satisfactorily completed a substantial portion of the course.”

- The instructor must complete a Course Completion Contract with the student that stipulates the assignment(s) required to finish the course and the allowable time period.
- No student will be allowed more than one year to complete the required assignment(s).
- Both the student and the instructor must sign the contract, a copy of which is to be given to the student, the instructor retains a copy, a copy is kept on file by the Department Chair and a copy is sent to the College Dean.
- Upon the student’s timely satisfaction of the Course Completion Contract, the instructor will fill out a Change of Grade Form and send it to the Registrar.

Students should NOT re-register for a course in which an incomplete grade has been assigned. If the Registrar does not receive a Change of Grade Form within a one-year time period following the recording of the incomplete, the Registrar’s Office will automatically convert the incomplete to an F. Only in extreme circumstances will a student be allowed an extension of the time stipulated by the instructor. A normal petition process may be used for those circumstances that would extend the allowable time period beyond one calendar year following the recording of the “incomplete grade.”

This form is an agreement between the student and the instructor identifying the work to be completed, the date by which the work must be completed, and the grade that will be assigned if the work is not completed.

Student Name: ______________________  Student ID: ______________________
Student Address: _____________________  Student Phone: __________________
City: ___________________ State: _______ Zip Code: _______ Student Email: ______________________
Class in which the “I” grade is assigned: Department: ______________ Course Number: ______
Course Title: _______________________
CRN: _______ Semester: _______ Year: _______ Instructor: _______________________
Work to be completed: _______________________

Date by which course work must be completed: _______  Grade if work is not completed: _______
Method of determining final grade: _______________________

Student Signature: ______________________  Date: ______________________
Instructor Signature: ______________________  Date: ______________________

Copies to:  Student
Department Chair
Dean of College

Revised 12/18/13
Changing a Grade

After giving a student a final grade for a course, an instructor may change the grade only to correct a calculation or recording error made by the instructor or to change an I (incomplete) to a letter grade after a student has completed the work specified in a Course Completion Contract. Instructors should not allow a student to revise work or to do additional work to improve their class standing after a final grade has been given.

Change of grade forms are available in the department office. The completed form goes to the department Administrative Assistant, who will route it to the Chair and the Dean’s office. If the change of grade form pertains to an incomplete grade, a Course Completion Contract must be on file.

Grade Appeals

If a student wants to appeal a grade, they must begin the process by talking first with the instructor. The instructor may ask the student to put in writing the grounds on which they wish to appeal the grade. If this first step does not result in a satisfactory resolution, the instructor should direct the student to the Department Chair. At this stage in the grade appeals process, the student receives a grade dispute instructions sheet specifying the information needed by the Chair. (See next page.)
Student Grade Disputes  
Department of English and Philosophy

Students at Idaho State University have the right to dispute a grade. Before bringing a dispute to the Department Chair, the student must consult with the instructor regarding the grade. If the student is not satisfied with the results of that consultation, the student may present the dispute to the Department Chair. Disputes must be presented in writing and in hard copy (not just orally, not just in an e-mail). Disputes may be submitted at the department office, LA262, or mailed to Stop 8056, Campus Mail.

A grade dispute must include the following:

1. Name of student

2. Student’s Bengal number

3. Student’s contact information: e-mail, telephone number, and/or mailing address

4. Number, section number, and name of course in which the grade was assigned (Example: ENGL1102-04, English Composition)

5. Full name (both first and last names) of instructor

6. Grade assigned

7. Student’s reasons for disputing the grade. Reasons must be explained fully in a few paragraphs. Any relevant materials may be included, such as copies of assignment sheets and graded assignments bearing instructor comments.

8. Date(s) on which the student consulted the instructor regarding the grade

9. Results of the consultation with the instructor

The Department Chair will contact the student in response to the grade dispute with a decision, usually within two weeks of receipt of a fully-documented dispute. A student who is not satisfied with the chair’s decision may take the dispute to the Dean, College of Arts and Letters, ISU Campus Mail Stop 8087, Phone (208) 282-3204, artsletters@isu.edu.
Keeping a Record of Grades

Instructors must keep grading records for each class taught (along with final examinations if not returned to students) for at least one year after the semester ends.

Grade Records and Departing the Department

Instructors leaving the department at the end of a semester must leave with the department their grading records for all classes taught.
Academic Dishonesty

The university’s policies and procedures for handling academic dishonesty are rather complex. Instructors who encounter academic dishonesty may wish to consult the Chair for advice before talking to the student. Full policies and procedures are available in the university’s Academic Integrity and Dishonesty Policy for Undergraduate Students, ISUPP #4000.

In addition, the department has its own detailed policy regarding plagiarism. See page 35.

Procedures for Determination of Academic Dishonesty and Imposition of Penalties (excerpt from ISU policy)

The instructor of the course is responsible for investigating each suspected incident of academic dishonesty. The instructor is encouraged to consult with the Office of the Provost and Vice President for Academic Affairs or the Office of the Vice President for Student Affairs for guidance on adhering to the policy process, as needed. Students alleged to have violated this policy may consult with the Office of the Vice President for Student Affairs for guidance on rights and responsibilities regarding the Academic Dishonesty Policy.

When the instructor witnesses such an incident, has evidence of one, or is informed of one by a witness, the instructor shall proceed as follows:

i. The instructor may intervene and shall gather evidence to see whether further action is necessary.

ii. If the instructor feels that a penalty of a grade reduction or failing the course is warranted, he/she shall discuss the incident with his/her department head. If, after this meeting, the instructor decides not to impose penalties, then no further action is necessary.

iii. If, after the meeting, the instructor decides to proceed, he/she shall inform the student or students involved (orally and in writing) of the evidence of academic dishonesty and request a meeting with the student. Students will be given at least three (3) school days to schedule an appointment with the instructor. The instructor shall then meet with the student, consider the student’s response (which should be given orally and in writing), and collect any available evidence and testimony from witnesses. In cases of suspected plagiarism, the instructor may ask the student to supply the references used and the student must comply with such a request.

iv. On the basis of this information and the preponderance of the evidence, the instructor may decide to impose a penalty. If the penalty is only a written warning or a written demand that work be resubmitted, then no further action is necessary.
v. If, after those steps, the instructor concludes that academic dishonesty has occurred, he/she shall inform the accused student in writing within 10 school days following their face to face meeting. The notification should include sanctions (resubmit assignment, fail assignment or exam, etc.) or state that an incident report is being filed by the instructor that will include sanctions imposed.

vi. If the instructor decides to impose a penalty of grade reduction or failing the course, he/she shall prepare a written incident report. [The department’s report form on page 30 covers the information needed.] When more than one student is involved in academic dishonesty for a course assignment, the instructor will prepare individual reports and ensure that all students’ FERPA rights are protected.

vii. The instructor shall also inform the student of the procedures for appeal outlined in Section 5 of the university’s Academic Integrity and Dishonesty Policy (ISUUP 4000).

viii. For incidents that occur near the end of the semester, the instructor will issue an incomplete grade to the accused student(s) while the investigation and resolution of the accusation continues. Once the instructor has rendered a decision and imposed a penalty, if any, the grade will be updated.

ix. Any student who is found responsible for academic dishonesty and receives “Fail the Course” penalties for two separate incidents is subject to university suspension or expulsion.
Report of Academic Dishonesty Incident

Class:
Instructor:
Student name and ID number:
Date of this incident:

Assignment instructions: [attach a copy]

Explanation of the dishonesty: [describe the incident]

Sources (for plagiarism) or other evidence:

[Appended materials may include highlighted photocopies of the sources together with a copy of the essay. The instructor should retain the original paper.]

Description of the conference/contact with the student:

Consequences of the dishonesty/plagiarism:

copies: Instructor
    Student
    Chair of English and Philosophy
    Dean, Arts and Letters
    Dean of Student’s College (if other than Arts and Letters)
    Chair of Student’s Major Department (if other than English and Philosophy)
    Vice President for Student Affairs
    Registrar
Plagiarism Statement
Department of English & Philosophy

Students in University courses constantly engage with ideas generated by others, reading these ideas in texts, hearing them in lectures, discussing them in classes, and incorporating them into their writing. Since these ideas represent intellectual property—the very heart of the academy—it is vital that students give credit for these ideas where credit is due. When students do not clearly acknowledge and correctly cite these sources, they commit plagiarism.

Idaho State University defines plagiarism as representing another person’s words, ideas, data, or work as one’s own. Plagiarism includes, but is not limited to, the exact duplication of another’s work and the incorporation of a substantial or essential portion thereof. Other examples of plagiarism are the acts of appropriating the artistic or musical composition of another, or portions thereof, and presenting them as one’s own.

To avoid plagiarism, the guiding principle is that all work submitted must be properly credited to the original source(s) of the information. In written work, direct quotations, statements which are paraphrased, summaries of the work of another, and other information which is not considered common knowledge must be cited or acknowledged according to accepted citation guidelines (usually MLA or APA). Quotation marks or a proper form of identification shall be used to indicate direct quotations. Keep in mind, individual courses may require specific styles of documentation, and papers may be penalized for not accurately following the appropriate documentation style.

The key to avoiding plagiarism is to give proper credit whenever the following are used:

- Another person’s ideas, opinions, or theories
- Facts, statistics, graphs or other drawings or any pieces of information that are not common knowledge
- Quotations of another’s actual spoken or written words
- Paraphrases of another’s spoken or written words. Incomplete/careless/faulty/inefficient paraphrase can result in unintentional plagiarism.
- Organizational patterns or structures of another’s spoken or written work

Worth noting is the fact that ignorance does not excuse plagiarism. Intentional plagiarism consists of knowingly copying or using another’s work without giving proper credit. If another party writes or rewrites a section (or all) of a paper for you, this is plagiarism. If you are the other party who does the writing for someone else, you are also a plagiarist and subject to disciplinary action. Unintentional plagiarism, on the other hand, may result from lack of familiarity with citation standards, poor research methods, or careless “cutting and pasting” of Internet and other electronic sources. In either case, both intentional and unintentional plagiarism constitute violations of the University’s policy on Academic Dishonesty. Turning in a paper written for a different class without express permission from the instructor may be considered
plagiarism.

Not all plagiarism can be proven and documented by the instructor by a simple internet or library search. An instructor may suspect plagiarism in an essay that demonstrates language use beyond a student’s demonstrated ability as observed in class discussions, personal conversation, and in-class or online writing assignments. If an instructor suspects that a student’s essay is plagiarized but cannot find the original source, the instructor may still follow university procedures to investigate and report suspected plagiarism.

**Plagiarism and the Internet:**

Many sources of information on the Internet have no stated or obvious author; this does not mean that the information belongs to the public domain or is general knowledge and not subject to documentation. The considerations for determining how to avoid plagiarism are the same for all sources and types of information—print, digital, and other media inclusive. If the material you use in your writing is not your own work, the source must be documented. Since much of the information available on the Internet carries no byline or specific author credit, authorship often must be assigned to the organization or individual responsible for constructing and/or maintaining the web site on which the information appears. Your instructor can provide more detailed guidance to specific questions you may have concerning how to cite Internet sources. **In any case, however, using Internet source material without proper citation constitutes plagiarism.**

Worth noting as well is the current proliferation of Internet sites trafficking in academic papers of all kinds. Use of any papers and/or information from these sites or other Internet sources without proper citation may constitute a severe violation of University policy and will be dealt with accordingly.

While using an electronic translator is acceptable to find the meanings of individual words (as the use of a dictionary is acceptable), it is not acceptable to use an electronic translator to translate an entire essay or portions of an essay from another language into English.

**Avoiding Plagiarism:**

- Carefully check each paraphrase or summary against the original. Be sure you have not misinterpreted or distorted the meaning of the original.
- When you quote from the original, be sure to quote exactly and use quotation marks. Quote no significant words from the original without placing them in quotation marks.
- Use ellipsis marks (...) to indicate where you have omitted something from the original, and use square brackets ([ ]) to indicate changes or additions you have made in a quotation.
- Take pains to identify the author of any quotation, paraphrase, or summary. Credit by naming the originator or any fact or quotation you use.
Make sure you indicate where another writer’s ideas stop and where yours begin. (You might end your paraphrase with some clear phrase or phrases of transition: “__ or so Tuchman affirms. In my own view, however,...”)

If, all the way through, your paraphrase too closely parallels the author’s sentence structure (the author asks three questions, so you ask three questions), rewrite it and vary it.

If, at any place, your paraphrase looks close to the exact words of the original, carefully rewrite it in your own words.

Use the documentation style (MLA, APA, or other) your professor recommends to be sure your citations are appropriate.

Penalties for Academic Dishonesty:

The following is a listing of the penalties which may be imposed for academic dishonesty. **Once a formal process has begun, no students shall be allowed to withdraw from the course in which the instructor initiated the plagiarism complaint process. The results of the process shall be entered into the student’s permanent university record.**

Potential penalties within a course: Each penalty is separate. In no way is it intended that these penalties be imposed in a sequential order. Combinations of penalties may be imposed, however. Any penalty imposed shall be in proportion to the severity of the offense.

1) **Warning** – The faculty member indicates to the student that further academic dishonesty will result in other sanctions be imposed.

2) **Resubmission of work** – The faculty member requires that the endeavor in question by rewritten to conform with proper academic standards and requirements or that a new project be developed. The instructor may specify additional requirements. Note: Formal procedures for dealing with a plagiarism complaint begin at this point; both of the two penalties below are possible end results of the departmental complaint process.

3) **Grade reduction** – The student’s grade is lowered or a grade of “F” assigned for a test, project, or other academic endeavor.

4) **Failing** – A grade of “F” is assigned for the course.

Note that penalties for plagiarism exist beyond the immediate course in which the situation occurs. Penalties at the University level include suspension from the University for a length of time specified by the University administration, depending upon the circumstances surrounding the act of academic dishonesty. The most severe penalty for academic dishonesty at the University level is expulsion, which may be imposed for extreme or multiple acts of academic dishonesty. Once expelled, the student will not be eligible for readmission to the University. Records of any act of academic dishonesty will be placed in the student’s permanent file. This
information may be made available to prospective employers or other educational institutions. Thus, any student committing an act of academic dishonesty may be jeopardizing his or her future educational or employment opportunities.

Adopted by the faculty of English and Philosophy: September 17, 2013
Data Management

ISU data management policies pertain to all teaching and other professional activities of faculty and staff on behalf of ISU. Policies also apply to the use of personal devices used on campus for ISU business. Policies are available in the ISUPPs: 2410, 2420, 2430, 2440, 2450, 2480, 2490, 2500, 2510, 2520. The department’s Administrative Assistant is our local guide to the implementation of these policies.

Generally, the following is the case: Local (not networked) data storage on ISU-tagged computer equipment is sufficient for storing grades. If grades are uploaded to Box, they should be regularly purged or stored in a FERPA-protected area within Box. For the department, the Administrative Assistant maintains a FERPA-protected area for any sensitive documents that we must retain.

Social Security Numbers are critical data and should not be stored except in FERPA-protected areas of Box. Materials containing SSNs should be deleted (if electronic) or shredded. Bengal numbers and Banner numbers are not critical data.

Faculty should also be sensitive to keeping materials in their offices and computer equipment secure through locking cabinets and doors when not in the office and through maintaining strong passwords for electronic equipment and for Box, changing passwords every 180 days. When using a publicly available computer, such as a classroom computer, faculty should always log out after use and deleting any downloaded and/or recycled files.
Standards for Courses

Standards for Online Teaching

The Department of English and Philosophy is committed to the implementation of an online academic program in which:

- The department acknowledges a commitment to the online learning mission and objectives of Idaho State University;
- The college and department recognize the discipline-specific demands of teaching and learning in humanities and writing courses;
- Instructors are provided with appropriate material, policy, and professional development support;
- Where departmental guidelines exist for courses, online and hybrid* courses are subject to identical guidelines;
- The effectiveness of online and hybrid courses in humanities and writing is measured by regular assessment;
- Online and hybrid courses emphasize productive, frequent interactions between instructor and student, and among students in large and small groups, as such interaction is demonstrably integral to the success of online learning in humanities and writing courses;
- Online and hybrid courses make use of both available media and traditional pedagogical methods;
- Online and hybrid courses are explicit in their statement of objectives, teacher and student expectations, ADA compliance, and methods of assessment;
- Online and hybrid courses are flexible in course design in order to accommodate varying student needs and technology advances;
- Online and hybrid courses are accessible for a diverse student population, employing a variety of materials and both synchronous and nonsynchronous activities;
- The department’s commitment to academic integrity is supported by the use of regular synchronous activity in online and hybrid courses.

*As used in this document, “hybrid” will be defined as a course which blends mandatory synchronous attendance with online activities for all students.

Approved: Spring 2013
English Course Guidelines

For some of the English courses offered in multiple sections, especially the composition, general education literature, and writing courses, the department has developed course guidelines.

OVERVIEW OF COMPOSITION SEQUENCE (ENGL0090*, 1101, 1102)

- The composition courses are designed to meet the University’s stated Goal 1 – “to express ideas in clear, logical, and grammatically correct English.”
- All three courses emphasize connection between reading and writing in progressively more challenging discourses.
- All three courses emphasize writing as a process involving, recursively, pre-writing, drafting, giving and receiving feedback, and revising, with attention to different aims and audiences.
- All three courses emphasize control over the conventions of standard written English, and the teaching of grammar and usage within the context of students’ own writing.
- All three courses will make use of best practice in composition pedagogy, including collaborative activities, conferencing, and use of computer technology to provide composition instruction that is an appropriate foundation for writing in our students’ academic and professional lives.

In addition, each course has more particular and distinctive objectives, as the following guidelines will, we hope, make clear.

Approved: Spring 2002

[*currently inactive]

Additionally, the department has approved a grading policy for ENGL 1101 and 1102. See page 27.
English 0090 Guidelines
Revised April 2012
Note: ENGL0090 is currently inactive.

Overall Goals:

ENGL 0090 is a remedial writing course designed to build the skills students need to succeed in the general education sequence ENGL 1101 and ENGL 1102 and to prepare students for writing assignments across the disciplines in their future college work.

Learning Objectives:

- Students in ENGL 0090 will review basic mechanics, including sentence structure and clarity, pronoun and homonym use, and basic punctuation.
- They will also work on fundamental academic essay-writing skills, including consideration of audience and purpose, thesis-driven writing, unity and organization, development of claims through examples, and knowledge of a variety of strategies for different rhetorical situations.
- Rhetorical reading of model essays will reinforce hands-on practice with all stages of the writing process, including strategies for invention, drafting, revising, and editing.
- Students will learn to engage effectively in collaborative activities, including peer editing groups and student-teacher conferences.

Means of Evaluation:

- Students will produce at least 3,500 words of finished, edited prose in a variety of forms for different audiences and purposes.
- Students will produce additional informal writing, such as journal entries, responses to texts, and in-class responses to prompts and exercises, including exercises in mechanics, grammar, self-diagnosis, and reading skills.
- Students will demonstrate their familiarity with the writing process through effective completion of exercises and submission of drafts that engage the process’s stages.
- Students will demonstrate their ability to collaborate effectively through group processes and conferences.

Grading Standard:

ENGL 0090 is graded S/U. An S grade is defined as 70%/C- or above.
English 1101 and 1102 Guidelines
Revised September 21, 2016

Guidelines for English 1101 & 1102 as General Education Objective One
(Written Communication)

Overall Goals of English 1101 & English 1102

ENGL 1101 is a course “in which students read, analyze and write expository essays for a variety of purposes consistent with expectations for college-level writing in standard edited English” (ISU Undergraduate Catalog). It is designed to prepare students to succeed in ENGL 1102, a course that completes general education’s Objective One, and asks students to write across the disciplines. In ENGL 1101, expository writing, which can inform, explain, analyze, reflect, narrate, or describe a topic so a reader will then understand that topic, should begin with an analysis of the topic by the writer in order to formulate an organization suited to the reader. English 1101, in particular, focuses on the analysis of texts. This analysis fosters the process of writing—prewriting, organizing/outlining, drafting, reflecting, revising, editing, proofreading, and delivering—and the course emphasizes that process of writing for specific aims and audiences, which can include all of the disciplines found in a university, in the production of four to six assignments.

Upon successful completion of both courses, English 1101 and 1102, students should demonstrate the following competencies as articulated by the State Board of Education:

1. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts. 1101

2. Adopt strategies and genres appropriate to the rhetorical situation. 1101

3. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context. 1102, can be set up at the end of 1101

4. Use rhetorical strategies/modes of discourse to evaluate, represent, and respond to the ideas and research of others. 1102

5. Address readers’ biases and assumptions with well-developed evidence-based reasoning. 1102

6. Use conventions for integrating, citing, and documenting source material as well as for surface-level language and style. 1101, 1102
7. Read, interpret, and communicate key concepts in writing and rhetoric. 1101, 1102

English 1101 will generally have a strong focus on the competencies of writing process strategies [1], understanding the rhetorical framework [2], and communicating appropriate rhetorical principals [7]. This analytical writing course has a strong focus on reading/viewing/listening to write about or with (or both) the text being analyzed.

While some attention may be given to the other competencies, English 1102, as an argumentative writing course, will have a strong focus on specific research strategies [3], on critical reading skills of written texts [4], on argumentative rhetorical approaches [5], and on the synthesis of source material [6]. Further, rhetorical concepts in writing [7] may be developed in depth in English 1102. Both courses will emphasize writing skills in all competencies as these pertain to the conventions of standard written English [6], and to the collaborative learning that takes place in the classroom [3, 4, and 7].

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**Overall Goals of English 1101 as the Beginning of Gen Ed Objective One**

**Learning Objectives in English 1101**

Upon successful completion of English 1101, students will be able to demonstrate the following learning outcomes and tools:

- Fundamental concepts of academic writing, including rhetorical awareness (audience, purpose, genre, medium, message), developing a thesis, supporting claims with evidence, arranging ideas coherently and cohesively, using basic research methods, and integrating sources (summary, paraphrase) with an appropriate citation or documentation style (MLA or APA).
- Recursive processes of writing, including invention, drafting, organizing, revising, reflecting, editing, and proofreading, which may include forms of digital presentation and visual rhetoric.
- Critical, analytical, and rhetorical reading strategies, applying these strategies to texts in different genres and media.
- Conventions of standard written English, showing essential grammar, spelling, punctuation, and academic essay principles.
- Fundamental competencies in reading, analyzing, and evaluating a variety of peer and published texts as the basis for expanding academic literacy and learning rhetorical analyses that may include forms of visual rhetoric.
• Effective collaborative activities, including peer editing groups and student-teacher conferences, which may also include forms of online access.

Means of Evaluation in English 1101

Upon successful completion of English 1101, students will be able to complete the following writing skills and tasks:

• Four to six assignments of finished, edited prose in a variety of genres and media for specific audiences and purposes, primarily in expository form. A typical assignment will consist of approximately 3-4 pages of text. Assignments can include multiple media, such as images, video, sound, and gesture/performance, but must always also include finished, edited prose. At least one assignment will involve basic documentation (MLA or APA) of several sources.
• Additional informal writing, such as essay proposals and revision plans, drafts, journal entries, summary and paraphrase, that demonstrate their engagement with the writing process, which may include other informal writing forms, such as outlines and drawings.
• Familiarity with conventions of standard written English in their finished prose.
• Analytical responses for peer and published texts, demonstrating the engagement with, and understanding of, rhetorical reading.
• Collaborative skills, shown by peer group meetings and student-teacher conferences.

Overall Goals of English 1102 as the Completion of Gen Ed Objective One

English 1102 is a critical reading and writing course designed to prepare students to read expository and argumentative prose written from a variety of disciplinary, ideological, and rhetorical perspectives, and to write argumentative/persuasive prose based on those readings. Students will also learn to gather, evaluate, analyze, and synthesize research from both primary and secondary source material in the production of a minimum of four three-to-five page essays in academic format.

Learning Objectives in English 1102

Upon successful completion of English 1102, students will be able to demonstrate the following learning outcomes and tools:
• Fundamental development of a thesis, with effective support to claims, while engaging in a variety of rhetorical strategies for a range of audiences and purposes, chiefly for persuasion and argument.
• Knowledge of research methods and how to evaluate the reliability of source material.
• Effective synthesis of source material through paraphrase, summary, and direct quotation, using a number of different sources or media.
• Proper documentation employing MLA and/or APA citation systems.
• Reading skills to evaluate the ideological and rhetorical perspectives of prose written for various purposes and audiences.
• Extended collaborative activities, including peer editing groups and student-teacher conferences.

Means of Evaluation in English 1102

Upon successful completion of English 1102, students will be able to complete the following writing skills and tasks:

• Finished, edited, and documented academic prose, focusing on argumentative thesis development and support through appropriate rhetorical strategies, using four to six assignments that will demonstrate appropriate academic writing competencies in various disciplines. A typical assignment will consist of approximately 3-4 pages of text. Assignments can include multiple media, such as images, video, sound, and gesture/performance, but must always also include finished, edited prose. All assignments will involve the documentation (MLA or APA) of several sources.
• Effective synthesis and integration of source material through appropriate paraphrase, summary, and quotation skills.
• Appropriate research strategies, evaluating source reliability effectively.
• Effective collaborative skills, responding to peer and published texts in ways that show rhetorical awareness and recognition of rhetorical features.

Approved 9/21/2016
**English 1110/1115 Guidelines**

English 1110 is an “introduction to the critical reading of various literary genres, with attention to interpretation and evaluation of representative texts” while English 1115 is an “introduction to literature through the study of one or more major themes that cross historical or cultural boundaries” (ISU Undergraduate Catalog). Both courses highlight major writers and major genres, and emphasize how literary artists contribute to understanding the human condition. English 1110 is a broad introduction to literature; English 1115 is inspired by a particular theme or topic which should be proposed to the chair as part of the regular schedule-making process.

Both courses should cover a wide generic, national / cultural, and temporal range: it is suggested that teachers incorporate works from at least three periods and three genres. Instructors should also incorporate works representing diverse cultural perspectives.

Additionally, as Objective 4a courses, both English 1110 and 1115 must achieve certain General Education objectives. The requirements specify that “upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies:

- Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
- Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
- Perceive and understand formal, conceptual, and technical elements specific to the discipline.
- Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
- Interpret artistic and/or humanistic works through the creation of art or performance.
- Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
- Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.”

Instructors should design their courses to help students achieve these competencies. Teachers are encouraged to use a variety of assignments, both informal (in-class writing, journals, forums, quizzes, presentations, recitations, etc.) and formal (essays and/or exams). Instructors should have at least 2 formal assignments by which the above competencies can be demonstrated.
English 1122 Guidelines

Students will be able to:

- Accurately produce targeted grammatical structures in both speaking and writing
- Demonstrate familiarity with items on the Academic Word List (AWL) including meaning and form
- Prepare and present oral and written report(s) as well as participate in class conversations
- Demonstrate an understanding of academic expectations at Idaho State University
- Produce paragraphs in the form of summaries and responses

Means of Evaluation

Present on a provided topic relating to academic expectations and/or resources

Complete exercises that demonstrate understanding of AWL items (e.g. fill in the blank, matching, sentence creation)

Complete basic grammar and writing exercises that demonstrate understanding of targeted grammatical structures.

Adopted November 11, 2014
**English 1123 Guidelines**

Students will be able to:

- Accurately produce targeted grammatical structures in both speaking and writing
- Demonstrate familiarity with the Academic Word List including meaning and form
- Describe the various steps in the writing process and produce a variety of paragraphs and essays that follow standardized formatting and citation conventions
- Demonstrate an understanding of the various rhetorical patterns
- Demonstrate an understanding of audience, purpose, and topic as well as various patterns of organization and how these affect writing

**Means of Evaluation**

Summarize and respond to short readings from textbooks and other authentic sources

Create effective thesis statements

Produce written work that follows a variety of rhetorical patterns

Demonstrate familiarity with the writing process through effective completion of exercises and submission of drafts that engage the process’ stages

Adopted November 11, 2014
English 1126 Guidelines
Approved April 18, 2018

English 1126 “examines the creative process, aesthetic principles and historical background of cinematic arts.” In addition to viewing and analyzing films, students study “critical works and theories” of film studies (ISU Undergraduate Catalog). The course highlights major periods and phases in the development of film and covers a wide generic, national / cultural, and temporal range. Instructors should incorporate works representing diverse cultural perspectives.

Additionally, as Objective 4a course, English 1126 must achieve certain General Education objectives. The requirements specify that “upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies:

- Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
- Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
- Perceive and understand formal, conceptual, and technical elements specific to the discipline.
- Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
- Interpret artistic and/or humanistic works through the creation of art or performance.
- Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
- Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.”

Instructors should design their courses to help students achieve these competencies. Teachers are encouraged to use a variety of assignments, both informal (in-class writing, journals, forums, quizzes, presentations, recitations, etc.) and formal (essays and/or exams). Instructors should include at least 2 formal assignments by which the above competencies can be demonstrated.
Guidelines for English 2210 and English 2212
Approved February 20, 2018

ENGL2210, American Cultural Studies, is a course that focuses on “themes, symbols, and expressions within American cultures.” Its “[interdisciplinary cultural studies approach focuses on interactions among diverse groups and expressive modes such as folklore, elite art, and popular entertainment” (ISU Undergraduate Catalog). American as used in the course title is not intended to describe a monolithic national culture but rather a rich diversity of cultures in the Americas. ENGL2212, Introduction to Folklore and Oral Tradition, is a course that focuses on “folklore genres and folk groups, including introductory experience in folklore fieldwork focused on study of a genre or group of genres within verbal, customary, or material culture” (ISU Undergraduate Catalog). Cultural diversity is inherent in both courses through their inclusion and analysis of materials from cultural groups in regional, national, or global contexts.

Both courses should be taught ranging across multiple cultures and presenting a wide variety of cultural texts. The courses also have in common these general features:

1. Courses use disciplinary or interdisciplinary methods to identify, describe, and apply knowledge of cultural diversity.
2. Course materials include texts--broadly defined--from varied cultures. These may include primary and secondary source materials and materials drawn from the diversity of cultures available in southeast Idaho’s and the students’ own cultural backgrounds.
3. Courses include a substantial amount of writing in varied formats and including both informal assignments and at least two formal assignments.
4. Assignments include at least one extended analysis or argument that asks students to demonstrate proficiency in the Objective 9 competencies:
   a. Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts;
   b. Describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities; and
   c. Apply knowledge of diverse cultures to address contemporary or historical issues.
Guidelines for English 3307

ENGL3307 Professional and Technical Writing 3 credits. An intensive course covering skills and conventions pertinent to professional writing. Applications in disciplines or subjects of interest to the individual student. Especially appropriate for science, engineering, business, and pre-professional majors. Prerequisite: English 1102 and completion of 45 credits.

English 3307 prepares students for a variety of professional writing contexts and forms of technical discourse. This junior-level course also offers a specialized analysis of stylistic elements common in professional writing and instruction in advanced writing skills. Major forms of reports are discussed and assigned. Typically, students prepare realistic documents, involving audience and purpose analysis, document design (including graphic aids), and research development.

Skills that students are expected to bring to English 3307:

- Basic skills in rhetoric outlined in the English 1101 Guidelines, including choosing and focusing a subject, organizing multi-paragraph papers, shaping effective paragraph structures, providing readers the information they need to understand a new subject.
- Basic understanding of the grammar of English sentences as outlined in the English 1101 Guidelines, including the ability to compose grammatically correct sentences in a variety of patterns used in written English.
- Mastery of the conventions of the writing system of standard edited English, including conventions of spelling, punctuation, capitalization, and manuscript form.
- Ability to choose and to present relevant evidence and arguments; see the English 1102 Guidelines.
- Mastery of basic library research techniques as presented in English 1102.
- Understanding what constitutes plagiarism and students responsibility for doing their own work.

Aims of English 3307:

- Emphasize professional standards of correctness, grammar, diction, paragraph structure, and conventions of written English.
- Provide students with an awareness of audience analysis and specific ways to restructure documents according to levels of readers, including providing for multiple levels of readers in one document. This involves adjusting to different stylistic levels of writing.
Provide students with skills to analyze purpose and objectives in writing. This entails writing documents that follow fixed formats for discipline-specific audiences (such as NIH requests for proposals) and tailored formats for individual readers (such as progress reports), as well as document formats for standard reports (such as instruction manuals and literature reviews).

Provide some analysis of common stylistic traits inherent to various academic disciplines (for example, when to use the passive verb, particularly in laboratory reports). Enhance and refine students' prose styles.

Introduce essential research skills in major fields, generally in library research and specifically in individual disciplines. Enhance skills already acquired in English 1102.

Use and develop a consistent form of documentation of sources found in specific disciplines. This may allow students to demonstrate a knowledge of publishing conventions (journal requirements, for example) in their respective fields, and may allow students to write a publishable document during the course.

Create an environment where revision skills are emphasized.

Possibly offer alternatives to individually written products, such as group writing situations. This could entail learning interpersonal skills necessary to working in groups, and may involve other oral communication projects, such as oral reports and mock job interviews.

Written work of English 3307:

- Students may expect to write the equivalent of at least 25 typed or word-processed pages.
- Individual instructors may prefer unacceptable work to be revised rather than graded.
- Instructors may lower the grade on late papers or they may refuse it as work for the course.
- Students are encouraged to think carefully about expectations for the course in terms of their own field or discipline, matching expected writing tasks in real-world contexts with writing assignments in the course itself.

Attendance and class participation:

- Students are required to attend class regularly. Missing more than six meetings of a Monday-Wednesday-Friday class, four meetings of a Tuesday-Thursday class, or two meetings of a once-a-week class may constitute grounds for failure. (Students who
register late and miss classes as a result must assume that further absences may be possible only for illness or verifiable emergencies, with limits established at the discretion of the instructor.)

- Students are expected to come to class prepared to participate in the discussions and writing exercises so essential to a course on written composition.

- Written work must be turned in on time. Instructors may lower the grade on any assignment turned in late, or they may decline to give credit for the assignment.

- Instructors should schedule at least one mandatory conference with each student. Students are also encouraged to confer with their instructors as need arises.

- Instructors are not expected to spend either class time or conference time on writing problems proper to earlier courses in the composition sequence.

Use of the Academic Skills Center:

While enrolled in English 3307, students are encouraged to seek extra help at the Academic Skills Center.
**English 3308 Guidelines**
Revised December 2006

ENGL3308  Business Communications 3 credits. An advanced course in business writing, emphasizing audience and rhetorical strategies. Primary focus on business writing competencies as defined in departmental guidelines, critical analysis and synthesis of information. Secondary focus on written communication integral to career search. Prerequisite: English 1102 and completion of 60 credits.

English 3308 should provide students with skills they need to write successfully in the workplace. The course will teach students the rhetorical skills and stylistic conventions of contemporary business writing contexts.

Skills that students are expected to bring to English 3308:

- Basic rhetorical skills outlined in the English 1101 and 1102 guidelines, including choosing and focusing on a subject, organizing multi-paragraph papers, shaping effective paragraphs, and providing readers the information they need to understand a new subject. Rhetorical skills that relate to audiences, taught in 1102, are expected as well.

- Sound understanding of the usage and grammar of written English as outlined in the English 1101 and 1102 guidelines, including the ability to compose grammatically correct sentences in a variety of patterns used in written English.

- Mastery of the conventions of standard edited English, including conventions of spelling, punctuation, capitalization, and manuscript form.

- Ability to choose and to present relevant evidence and arguments, particularly in academic writing from a number of disciplines, a key focus of English 1102.

- Mastery of basic library research techniques as presented in English 1102.

- Understanding what constitutes plagiarism and students’ responsibility for doing their own work.
College of Business Expectations of English 3308

➢ To provide students with opportunities to demonstrate critical thinking and problem-solving approaches used in business-related fields.

➢ To teach students the rhetorical strategies of written communications used in business disciplines and to apply those strategies in a business relevant context through writing email, letters, memos, reports and proposals. Relevant assignments include the case analyses, product evaluations, trade article analyses, and communicating the result of statistical analyses; and other writing assignments that involve the synthesis of information and evidence, analysis of financial data, and use of appropriate documentation style.

➢ To introduce students to visual rhetoric, particularly the use of structural elements such as headings and white space, as well as the use of appropriate visual aids within a written text, including exhibits and other kinds of visual aids.

➢ To address specific writing needs in the job search process. This includes conducting research on available positions and corporate cultures, and writing resumes, cover/application letters and interview follow-up letters as well as completing online applications.

In meeting these expectations, English 3308 instructors do the following:

➢ Review the conventions of standard edited English and enhance students’ abilities to write standard edited English free from errors that would prove a distraction in professional writing contexts.

➢ Teach students to analyze the objectives of different documents from a variety of rhetorical contexts, specifically, relative to a given objective or purpose, to address the following:

♦ *Audience* - Who will read this document? What do they need, what do they expect, and what needs/expectations do I actually need to fulfill?

♦ *Context* - What are the political and logistical exigencies surrounding this document?

♦ *Ethical constraints* - What is my ethical line? Will I support actions I disapprove of? Will I hide or misrepresent facts instead of concerning myself with what is right? Will I think or act beyond the limits given to me, if those limits demand my unethical behavior?
Introduce and reinforce the business writing values of purposeful style and structure, appropriateness to audience, coherence, clarity, conciseness and appropriate grammatical conventions as reflected in the College of Business writing rubric.

Written Work:

English 3308 is a business writing course, and as such students can expect to produce and receive feedback on a significant number of written assignments totaling a minimum of 10,000 words of finished prose employing business appropriate technology and media. Some writing should also take place in-class to simulate the need for quick communication turnaround often encountered in business settings. (Adopted: December 13, 2006)

**COB Writing Rubric**

**Spring 2006**

<table>
<thead>
<tr>
<th>Written Component</th>
<th>Performance Level</th>
</tr>
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<tbody>
<tr>
<td>Key ↓</td>
<td>Feedback →</td>
</tr>
<tr>
<td>1</td>
<td>Purposeful Style and Structure</td>
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<tr>
<td>2</td>
<td>Appropriate to Audience</td>
</tr>
<tr>
<td>3</td>
<td>Coherence</td>
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<tr>
<td>4</td>
<td>Clarity</td>
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<tr>
<td>5</td>
<td>Conciseness</td>
</tr>
<tr>
<td>6</td>
<td>Appropriate Conventions</td>
</tr>
</tbody>
</table>

Overall performance level score ____________
## Writing Performance Levels Defined

1. **Create a purposeful style and structure (introduction, development, conclusion, focused by major points)**
   
   - **L0:** No apparent structure
   - **L1:** Presents a message with a recognizable introduction, development and conclusion
   - **L2:** Presents message while indicating introduction, development and conclusion by effective use of headings and sub-headings.
   - **L3:** Effective visual presentation of message through appropriate use of headings, subheadings, bullets, inserts and other structural elements.

2. **Appropriateness to intended audience**
   
   - **L0:** Little or no evidence of awareness of intended audience
   - **L1:** Shows some ability to use examples and/or evidence meaningful to audience
   - **L2:** Supports most generalizations with examples and/or evidence meaningful to audience
   - **L3:** Uses development of appropriate length and of sufficient interest to convince audience

3. **Coherence**
   
   - **L0:** Unclear purpose/focus
   - **L1:** Presents an ordered thought process consisting of logically related ideas
   - **L2:** Establishes and maintains a focus on a clear purpose, providing transitions to clarity relationships between most points of development
   - **L3:** Without digression from the focus of the work, consistently articulates relationships between the points of development

4. **Clarity**
   
   - **L0:** Uses language that does not show awareness of appropriate word choice/style/tone
   - **L1:** Uses language that shows some awareness of appropriate word choice/style/tone
   - **L2:** Uses language that shows general awareness of appropriate word choice/style/tone
   - **L3:** Uses language that reflects a refined awareness of appropriate word choice/style/tone
5. Conciseness

   L0: Contains significant unnecessary detail/disgressions/wordiness
   L1: Generally avoids disgressions
   L2: Avoids disgressions and includes only relevant detail and content
   L3: Writing contains no unnecessary elements (words, phrases, sentences, or paragraphs)

6. Appropriate conventions (spelling, punctuation, capitalization, usage, sentence structure)

   L0: Little or inconsistent use of appropriate conventions
   L1: Generally follows appropriate conventions
   L2: Consistently follows appropriate conventions
   L3: Shows a refined sense of appropriate conventions

Revised: December 2006
Guidelines for English 4410
Approved by department vote: March 8, 1994

1. Eligibility:

Prerequisites: English 3301, 3307, 3308, senior standing and permission

6 credits of 4410 are required for writing majors. Therefore, priority in assigning internships will be given to them. Thereafter, priority will be given to English majors with a writing minor, and then English majors or writing minors.

2. Procedure:

a. Students confer with the Director of Undergraduate Studies in English or designated substitute by the middle of the semester before the proposed internship is to begin. The faculty member will discuss with the student a list of possible internships or the student will propose an alternative.

b. Student interview with people accepting interns. Upon being accepted, the student and the supervisor(s) will draw up a proposal covering the number of hours the student will spend on the job, the kinds of writing the student will do, etc.

c. Instructor will review the student’s proposal and assign credit according to the following formula:

1 hour credit = 25 hours on the job
2 hours credit = 50 hours on the job
3 hours credit = 75 hours on the job
4 hours credit = 100 hours on the job

No student may receive more than four hours of credit per semester, no student may receive more than six hours of credit overall.

d. Student registers for the course, having obtained the signature of the Director of Undergraduate Studies in English or his/her substitute.

e. Twice during the semester or summer session, the student will submit for review with the Director of Undergraduate Studies in English the following:

1. A log of the time spent and tasks done
2. A portfolio of the writing done
3. A letter of evaluation from the internship supervisor

f. Instructor grades student with an S (satisfactory) or U (unsatisfactory)
Statement on Dual Credit/Concurrent Enrollment Courses

The following statement is based on the CCCC’s “Statement on Dual Credit/Concurrent Enrollment Composition: Policy and Best Practices” (http://www.ncte.org/cccc/resources/positions/dualcredit).

Guided by national policies and best practices in college composition, the Department of English and Philosophy at Idaho State University insists that dual credit courses offered through the Early College Program (ECP) be near-replicas of courses offered at ISU, including class size, teacher qualifications, course titles, numbers, outcomes, syllabi, and evaluation, among others. This statement addresses class size, teacher qualifications, faculty liaison responsibilities and student roles for dual credit courses (English 1101, 1102, 1110, & 1115).

**Class size.** The first curricular condition for dual credit courses, according to the “Statement on Dual Credit/Concurrent Enrollment Composition: Policy and Best Practices,” concerns class size:

The class size, student-teacher ratio, and number of teacher preparations should make possible for students (and manageable and non-exploitative for the teacher) the sort of multiple draft and peer-review process typical of on-campus college writing courses. The enrollment cap of classes must be the same as that of composition courses at the sponsoring institution, regardless of student demand or the customary class size of secondary-level English courses at the high school.

Since national policy is clear on this matter, the Department of English and Philosophy insists that all Early College Program partners abide by department course caps, regardless of external factors. Course caps in English 1101, 1102, 1110, and 1115 are, respectively, 25, 26, 38, and 38.

While opening a course to more students may appear to satisfy student demand, it instead stretches resources too thin and detracts from each student’s experience in the course. Overenrolling dual credit sections shortchanges students in writing and reading courses vital to their success in life. Further, given that dual credit courses, particularly in Idaho, are “designed to ease the transition for students who otherwise might not have been considered (or who did not consider themselves) college-eligible” (ibid), overenrolling ECP courses could turn some students off of college entirely. Therefore, going over course caps fails to appropriately serve students and will not be permitted.

**Teacher qualifications.** Just as parity in class size must exist among dual credit courses, teacher qualifications must also be equivalent. To teach for ISU, new instructors must hold an M.A. in English or be currently in the process of acquiring an M.A. in English from Idaho State University. Dual credit instructors in high schools must meet these qualifications in order to teach for the department.
Dual credit teachers should be supported in a variety of ways:

There should be funds, space, and postsecondary faculty expertise necessary for initial and follow-up discipline-specific training seminars that introduce the selected secondary teachers to the partnering college composition curriculum: course goals, assignments, readings, and assessment, as well as current theory and practices in the field of composition. The initial training seminars should be at least equivalent to on-campus instructor preparation.

Follow-up support, conducted by faculty liaisons, includes “classroom site visits, classroom observations, review of syllabi and student work” which “address secondary teachers’ strengths, weaknesses, concerns, and ideas as they arise.”

Dual credit teachers should also be given open access the department’s online resources, such as course descriptions, sample syllabi or exercises, a department and/or student handbook, and any other collected teaching materials.

Finally, “[i]f site visits or review of materials and student work reveal that a teacher and/or the course in a particular school is consistently out of step with the curriculum and assessment practices of the sponsoring institution, the teacher should be advised into refresher training.” The faculty liaison is responsible for reporting any such inconsistencies to the department chair, who may then coordinate an appropriate response with the dual credit instructor and the ECP coordinator. Failure to achieve this consistency after refresher training may lead the department to end its relationship with an early college partner.

**Faculty liaisons.** The support faculty liaisons provide should be considered “part of the faculty member’s workload, with appropriate reassigned time, supplemental salary, and allowances for high school site visits and consultation with teachers.” Faculty liaisons will observe at least one session of a dual credit course, evaluate syllabi and a range of student work, and report their findings to help ISU’s writing program administrator ensure that course goals, assignments, readings, and assessments are equivalent to on-campus offerings.

Faculty liaisons are also encouraged to promote ISU to dual credit teachers and students as part of dual credit’s mission to bridge high school and college, particularly for students who may not have considered going to college.

**Students.** The Idaho State Board of Education, in its *Governing Policies and Procedures* outlines in specific ways how students are to be placed and to be assessed in terms of their coursework in dual enrollment courses ([https://boardofed.idaho.gov/policies/documents/policies/iii/iiiy_advanced_opportunities_0215.pdf](https://boardofed.idaho.gov/policies/documents/policies/iii/iiiy_advanced_opportunities_0215.pdf)).
The statement from the CCCC is largely in accord with the SBOE policy on dual enrollment students, covering the same ground in terms of coursework, assessment, and standards. The CCCC statement, in terms of placement and admission to courses, suggests that “students…should meet the admissions standards of the sponsoring institution.”

SBOE policy clarifies the enrollment status of students in Idaho: “high school students enrolled in dual credit courses are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring postsecondary institution.”

To follow SBOE policy, students should be placed into appropriate Early College Program courses according to the current system in place for regular students, which would also follow the statement by the CCCC. This includes the use of ACT and SAT scores, which are used to place students. Thus, students in our writing courses in the ECP should be admitted to ISU under the same admission standards as our on-campus students, and placed in the appropriate writing course.
Advising Procedures and Forms

Advising Overview

During the academic year, undergraduate English advising is performed by most of the full-time English faculty with coordination by the Director of Undergraduate Studies in English. English graduate advising is the responsibility of the Director of Graduate Studies in English. A Ph.D. student who has identified their dissertation and examination committee may receive advice from the dissertation director. Separate manuals for the M.A. and Ph.D. programs are available from the Director of Graduate Studies in English. All Philosophy advising is performed by the Director of Philosophy. During the summer, the Department Chair is the default advisor.

English Undergraduate Advising

Most advising is performed through consultation with the student and use of Degree Works. In unusual situations it may be useful to create and maintain an advising file in Box. Advisors may consult with the department Administrative to create an advising file that will be accessible to the advisor and the Director of Undergraduate Studies in English. The Administrative Assistant also handles adding students as new majors or minors in the Bengal Web system.

Advising handouts and promotional materials are maintained by the directors of Undergraduate Studies in English, Graduate Studies in English, and Philosophy. Templates for advising English majors and English education majors are also available in printable form in Box>Faculty Files.

Reference Letters

A task frequently asked of faculty who have advised students is writing reference letters for them. Often this occurs with the student requesting the reference letter orally or via e-mail, hence the student has in a sense given the faculty member consent to provide information in the student’s education record to a third party. Also, the faculty member ordinarily is providing information from personal experience of the student’s work, which even when it is part of the educational record falls outside of FERPA protection. However, a wise practice is making certain that one has clear consent to provide information from the student’s educational record. To do so, one can use a form like the following:

Name: _____________________________________________
Referee: ___________________________________________

I have requested that ___________________________________________________ provide a reference to complete my application for employment. Accordingly, I waive my right to privacy under the Family and Education Right to Privacy Act and authorize the referee to provide information from my educational record relevant to my application for employment. Relevant information may include, but is not limited to, information about course(s) I took from the referee, the quality of my work, in the class(es), my participation in the class(es), and the grade(s) I received in the class(es).
Faculty and Adjunct Evaluation Process and Criteria

Process

At the end of each calendar year, full-time faculty complete a report of the year’s activities in the categories teaching, research (tenured and tenure-track only), and service, using the format currently adopted by the Office of Academic Affairs as described on their website:

http://www.isu.edu/acadaff/faculty_evaluations.shtml

The report is submitted to the Department Chair, or for Philosophy to the Director of Philosophy, who prepare an evaluation and submit these materials to the Dean of Arts and Letters. Faculty members have an opportunity to review and sign off on the evaluation both at the departmental and the college levels, within a five working day period.

For departmental adjuncts, the Department Chair, or for Philosophy the Director of Philosophy, writes a brief (one or two paragraph) evaluation of teaching, which is sent to the Dean of Arts and Letters.

The Chair writes a brief evaluative letter to those teaching ENGL courses through College of Technology and Student Success Center, with copies sent to the instructor’s unit head and to the Dean of Arts and Letters. The Chair also annually reviews the teaching record of Early College Program adjuncts, as evidenced in liaison reports, syllabi, and student evaluations, and reports any concerns to the Dean of Arts and Letters and Director of the Early College Program.

Personnel files are maintained for faculty and adjunct instructors.

Mentoring

The Department of English and Philosophy recognizes the value of offering guidance and support to its newly hired members. Mentoring provides an opportunity for new faculty to interact with colleagues well situated to address questions regarding aspects of departmental logistics and policy, resources for teaching and scholarship, and features of institutional culture. These partnerships also afford a framework for conversations about work in progress, future academic projects or goals, and other considerations related to acclimation at a new university. The department maintains a pool of established faculty members (four to five, including one non-tenure track member to address the particular needs of lecturers) who have volunteered to serve as mentors. A member of this pool contacts a new faculty member during her or his first semester on campus; this member establishes him/herself as a reference person for any questions or concerns the new faculty member may have. The partnership then continues and is shaped at the new faculty member’s discretion. The new faculty member may also request a professional development partner whose expertise and interests more closely aligns with the new faculty member’s own.

Adopted December 2, 2015
Tenure and Promotion

University policies and procedures regarding tenure and promotion are available here:

http://www.isu.edu/policy/4000/tenure.shtml

Tenure and promotion decisions are guided both by college guidelines and by more specific expectations expressed in the criteria outlined in the documents on the following pages. College guidelines are available here: https://isu.edu/cal/promotion-and-tenure-policy/#d.en.10642

Departmental Promotion and Tenure Guidelines Regarding Committee Structure, English

The university guidelines for promotion and tenure require that the membership of committees must include student representation and one (1) or more representatives from outside the college/division/unit/department, with the remainder made up of tenured and continuing non-tenured faculty at the assistant professor or higher rank. The Department of English and Philosophy further specifies that each tenure, tenure and promotion, or promotion committee for English shall be composed of five members including:

A. Two tenured full or associate professors in English; for promotion to full, one must be a full professor.
B. One non-tenured, tenure-track professor in English
C. One tenured or tenure-track faculty member outside the English faculty chosen normally for the member’s experience with the candidate
D. One student selected by the committee (in consultation with the candidate)
E. From A-C the candidate nominates one person to the committee

Every member of the committee votes.

Tenure, tenure and promotion, or promotion committees shall be appointed by the Department of English and Philosophy Policy and Personnel Committee.

Adopted December 15, 2005

Departmental Promotion and Tenure Guidelines Regarding Committee Structure, Philosophy

Tenure and promotion committees for faculty in philosophy shall consist of five members, including a student and one member of the faculty outside of philosophy. All the faculty members should be either tenured or tenure track. Every member of the committee will have a vote. The committee will not include the Director of Philosophy, who will write a separate letter. If all the members of the committee from philosophy are tenured, the outside member will of necessity not be a tenured member of the faculty. The candidate for tenure and promotion will choose one of the faculty members serving on the committee. In addition, the candidate will
submit a list of students, one of which will be selected by the committee to serve as the student representative.

The committees will be determined by the philosophy faculty (excluding the candidate). Should it happen that fewer than three members of the philosophy faculty are available to serve on the committee, a member of the English faculty may be appointed as one of the five in addition to a member from outside the department. In the case of a committee for the promotion of a candidate for full professor, at least one of the members of the committee must be a full professor.

Approved January 2006
Teaching Expectations for Tenured and Tenure-Track Faculty in English

[Used for tenured and tenure-track faculty; used as a general guide for evaluating teaching by lecturers and adjuncts.]

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

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

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

Working effectively with students outside the classroom.

Additional evidence of expertise in teaching include:

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

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

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

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

Approved: November 13, 2006
Teaching Expectations for Faculty in Philosophy

[Used for tenured/tenure-track faculty and lecturers.]

All the faculty members in the philosophy program are expected to be effective teachers. Faculty, who are tenured or tenure-track, are expected to teach both lower-division courses and upper-division and graduate-level courses. Philosophy teachers should be effective not only with our fairly large introductory classes but also with small groups. In addition to being able to deliver lectures, the faculty members should be capable of running effective discussion groups, and supervise students pursuing independent study projects.

Evidence of teaching effectiveness is obtained in the first instance from class visitations and course evaluations. Committees evaluating teaching effectiveness will also look at syllabi and other instructional material such as handouts, examinations and other assignments. Key items the committee will try to detect from these sources include:

- Adequate coverage of material.
- Adequate level of the material. Courses are expected to be at college level; upper division and graduate level courses are expected to be at the appropriate level.
- Proper use of class time.
- Organization. Courses are expected to be well organized, and individual class sessions are also expected to be well-organized.
- Engagement of the students. Instructors should at all times endeavor to engage the students’ interest.
- Adequate amount of work demanded of the students.

Other important teaching duties include advising students, serving on undergraduate Phil 4492 theses committees, and serving on graduate theses committees.

A candidate for tenure, promotion or PPR will be judged satisfactory if they perform well in these categories as determined by the course evaluations, class visits and an examination of their teaching materials. A candidate will be judged superior if in several of these respects they perform exceptionally well.
Research Expectations for Tenured and Tenure-Track Faculty in English

Tenured and tenure-track English faculty are responsible for maintaining awareness of trends in their areas of expertise and engaging professionally with others in their fields on a regular basis. These activities are documented through the following evidence.

As noted in the College of Arts and Letters policy for evaluation, productive scholarly activities typically fall into the following categories:

- Scholarly Publications: Articles in peer-reviewed publications (including peer-reviewed, authoritative online journals), books or chapters in books.
- Creative Publications: Creative written work appearing in reputable national journals or anthologies.
- Editing: Editor of a special issue of a noted scholarly journal, editor of an anthology or collection of essays, editor or author of a textbook, editor of a creative collection.
- Presentations: Scholarly papers and readings of original creative works in venues, such as conferences and association meetings, recognized by the field.
- Research and Creative Activity Grants: External and internal competitive grant submissions and awards.
- Creative Activities: Participation in or direction of creative performances, creative composition, and other like activities.

In English studies, if peer-reviewed and in the faculty member’s field(s), the following activities serve as primary evidence of quality scholarly or creative work:

**Longer works:**
1. Monographs published by a reputable academic press
2. Creative work published in book form by a reputable creative press (for creative writing faculty)
3. Textbooks for which the faculty member is a primary author, published by a reputable academic press

**Shorter works:**
1. Substantial articles published in reputable professional journals
2. Substantial articles or chapters in edited collections of essays
3. Substantial review essays on several scholarly books
4. Creative work published in reputable journals (for creative writing faculty)
5. Substantive essay in a scholar-companion volume, such as *The Cambridge Companion to X* series or *The Year’s Work in English Studies*, that is intended primarily as a work of reference or as a supplement to classroom instruction
6. Substantial framing essay for a textbook, anthology, or similar work

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1 By peer-review we mean review of proposals, manuscripts, and chapters outside of journal or book publisher’s editorial staff that is used to determine whether a manuscript will be published.
In English studies, the following serve as secondary evidence of quality research activity:

1. Non-peer-reviewed articles or books in one’s field(s).
2. Reviews of recent publications, performances, or creative activities in the faculty member’s field.
3. Teacher’s guides or similar pedagogical materials.
4. Internal or external research grants or other competitive awards.
5. Editorship of scholarly publications.
6. Evidence of ongoing research through, for instance
   a. participating in conferences by writing papers or creative works, serving as a commentator, or organizing panels.
   b. participating in a Works-In-Progress or comparable seminar.
   c. disseminating the results of research to public audiences or being invited to present creative work as part of respected reading events or established guest writers series at universities, libraries, or bookstores.

The best evidence of professional engagement is publication in one’s field, and other professional activity, while expected, cannot replace substantial, peer-reviewed publications that external reviewers recognize as contributions to the faculty member’s field. Therefore, the English faculty recognizes the following parameters for satisfactory and superior research records.

A candidate for tenure and/or promotion or PPR will have a research program that is satisfactory if he/she has, since the time of hire or the last promotion or PPR, participated in at least three of the secondary activities listed above and published or had accepted for publication at least two shorter works, as listed under primary evidence, above, that make a contribution to the candidate’s fields. (Participation in secondary activities may include more than one instance within a category, for instance, two conference papers and a Works-In-Progress.)

A candidate for tenure and/or promotion or PPR will have a research program that is superior if he/she has, since the last promotion or PPR, participated in at least three of the secondary activities listed above and published or had accepted for publication a longer work, as listed under primary evidence, above, or at least four shorter works, as listed under primary evidence, above, that make a contribution to the candidate’s fields.

For creative writers, three short pieces (e.g. poems, microfiction), two mid-length pieces (short-shorts, long poems), or one substantial-length piece (e.g. a short story or essay) is equivalent to one scholarly article. Creative work should be published in nationally distributed journals or in edited collections published by respected university, commercial, or small presses. A creative book manuscript (short story, essay, poetry collection, or novel) accepted for publication by a university, commercial, or respected small press is equivalent to a peer-reviewed longer work.

adopted: October 13, 2006; revised October 22, 2013; revised April 2017
Research Expectations for Tenured and Tenure-Track Faculty in Philosophy

Members of the philosophy faculty are aware of trends in their areas of expertise and engage professionally with others in their fields on a regular basis. Still, as a department, we think it is important for philosophy faculty members to be able to illustrate their interest and engagement in some of the following ways:

The best evidence of professional engagement is publication in one’s field. Other professional activity, while expected, cannot replace substantial, peer-reviewed publications that external reviewers recognize as a contribution to the faculty member’s field.

These publications are usually one of the following:
- Monographs published by reputable academic presses
- Articles published in reputable peer-reviewed professional journals
- Articles or chapters in collections of essays

The following activities serve as primary evidence of quality scholarly work:

1. Publication of articles/papers in peer-reviewed journals
2. Publication of articles/chapters within peer-reviewed or invited monographs or books.
3. Publication of monographs or books by peer-reviewed presses.
4. Publication of textbooks.
5. Publication of substantial review essays.
6. Funding of external research grants or other competitive awards.

The following activities serve as supplementary evidence of quality scholarly work:
7. Giving presentations at professional conferences.
8. Serving as a commentator at professional conferences.
9. Showing evidence of ongoing research by, for instance
   a. participating in a Works-In-Progress seminar or What’s New In Your Field.
   b. organizing panels at professional conferences.
   c. disseminating the results of research to public audiences.
10. Published shorter reviews.
11. Publication in proceedings of scholarly meetings.
12. Publication in non-refereed venues.
13. Submission and funding of internal research grants.
14. Submission of external research grants, even if not funded.
15. Directing theses and/or dissertations successfully.
16. Serving as a member of an editorial board.
17. Serving as an external reviewer for a journal, press, non-ISU award committee or jury.
18. Serving on the executive board of a professional association or organization.

The last three of these are also forms of professional service, and illustrate the interrelatedness of our various activities.
A candidate for tenure or promotion or PPR will have a research program that is **satisfactory** if he/she has, since the time of hire or the last promotion, participated regularly in some of the activities listed in 1-18 above and published, or had accepted for publication, a monograph or at least one, but usually two, substantial, peer-reviewed articles or chapters in refereed books (or equivalent). A candidate for tenure or promotion or PPR will have a research program that is **superior** if he/she has, since the last promotion or PPR, participated yearly in some of the professional activities listed above and published or had accepted for publication a peer-reviewed monograph or four or more of the activities listed in 1 – 6 above, including substantial peer-reviewed articles in his/her areas of expertise which are significant contributions to the candidate’s field. A candidate with fewer than four articles, but whose articles make a genuinely outstanding contribution to his or her field may also be considered superior. The value and impact of a refereed scholarly article, books chapter or monograph or of a research-based grant depends on many factors, including but not limited to prestige, selectivity, editorial board make-up, circulation, university library subscriptions and repute of the journal, press or granting body. While a scholarly publication record of the kind listed above is a good indicator of superior work, the performance is best measured in conjunction with advice of external reviewers who can assess the quality of the work and its value as a contribution to the candidate’s field.

Candidates who meet these expectations merit tenure and/or promotion or successful PPR. The philosophy faculty is also committed to continuing to encourage the university to provide incentives and rewards for outstanding members of the graduate faculty by providing additional salary increase at the time of promotion and periodic performance review, automatic course releases just before or after promotion, sabbaticals just after promotion, and/or additional research funds to seed or finish projects. The department chair may consider nominating faculty members whose research is deemed outstanding for one of the university’s Outstanding Researcher awards.
Service Expectations for Tenured and Tenure-Track Faculty in English

[Used for English tenured and tenure-track faculty; used as a general guide for evaluating service by lecturers.]

The service component of faculty workload refers to professionally related activity that benefits the university and other educational institutions, or that fosters closer connections between school and community.

Like other faculty members around the university, faculty in English are expected to take part in committee work and other parts of university governance. In a normal year, each faculty member is expected to serve on at least one body at the departmental, college, or university level. Many faculty are involved at the three levels and sometimes in more than one capacity. Additionally, most faculty members make an effort to serve the larger community, using their expertise and skills to educate the public and to work for organizations that serve the public good.

Professionally related service within the university can include, but is not limited to, any of the following:

- Participating on departmental/college/university boards, committees, task forces, and councils (including hiring and evaluative committees).
- Participating in faculty meetings.
- Serving as faculty advisor for student organizations.
- Assisting with recruiting activities.
- Reviewing internal grants.
- Writing and funding of outreach grants.
- Serving on graduate exam and colloquium committees.
- Serving as Graduate Faculty Representative outside the department.

Professionally related service outside the university can include, but is not limited to, any of the following:

- Serving as an officer or board member in a professional organization.
- Organizing conferences.
- Writing or editing of textbooks.
- Serving on an editorial board for a scholarly journal.
- Serving as an outside evaluator for tenure and promotion decisions at other institutions.
- Serving as an outside examiner for theses and dissertations at other institutions.
- Refereeing manuscripts for academic presses.
- Refereeing conference papers and organizing sessions.
- Refereeing essays for scholarly journals.
- Reviewing external grants.
- Speaking on professional topics to civic, public, business, or professional organizations.
- Working with colleagues in the K-12 system.
- Organizing and/or participating in public concerts, exhibitions, productions, readings.
➢ Serving as a consultant (paid or unpaid) to governmental or private groups.
➢ Working with groups that promote the understanding of one’s discipline within the community.

Many of these activities, both inside and outside the university, also count, where appropriate, as evidence of teaching and research.

Service should be considered **satisfactory**, for purposes of tenure, promotion, or post-tenure review, if a faculty member has served effectively in at least one departmental, college, or university capacity each year since the last review or since hire and has also performed at least one form of professionally related service outside the university and served as needed on graduate exam and colloquium committees within the department and as Graduate Faculty Representative outside the department, since the last review or since hire.

Service should be considered **superior**, for purposes of tenure, promotion, or post-tenure review, if, in addition to meeting the requirements for satisfactory service, a faculty member:

1. Has served effectively on three or more departmental, college, or university boards, committees, task forces, and councils (including ad hoc and exam committees) each year since the last review,
   -or-
2. Has served effectively as chair of a university- or college-wide committee,
   -or-
3. Has served effectively as an officer in a professionally related organization,
   -or-
4. Has received recognition for participation in professional activities within the academic community outside the University,
   -or-
5. Has combined some of these activities with more than ordinary professionally related participation in public lectures, workshops, and other forms of educational outreach.

Evidence of effectiveness might include, for example, committee reports, developmental grants, transcripts of public presentations, letters of support from committee chairs, or other relevant documents. They will be evaluated by the committee conducting the tenure, promotion, or post-tenure review. Some faculty members will have undertaken service well beyond the expectations of the department, even beyond that which merits a superior ranking. Such individuals will be good candidates for the University’s Outstanding Public Service award, and the Chair is encouraged to consider nominating them for this award.

Approved: November 17, 2007
Service Expectations for Faculty in Philosophy

[Used for tenured/tenure-track faculty and lecturers.]

The service component of faculty workload refers to professionally-related work that benefits the university and other educational institutions, or that fosters closer connections between school and community, but does not directly pertain to teaching or research.

Like other faculty members around the university, faculty in Philosophy are expected to take part in committee work and other parts of university governance. In a normal year, each faculty member is expected to serve on at least one committee at the departmental, college, or university level. Many of us, however, are involved at all three levels and sometimes in more than one capacity. Additionally, most faculty members make an effort to serve the larger community, using their expertise and skills to educate the public and to work for organizations that serve the public good. Finally, faculty members can serve as organizers of conferences and as officers in national or regional organizations devoted to academic goals.

Service should be considered satisfactory, for purposes of tenure, promotion, or PPR, if a faculty member has served effectively on the philosophy committee in the department each year since the last review or since hire, has served on college or university committees or in administrative capacities since the last review or since hire, has participated regularly in academically related public service since the last review or since hire, and has also served as needed on graduate exam and colloquium committees within the department and as Graduate Faculty Representative outside the department. Evidence of effectiveness might include, for example, such documents as committee reports, developmental grants, or letters of support from committee chairs.

Service may be considered superior, for purposes of tenure, promotion, or PPR if, in addition to meeting the requirements for satisfactory service, a faculty member:

1. Has served effectively on three or more departmental, college, or university committees (including ad hoc and exam committees) each year since the last review,
   -or-
2. Has served as chair of a campus- or college-wide committee,
   -or-
3. Has served as an officer in a professionally-related organization,
   -or-
4. Has combined some of these activities with more than ordinary participation in public lectures, workshops, and other forms of education outreach.

Evidence of effectiveness might include, for example, committee reports, developmental grants, transcripts of public presentations, letters of support from committee chairs, or other relevant documents. They will be evaluated by the committee conducting the tenure, promotion, or post-tenure review.
The department is also committed to continuing to encourage the university to provide incentives and rewards for outstanding members of the graduate faculty by providing additional salary increase at the time of promotion and periodic performance review, automatic course releases just before or after promotion, sabbaticals just after promotion, and/or additional research funds to seed or finish projects. If the service record is deemed outstanding, the Department Chair may consider nominating the faculty member for the University’s Outstanding Public Service award.
Departmental Structure and Governance

Leadership of the Department of English and Philosophy includes the Chair, Vice-Chair and Director of Philosophy, Director of Undergraduate Studies in English, Director of Graduate Studies in English, and Director of Composition. Duties of these positions are outlined on pages 80 to 90. The Department of English and Philosophy meets as a faculty during the academic year once monthly on second Tuesdays at 2:30 p.m. The Department Chair prepares agendas and presides over faculty meetings. Agendas are sent to faculty on the Friday before the meeting. Business may be brought to the faculty by submitting agenda items to the chair at least one week before a scheduled meeting. The Director of Graduate Studies in English calls meetings of the English graduate faculty as needed.

Most agenda items go through considerable study and preparation by the department’s committees before coming before the faculty as a whole. Committee membership is determined at the beginning of each academic year by the Policy and Personnel (P&P) Committee, a committee consisting of mostly elected members. With the exception of P&P, the English Undergraduate Committee, and the English Graduate Committee, whose members serve three-year terms, membership on committees is set in one-year or one-semester terms that may be renewable. The department’s committees are:

Whole-department committees

- Policy and Personnel (P&P; chaired by the Department Chair)…………………………Page 91
- Professional Development and Publicity Committee………………………………………Page 93

English committees

- English Graduate Committee (chaired by the Director of Graduate Studies)………Page 95
- English Undergraduate Committee (chaired by the Director of Undergraduate Studies in English)…………………………………………………………………………Page 97
- Composition Committee (chaired by the Director of Composition)…………………Page 99
- English Early College Program Committee (chaired by the Director of Composition)…………………………………………………………………Page 101

Philosophy committees

- Philosophy Committee (chaired by the Director of Philosophy)…………………Page 102

Ad hoc committees and task forces may also be formed by P&P and/or the Chair to address short-term projects and goals.
Duties of the Chair of English and Philosophy

The Chair of English and Philosophy serves as the executive officer for the department, overseeing or delegating all administrative responsibilities. To the extent possible, the Director of Philosophy serves as the executive officer for Philosophy. The Director of Philosophy and the Chair work closely to administer Philosophy, with ultimate authority resting with the Chair. In spite of the administrative responsibilities of the Chair, the Chair remains a member of the faculty in the Department of English and Philosophy. The Chair has two course releases per semester and serves on a 12-month contract, with an administrative stipend.

Advising

- The Chair participates in advising events.
- The Chair meets with advisees.

Assessment

- The Chair coordinates annual assessment of key major courses.
- The Chair review and amends (as necessary) the department’s assessment plan.
- The Chair sets up and coordinates an assessment of composition courses, including ECP sections.

Budget Supervision

- The Chair supervises the budget.
- The Chair, in consultation with P & P, assigns salary increases.
- The Chair supervises travel.
- The Chair monitors departmental spending, including the local account.

Committee Work

- The Chair serves as the chair of the P & P committee.
- The Chair serves as an ex officio member of the Research and Professional Development committee. [defunct]

Curriculum

- The Chair works with curriculum design.
- The Chair prepares and reviews catalog copy for the undergraduate catalog.

Department Database

- The Chair regularly collects departmental data.
- The Chair maintains the department database.
**Evaluation**

- The Chair writes annual faculty evaluations.
- The Chair writes or delegates annual classified staff evaluations.
- The Chair writes a cover report for Periodic Performance Review.
- The Chair participates in other evaluation activities such as nominating faculty for Distinguished Teacher, Researcher, and Public Servant, and nominating faculty for Emeritus status.

**Faculty Meetings**

- In Fall, the Chair sets the calendar of faculty meetings for the year.
- The Chair distributes the agenda and any documents for discussion at the faculty meeting.
- The Chair moderates the faculty meeting.

**Hiring**

- The Chair coordinates the procedure for hiring tenure track faculty.
- The Chair coordinates the hiring of full time, non-tenure track faculty.
- The Chair, in consultation with P & P, establishes hiring committees.
- The Chair organizes on-campus interviews.
- The Chair drafts the letter of offer and extends the offer to chosen candidates.

**Legal Issues**

- The Chair handles all personnel issues.
- The Chair ensures that all affirmative action requirements are met.
- The Chair ensures that all FERPA requirements are met.

**Mentoring**

- The Chair mentors all non-tenure track faculty.
- The Chair ensures that all tenure track faculty are nominated to graduate faculty status.

**Promotion and Tenure**

- The Chair, together with the candidate, initiates the tenure and promotion process.
- The Chair drafts the cover tenure and promotion report.
- The Chair drafts the request for Deferral of Tenure and Promotion, when necessary.

**Scheduling**

- The Chair coordinates with the Director of Graduate Studies in English, Director of Undergraduate Studies in English, and the Director of Composition to determine the needed offerings for the coming semester.
The determines schedule assignments to meet department needs and room and hour distribution.

The Chair works with various constituencies to cross-list courses, as needed.

The Chair tracks enrollment and cancels sections as needed.

**Summer Work**

- The Chair serves as summer advisor for all students.
- The Chair serves as ad hoc Director of Graduate Studies in English.

Approved: May 6, 2009
**Duties of the Director of Philosophy and Vice-Chair**

The Director of the Philosophy and Vice-Chair performs the Chair’s responsibilities, including signature authority, during intervals when the Chair is not available. As Vice-Chair, the Director is a voting member of the English and Philosophy Policy and Personnel Committee. As Director of the Philosophy Program, s/he has the same responsibilities as a Department Chair with the exception of the budget responsibilities. The Director also promotes the discipline by making information about the profession available to other faculty and to students, and by encouraging the philosophy faculty in their teaching and research. The Director also serves as a spokesperson for the program both in the university and outside it. The Director of Philosophy has a course release each semester for these duties.

- The Director serves as Chair of the Philosophy undergraduate committee which sets the curriculum of the Philosophy program. The Director sets the agenda and keeps a record of business transacted.

- The Director works with the faculty to initiate changes in the program curriculum and prepares all required Curriculum Council documents and Graduate Council documents.

- The Director serves as Chair of the hiring committee for all Philosophy faculty positions. The hiring committee consists of all the tenured and tenure track members of the Philosophy program. The Director runs the meeting, reviews the files with other members of the committee, seeks approval from the Dean and the Affirmative Action officer, submits the job notice to appropriate venues, sets up formal interviews and attends the APA meeting to interview finalists or conducts telephone interviews with the finalists, contacts finalists, and arranges on-campus interviews.

- The Director coordinates advising and participates in university advising events. The Director serves as the advisor for many majors in the Philosophy program, and meets with incoming students who are interested in majoring in Philosophy.

- The Director writes yearly evaluations of faculty who serve in the Philosophy program. This duty involves reading all student evaluations, reviewing syllabi, reviewing faculty publications, and observing faculty teaching.

- The Director writes the Chair recommendation for tenure, promotion or periodic performance reviews for faculty in Philosophy, and nominates faculty for graduate faculty status.

- The Director coordinates the Philosophy 4492 Senior Tutorial program.

- The Director schedules the Philosophy classes.

- The Director approves catalog copy for the program.
➢ The Director prepares periodic self-studies for accreditation and other administrative needs.

➢ The Director coordinates assessment and writes the annual assessment reports; reviewing the program’s assessment plan.

➢ The Director approves petitions relating to the Philosophy program and its courses.

➢ The Director approves all undergraduate major and minor degrees for graduation.

Approved by the Department of English and Philosophy faculty: October 24, 2013
Duties of the Graduate Director (Director of Graduate Studies in English)

The Graduate Director is the administrator of M.A. and Ph.D. programs within the Department of English and Philosophy. Administering these programs involves working within the Department, working with students, and representing the graduate programs to the University and beyond. The Director has one course release per semester.

Responsibilities within the Department

- The Director chairs graduate faculty meetings, including preparing agendas and writing minutes.
- The Director supervises office staff involved in graduate program tasks.
- The Director maintains records of departmental practices and policy.
- The Director identifies short and long term goals for the programs and helps to implement them.
- The Director works with the Graduate Committee and Department Chair to plan graduate course offerings.
- The Director works with faculty to maintain the academic quality of courses and curricula, and adequate enrollment of courses.
- The Director works with administrators of the TESOL program to coordinate that certificate with other graduate programs.
- The Director prepares and updates the graduate catalog copy.

Responsibilities toward students

- The Director oversees the admissions process and chairs the admissions committee.
- The Director chairs the Teaching Assistantship and Fellowships Awards Committee (consisting of the Graduate Committee, Department Chair, and Director of Composition)
- The Director advises students in their program planning.
- The Director works with the graduate committee to assign committees for graduate exams and arrange for administration of exams.
- The Director works with the graduate committee to assign thesis committees.
- The Director reviews programs of study for students applying to complete master’s or doctoral degrees.
- The Director works with the Director of Composition to assign mentors for teaching assistants.
- The Director prepares and updates M.A. and Ph.D. Program handbooks and other advisory materials.
- The Director assists with graduate job placement.
- The Director maintains student records, including evaluations by faculty mentors.
- The Director maintains contacts with and solicits feedback from graduates of the programs.
Responsibilities outside the Department

- The Director recruits candidates for admission.
- The Director recruits admitted students to matriculate in the programs.
- The Director establishes contacts with other comparable programs, especially within the region.
- The Director establishes contacts and publicizes programs with undergraduate and graduate programs regionally and nationally.
- The Director prepares periodic self-studies for accreditation and other administrative review.
- The Director maintains communication with the Graduate School, Office of Research, and other relevant campus offices.
- The Director verifies that ISU’s graduate programs in English are up to date and in line with the best practices of other graduate programs around the nation.

Approved: May 6, 2009
Duties of the Director of Undergraduate Studies in English

The Director of Undergraduate Studies in English is the administrator of the English B.A. program. Administering this program involves working within the Department, working with students, and representing the undergraduate program to the University and beyond. The Director has one course release per semester.

Responsibilities within the Department

- The Director chairs the English Undergraduate Committee, including preparing agendas and writing minutes.
- The Director oversees the work of office staff on English undergraduate program tasks.
- The Director maintains records of English undergraduate departmental practices and policy.
- The Director identifies short and long term goals for the program and helps to implement them.
- The Director works with the Department Chair, Director of Graduate Studies in English, Composition Director, and department Administrative Assistant to schedule English course offerings.
- The Director works with the English Undergraduate Committee to maintain the academic quality of courses and curricula, through assessment and other means.
- The Director works with the English faculty to promote the major and ensure adequate enrollment of courses.
- The Director prepares and updates the English undergraduate catalog copy.

Responsibilities toward students

- The Director promotes the undergraduate English program by facilitating events for majors and potential majors and by serving, when needed, as a liaison to the Department’s clubs or honor societies. The Director fosters opportunities for community among English majors both within and beyond the classroom.
- The Director advises students in their program planning or works with the department Administrative Assistant to assign faculty advisers.
- The Director reviews and approves applications for graduation.
- The Director prepares and updates portions of the Departmental Handbook dealing with the English undergraduate program, including advisory materials.
- The Director assists with graduate job placement.
- The Director works with the departmental Administrative Assistant to maintain student records.
- The Director maintains contact with and solicits feedback from graduates of the programs.
Responsibilities outside the Department

- The Director works with the Chair and the English Undergraduate Committee to recruit undergraduate English majors.
- The Director establishes contacts with other comparable programs, especially within the region.
- The Director establishes contacts and publicizes programs regionally and nationally.
- The Director prepares periodic self-studies for accreditation and other administrative review.
- The Director maintains communication with relevant campus offices.
- The Director verifies that ISU’s English undergraduate program is up to date and in line with the best practices of other programs around the nation.

Approved by Department of English and Philosophy faculty: October 21, 2013
**Duties of the Director of Composition**

The central role of the Director of Composition is to serve as the primary advocate and coordinator for the department’s writing programs and courses, chiefly English 0090 [currently inactive] and the General Education courses in English 1101 and 1102, and English 3307 and 3308. In this role, the Director of Composition acts as chair of the Composition committee, as administrator of English Early College Courses, as coordinator of graduate English teaching assistantships, and as point of contact between the English Department and the Writing Center and programs which draw upon our writing course offerings. The Director has one course release per semester.

**Chairing English Composition Committee**

- The Director of Composition chairs Composition Committee meetings which are held regularly throughout the semester. The Director organizes the agenda and writes or delegates the writing of the minutes.
- The Director guides the Committee’s annual or semi-annual review of textbooks for the Approved Text List and of requests for substituting texts. As needed, the Director guides the Committee’s review of guidelines for composition classes. The Director introduces student grade appeals to the Committee.
- The Director reviews and judges all student petitions and challenges involving composition classes, and may consult with the Committee as needed.
- The Director guides the review of syllabi in writing courses, and works with the Composition Committee to address deficiencies.
- The Director organizes or delegates the running of the annual Student Essay Contest and of the annual Outstanding Teaching Award for graduate students, as well as occasional panel discussion on various composition topics.
- The Director and Committee may prepare and update the English department’s Student Guide for Composition.

**Administering English Early College Courses**

- The Director arranges liaison assignments for the Early College Program, and serves as first point of contact for the University’s Enrollment Coordinator of the Early College Program, and for individual high school teachers.
- In this role, the Director establishes guidelines for off-campus English writing courses, as well as for the duties of the liaison faculty, and is chiefly responsible for determining whether courses meet English department standards. The Director is also responsible for directing the formal assessment of Early College Program writing classes.
- The Director, in conjunction with the Chair, reviews adjunct applications.
Coordinating English Teaching Assistantships and Adjunct Writing Faculty

➢ The Director works with the Department Chair and the Director of Graduate Studies in English in awarding teaching assistantships for graduate students and in assigning mentors for these students; the Director also collects and reviews Mentor reports for the assistantships.
➢ The Director also works with the Department Chair in assessing enrollment needs and course numbers, and in hiring and reviewing adjunct faculty as needed.

Serving as Point of Contact and Advocate for the Composition Program

➢ The Director remains in contact with the Director of the Writing Center at the Student Success Center and with programs that draw upon English writing courses. With the Department Chair, the Director participates in broader discussions with other Writing Program Directors, in particular meeting annually with chairs and directors of English and writing programs of other state institutions, to address state-wide programmatic issues.
➢ The Director is responsible for reviewing and establishing policy for English writing courses that do not fall strictly within the English major. The Director coordinates assessment of these courses.
➢ More generally, the Director keeps abreast of recent developments in composition theory and, using the resources available (such as the Composition Committee, panel discussions, campus contacts, and the assistantship program) works to institute the best practices in English writing courses.

Approved: May 6, 2009
Policy and Personnel Committee

This committee advises the English and Philosophy Department Chair on department policy and personnel matters. The committee is made up of six members, as follows: three members elected at large from the tenure-track-faculty (by members of the tenure-track faculty), who serve three-year staggered terms; the Philosophy Program Director, ex officio; and the Department Chair, ex officio, who chairs the committee. All non-tenure track faculty teaching a full-time load within the Department will annually elect one of their number to serve as a representative to the committee. The non-tenure track representative will be invited to P & P meetings to discuss issues that directly affect non-tenure track faculty; he or she will also bring to P & P concerns from this group.

The three elected members, the Philosophy Program Director and the Department Chair vote on all issues. When P & P votes on issues that directly concern non-tenure track faculty, this representative will have a vote. The non-tenure-track representative does not vote on Personnel Policy issues. Since voting is advisory, the Chair has the option to overturn the vote. The committee meets as needed, normally at least every month during the academic year.

Responsibilities

1. Committee on Committees
   a. The committee appoints department standing committees (Graduate, Undergraduate, Composition, Research and Professional Development).
   b. The committee advises the chair on all departmental administrative positions and will review all department administrative positions at the end of each three-year term. These positions include Director of Composition, Director of Graduate Studies in English, and Director of Undergraduate Studies in English.
   c. The committee confirms the appointments of student representatives to department standing committees.
   d. The committee recommends appointments to department tenure and/or promotion committees.
   e. The membership of the English PPR committee will be composed of the elected tenure-track representatives from English serving on the P and P committee, with other members of the department appointed as needed in accordance with College of Arts and Letters evaluation policy. In addition, in the review of a full-time, non-tenure-track English faculty member (lecturer), an English lecturer will be appointed by P and P. The committee recommends, as appropriate, department nominees for major university and college councils/committees.

2. Budgetary Policies
   a. The committee recommends strategies (in relation to college, university, and state) for enhancing our budgets.
   b. The committee recommends salary distribution policy.
   c. The committee recommends travel budget distribution policy.
d. The committee recommends policy for use of communications, material and supplies, and capital outlay budgets as they affect personnel and performance of the department mission.

3. Personnel Policies

a. The committee assists the Chair in determining needed faculty positions to cover department curriculum and programs; assists in developing descriptions.
b. The committee recommends strategies for securing and protecting needed faculty positions.
c. The committee advises the Chair on hiring of temporary faculty members.
d. The committee oversees hiring practices in the department.
   i. English positions: The committee serves as hiring committee for English tenure-track and other full-time English positions. When the committee is thus constituted as an English hiring committee, the philosophy representative(s) on Policy and Personnel is (are) excused, and the remaining English faculty members appoint additional members so that the hiring committee consists of six including the Chair. The non-tenure track representative is excused from serving on the English hiring committee. All members may vote.
   ii. Philosophy positions: The Philosophy Committee (excluding the student member) serves as the search committee for filling vacancies in the philosophy faculty. The Chair of English and Philosophy will not participate in the search but may veto recommendations of the search committee.
e. The committee develops and recommends additions to or changes in policies relating to conditions of employment, including evaluation procedures, to the faculty for approval.
f. The committee advises the Chair on loading and staffing, faculty leaves, administrative appointments, off-campus teaching.
g. The committee may recommend potential nominees for the annual university Distinguished Teacher, Distinguished Researcher, and Distinguished Public Service award.
h. The committee develops and recommends additions to or changes in policies relating to departmental governance to the faculty for approval.

Approved: May 15, 2008; revised April 22, 2014
Professional Development and Publicity Committee

This committee has two tiered purposes: first, it works to support faculty in their research and professional development activities—through assistance to faculty’s individual endeavors as well to department-wide opportunities, such as guest speakers. Second, it supervises and supports publicity of faculty and department professional achievements and curates the department’s public image through media presence and outreach activities. The committee is made up of five to six members, as follows: two tenure-track faculty members from English and one tenure-track member from Philosophy, appointed by the Policy and Personnel Committee; one or two non-tenure-track faculty members (if available), appointed by the Policy and Personnel Committee; and a graduate student representative, selected by the other committee members. Tenure-track committee members serve staggered three-year terms. The committee chair is designated by the Policy and Personnel Committee. All members vote. The committee meets at least once each month during the academic year.

Responsibilities

1. The committee supports faculty in their research and professional development activities by developing and maintaining resource guides and templates for course releases, travel RFPs, and other grant applications specific to the arts and humanities.

2. The committee organizes a regular series of faculty and graduate student colloquia, such as Works in Progress, Graduate Student Thesis in Progress, book launches, What’s New in Your Field, and other programming as appropriate to promote sharing of research/creative efforts and to provide collegial critique of work in progress. The committee publicizes such events to the university community and the public, as appropriate.

3. The committee serves as a resource for faculty members interested in bringing in speakers specific to their specializations or planning special events by developing and maintaining resource guides for funding opportunities such as grant requests made to corporations and organizations, guides for publicity/media, and timelines for successful events. The committee curates the department’s event calendar.

4. The committee periodically evaluates community partnerships and public outreach events and plans future endeavors based on these assessments.

5. The committee reviews ISU Library collection needs in the areas of English, Philosophy, and other disciplines related to faculty and student interests; consults with faculty regarding potential library acquisitions; periodically reviews journal subscriptions related to faculty interests; and recommends new acquisitions to our contact on the library staff.

6. The committee manages the department’s official social media sites that contain user-generated content. Faculty, staff, or students who wish to post to a social media site an announcement that requires approval should send their posting to a faculty committee member or to the department Administrative Assistant. In the event that there is a concern or disagreement about the appropriateness of a posting, the subject matter under discussion should be submitted to the chair of the committee for his or her review and final decision. In coordinating media outreach for the
department, the committee follows and periodically updates the Department of English and Philosophy Media Policy Statement, as needed, in consultation with department faculty.

7. The committee investigates new approaches or media to disseminate news from the department and assesses whether current publicity approaches are the best use of department time and resources. Then, when necessary, the committee recommends new departmental goals and objectives regarding the department’s self-promotion and public identity.

8. In consultation with the department’s programs and the Office of Marketing and Communications, the committee is responsible for the department’s website strategy and planning; the department’s administrative staff is responsible for maintaining the department’s web page.

9. The committee will create the content for the department’s newsletter and will be in conversation regarding the newsletter with the department’s administrative staff, who will be responsible for the newsletter’s layout and ultimate distribution.

Approved: April 19, 2011; revised 8 April 2014; revised 20 February 2018
Graduate Committee (English Graduate Committee)

The Graduate Committee acts on behalf of the English graduate faculty in all matters related to the M.A., D.A., and Ph.D. programs. The Policy and Personnel Committee appoints three members of the English graduate faculty who serve three-year staggered terms. The Director of Graduate Studies in English chairs the committee. A graduate student representative, nominated by the appointed faculty members, participates in policy making decisions.

All five members may vote on policy issues, but the student representative is not present for the discussion of individual student programs, and does not vote on these.

The committee meets at least every two weeks during the academic year.

Responsibilities

1. Policy Making and Program Administration
   a. The committee develops and recommends policy or changes to existing policy to the graduate faculty for approval.
   b. The committee develops policy statements as directed by the graduate faculty and submits them to the graduate faculty for approval.
   c. The committee coordinates with the Composition Committee in all matters relating to teaching assistants in the composition program.
   d. The committee drafts the graduate program section of departmental assessment reports.

2. Graduate Course Offerings and Student Programs
   a. The committee acts on all proposals from students required by the M.A. programs and Ph.D. internships. (The Director may consult the Committee as part of the approval process for dissertation proposals and comprehensive exam lists.)
   b. The Committee appoints graduate faculty members to serve on M.A. theses and doctoral-level internship committees.
   c. The committee acts on all requests for variance (waivers, substitutions) by individual students from requirements of the M.A. and Ph.D. programs.
   d. The committee recommends the graduate course offerings for each semester to the chair of the department.
   e. The committee coordinates with the English Undergraduate committee in proposing changes in g400 categories.

3. M.A. Examinations
   a. The committee appoints members of the graduate faculty to serve on M.A. comprehensive and Set Text Examinations.
   b. The committee reviews and approves all questions for the M.A. comprehensive and Set Text examinations.
4. Awards and Admissions
   a. The committee, acting as the Graduate Awards Committee (which also includes the Chair of the Department and the Director of Composition), awards teaching assistantships and doctoral fellowships.
   b. The committee reviews and acts upon all applications for admission.

5. Program Promotion
   a. The committee recommends appropriate public relations and recruiting efforts to the Chair of the department.
   b. The committee develops a placement assistance program and assists graduates in securing positions.
   c. The committee attempts to maintain contact with graduates of our programs.
   d. The committee works with the English Graduate Student Association on programs and projects as needed.

Approved: October 20, 2009
**English Undergraduate Committee**

The English Undergraduate Committee works with the Director of Undergraduate Studies in English representing the English faculty in all matters related to the English undergraduate program. The Policy and Personnel Committee appoints three tenured or tenure-track English faculty members to serve staggered three-year terms. As available, one or more English lecturers are appointed by Policy and Personnel for one-year terms, which are renewable. The Committee is chaired by the Director of Undergraduate Studies in English. An undergraduate student representative will be nominated to serve on the committee and to participate in policy-making decisions, but will not vote. All other members have a vote in committee decisions. The committee meets as needed, normally at least every month during the academic year.

**Responsibilities**

1. Policy and Curriculum
   a. The committee will review standing policy statements and guidelines and make recommendations to the English faculty for any changes.
   b. The committee will also initiate and recommend new guidelines to the English faculty.
   c. More specifically, based on assessment and other evidence the committee will develop and recommend changes to the English undergraduate curriculum.
   d. As appropriate, the committee will coordinate with the Composition and English Graduate committees in proposing changes in courses and course guidelines.

2. Assessment

   The committee works with the Director of Undergraduate Studies in English to oversee assessment of the B.A. in English.

   a. The committee is responsible for assisting in an annual assessment of the undergraduate degree program in English, using results to develop recommendations for curricular changes.
   b. The committee reviews the assessment plan, recommending to the English faculty any changes.
   c. The committee reviews the stated program goals and student outcomes used to perform assessment, recommending to the English faculty any changes.
   d. The committee assists in preparation of periodic Program Assessment Reports, compiling information from the Annual Assessment Reports into more significant, comprehensive reviews.

3. Individual Student Programs

   a. The committee will advise the Director of Undergraduate Studies in English about requests for waivers and substitutions in undergraduate English program requirements.
b. The committee will make recommendations to the Director of Undergraduate Studies in English about grade appeals and academic dishonesty appeals for ENGL courses with the exception of composition courses (0090 [currently inactive], 1100 [currently inactive], 1101, 1102, 3307, 3308, and 4401).

c. The committee will recommend rotation of courses for the undergraduate English majors and minors to the Director of Undergraduate Studies in English.

4. Awards

The committee works with the Director of Undergraduate Studies in English to publicize and award the appropriate undergraduate scholarships in accordance with the terms of each scholarship’s bequest (on file at the Scholarship Office), including the Charles H. Kegel Memorial Fund Scholarship in English Studies, the Agnes Just Reid Memorial Endowment Scholarship in Creative Writing & Journalism, the Price Worrell Scholarship, and the Jay G. and Mary Donna Jensen Scholarship (every other year). The awards will be assigned each spring for the fall of the following year.

5. Program Promotion

a. The committee recommends appropriate public relations and recruiting efforts to the Director of Undergraduate Studies in English.

b. The committee assists the Director of Undergraduate Studies in English in publicizing undergraduate English Programs.

Approved by Department of English and Philosophy faculty: October 21, 2013
**Composition Committee**

The Composition Committee acts on behalf of the English faculty on all matters relating to the composition programs. The Policy and Personnel Committee appoints three English faculty members who serve indeterminate terms. All non-tenure track faculty teaching a full-time load within the Department will annually elect one of their number to serve as a representative to the committee. The non-tenure track representative will be invited to Composition Committee meetings to discuss issues that directly affect non-tenure track faculty; he or she will also bring to Composition Committee concerns from this group. A graduate student representative, nominated by the faculty members on the committee, participates in policy-making decisions but may not vote on individual student programs.

The Director of Composition, who serves a three-year renewable term, chairs the committee. The senior member of the committee serves as chair when the Director of Composition is absent. All members may vote.

The committee meets regularly as necessary during the academic year.

**Responsibilities**

1. **Policy Making and Implementation**
   
   a. The committee develops and recommends guidelines or changes to guidelines for composition courses to the English faculty.
   
   b. The committee develops and recommends changes in the structure of the composition program to the English faculty.
   
   c. The committee coordinates with the Undergraduate English Committee in proposing changes in composition courses for undergraduate majors and minors.
   
   d. The committee oversees departmental Goal One assessment.
   
   e. The committee oversees professional writing courses, specifically English 3307 and 3308.
   
   f. The Director of Composition coordinates with the Director of Graduate Studies in English in all matters relating to teaching assistants, particularly the mentor program. The Director of Composition also participates in the awarding of teaching assistantships and fellowships with the Graduate Committee.

2. **Textbook Selection and Development**

   a. The committee evaluates and selects texts used by temporary faculty and teaching assistants for English 0090 [currently inactive], 1101, and 1102.
   
   b. The committee develops an annual text for model student essays each year.
   
   c. The committee reviews proposals for alternative choices of texts used in writing courses at the first-year level.
3. Testing
   
a. The committee designs the tests and the testing procedures for challenge exams for writing courses except for English 3301. In cases that involve 3301, the Director of Composition will work with the Undergraduate Committee.
   
b. The Director of Composition appoints two faculty members to grade composition challenge exams. A third faculty member will be appointed to resolve any grading conflict.

4. Grading Procedures
   
a. The committee develops procedures for grade appeals in composition courses.
   
b. The committee judges grade appeals in composition courses.
   
c. The committee develops policy for plagiarism cases in composition courses.
   
d. The Director of Composition negotiates with individual instructors appropriate measures for plagiarism.

5. Student Development
   
a. The committee organizes and judges an annual essay contest for English 0090 [currently inactive], 1101, and 1102.
   
b. The committee organizes and judges an annual graduate student teaching award.
   
c. The committee gathers exemplary essays for the annual text of model essays.

6. Faculty Development
   
a. The committee develops and coordinates as necessary panel discussions on issues in rhetoric and composition.

Revised: April 19, 2011
**English Early College Program Committee**

This committee oversees the mentoring and assessment of the courses taught through the Early College Program. The committee is made up of three to four members of the full-time English faculty, appointed by the Policy and Personnel Committee, and a graduate student member who is approved by the committee members. In addition, the Director of Composition chairs the committee. All members have a vote in committee decisions.

The committee meets as needed, normally at least every month during the academic year.

**Responsibilities**

1. The committee coordinates courses taught in high school systems that receive university credit.
2. The committee formulates appropriate ways to monitor and to evaluate ECP courses.
3. The committee coordinates assignment of liaisons among departmental faculty and ECP instructors.
4. The committee plans training workshops for ECP teachers. When these trainings are carried out during the regular faculty contract period, committee members will run the training sessions.
5. The committee will develop and maintain ongoing assessment of the ECP courses, ensuring that the overall quality is maintained. The assessment process will include the following activities:
   a. The committee reviews the current assessment plan, determining its overall effectiveness, and updates it as needed.
   b. The committee reviews and updates the stated student outcomes which will be used to perform the assessment.
   c. The committee reviews and updates the assessment rubrics as needed.
   d. The committee works with ECP instructors, collecting materials that are needed to carry out the assessment.
   e. The committee prepares an Annual Assessment Report, which is delivered to the Department Chair (and others, if necessary) by the end of spring semester.
   f. The committee coordinates with the Composition Committee on any Goal 1 assessment concerns.

6. Departmental Review
   a. The committee will report to the Department Chair any recommendations for changes to the ECP process or courses.
   b. The Department Chair and Director of Composition will consult with the Director of the Early College Program regarding any recommendations.

Approved: April 19, 2011
Philosophy Committee

The Philosophy Committee acts on all matters relating to the philosophy major and minor. The committee consists of all permanent members of the philosophy faculty. The Director of Philosophy chairs the committee. A student representative is nominated by the faculty members on the committee. Visiting, adjunct, or affiliate faculty in philosophy may also be invited to attend meetings of the committee.

All members of the committee vote in policy-making decisions; the student member may not vote on individual student programs or on personnel decisions. Visiting, adjunct, or affiliate faculty in philosophy but will not have voting privileges.

The committee meets throughout the year as needed.

Responsibilities

1. Policy making
   a. The committee develops and approves proposals for changes in the undergraduate philosophy curriculum.
   b. The committee makes all other policy decisions relevant to the undergraduate philosophy major and minor.

2. Individual student programs
   a. The committee reads and evaluates essays assigned to graduating seniors who take the senior thesis courses (as part of the Outcomes Assessment Program).
   b. The committee supervises advising for philosophy major and minor.

3. Administration
   a. The committee develops topics for the Philosophy Colloquia.
   b. The committee assists the Director of Philosophy in the development of the seven-year review of the program.
   c. The committee serves as the search committee for filling vacancies in the Philosophy faculty. The Chair of English and Philosophy will not participate in the search but may veto recommendations of the search committee.
   d. The Philosophy Committee serves as the PPR review committee for philosophy faculty. The person under review recuses him/herself from committee participation for his/her review. Additions of tenure-track faculty to the committee may be made as necessary, as provided by College of Arts and Letters evaluation policy.

4. Program promotion
   The committee assists the Chair of the department in publicizing the philosophy major and minor.

Approved: May 15, 2008; Revised: April 22, 2014
Travel Procedures and Policy

Travel Procedures

Travel is funded only with prior approval of the Department Chair and Dean. Ordinarily, a call for travel proposals is sent to faculty early in fall semester. Proposals for departmental funding are reviewed by the Policy and Personnel Committee, which recommends priorities to the Department Chair based on the Travel Funding Policy document (see page 104). Faculty are also encouraged to explore other funding sources for travel.

Travel requires filing online requests both before and after travel and saving documentation to accompany the reimbursement request, as explained below.

Authorization

Before one travels, filing a Travel Authorization allows you to request a travel advance, if the travel is being funded by the university, and ensures that your travel has been approved as an expense that may be reimbursed, up to established limits. The university has no obligation to reimburse you for unauthorized travel, whatever its purpose. Travel authorization begins with your providing information to the department Administrative Assistant, who creates the request in the online travel system and routes it to the appropriate approvers. At stages in the process you will receive e-mails within which you can then approve the submissions.

Documentation

While traveling, save all receipts and documentation of economy class (boarding passes or itinerary) for air travel, ground travel, lodging, parking, registration fees, and gasoline.

If you are traveling to a conference, the ISU travel office also requires scans of the pages of the conference program on which the beginning and ending days/times of the conference are documented. Also, indicate what the registration fee paid for, including any meals it may have included.

Reimbursement

It is important to file a reimbursement request as soon after returning from a trip as is possible and definitely within a ten-day window. This is important throughout the year, but it is of paramount importance at the end of the fiscal year (travel in late May or June). As with the authorization, a reimbursement request is created by the Administrative Assistant using information provided by the traveler.

All travel policy and information needed for providing documentation is available on the ISU website at:  http://www.isu.edu/finserv/tetips.shtml
Travel Funding Policy

All members of the department are encouraged to take part in academic conferences and other travel related to their scholarly fields.

Procedures

There will be a call for travel requests early in the fall semester. If there is a call for travel proposals from the College of Arts and Letters (CAL), all those submitting travel requests to the Department should also apply to CAL. All faculty members are encouraged to submit travel requests for all conferences they expect to attend; if a paper is not accepted or a conference is cancelled, a second-choice conference may be substituted at the discretion of the Chair in consultation with the Policy and Personnel Committee (P&P). Furthermore, if a faculty member has requested funding from a source other than the Department and CAL, this should be indicated in their request. P&P strongly encourages faculty members to seek funding for travel outside the Department and CAL, as funding is limited.

Decisions for funding faculty trips will be made by P&P at an early fall semester meeting.

Funding Level

The maximum amount of funding that can be received from the Department for a single trip is 10% of the travel budget per year. (See the redistribution clause, below, for exceptions.)

Redistribution clause: If there is a surplus of funding available after all first trips have been funded, the remaining funds will be divided evenly among faculty members whose funding was inadequate to cover their first trip travel costs. Additionally, if a faculty member received funding for a trip that they ultimately did not attend, their funding will be returned to the Department travel budget and redistributed in the same manner.

The Policy and Personnel Committee can decide in a given year to reduce the cap still further in order to cover as many travelers as possible, but the Committee will endeavor to provide at least $500 for each trip that has costs reaching or exceeding this amount.

Essential administrative travel may be funded 100% at the discretion of the Department Chair, in consultation with the Policy and Personnel Committee. This includes faculty members traveling to other sites to observe externships.

Funding Priorities

Because of limited travel budgets, funds will be awarded to faculty members according to the following priorities:

First priority is travel to an internationally, nationally, or regionally recognized academic conference at which a tenure-track faculty member is presenting.
If the budget is not adequate to meet all first priority needs, then requests will be prioritized according to the following:

1. Faculty coming up for tenure
2. Faculty who applied the current year for College of Arts and Letters funding and received no funding
3. Faculty who received no travel funding the previous year
4. Faculty who have additional functions to fulfill at conferences at which they will be presenting

Second priority: After travel for all those presenting at internationally, nationally, or regionally recognized academic conferences has been funded to the $500 limit or the annual limit set by P&P, proposals will be considered for travel to internationally, nationally, or regionally recognized academic conferences at which the faculty member is not presenting but is serving in an official capacity, serving as a panelist, serving as chair and organizer of a session, or serving in a similar capacity.

Requests for second trips will be considered for funding after all first trips are covered.

Requests that do not fit into any of the above categories will be considered on a case-by-case basis.

Approved: April 21, 2018
**Workload Policy**

The Department of English and Philosophy follows the following guidelines regarding faculty workload. These guidelines are in keeping with the Idaho State University Faculty Workload Policy and the College of Arts and Letters Workload Policy. This policy describes the typical duties of faculty members and is intended to be used as a guide for the assignment of faculty duties in the areas of instruction, research, service, and administration.

In this document, “faculty” refers to all full-time faculty: tenured, tenure-track, and non-tenure-track.

In this document, “workload” refers to assigned duties that are compensated by regular salary during a faculty member’s contract period. Each full-time, nine-month faculty member is required to complete 15 workload units per semester for a total of 30 units per academic year. This document outlines the details of the workload.

**Instruction**

Instruction falls into four categories:

- **Instruction-Related Activity:** Courses taught (e.g., lecture, independent study, thesis, dissertation, etc.)
- **Out-of-Classroom Activities Related to Instruction:** New course development, new teaching modalities, major course revision, development of digital or web-based modules, tutoring, work with students in office hours, etc.
- **Other Instruction Activity:** Supervision of undergraduate or graduate students
- **Student Advising, Recruitment:** Formally assigned advisees, informal advising, student recruitment activity, etc.

In the base case, each 3-credit course counts as three workload units.

Courses taught at a site other than the instructor’s primary campus will include extra workload units calculated according to average hours per week traveling, with approximately 2.67 hours per week equivalent to one workload unit. For example, travel from Pocatello to Idaho Falls and back twice a week would equal 1.5 workload units. In accordance with the College Workload Policy, instruction activities other than assigned classroom instruction will be calculated according to average hours per week, with approximately 2.67 hours per week equivalent to one workload unit. See Appendix A.

In general tenure-track faculty will fulfill nine units of instruction per semester within the regular academic year. Actual classroom instruction may vary significantly because of types of courses and additional instructional activities at both the undergraduate and graduate levels: dissertation and thesis supervision and committee membership; the supervision of graduate teaching internships, practica, and mentoring; supervision of independent study and tutorials; undergraduate advising; and serving on graduate exam committees.

Tenure-track faculty may qualify for a classroom instructional load of 9-6 units if heavily involved in the supervision of graduate students or other teaching-related activities in the department. A tenure-track faculty member wanting a reduced classroom instruction load must
request such an assignment each year based on the expectations of workload for additional instructional activities for the next academic year. Requests are made to the Department Chair and approved by the chair and the college dean. In all cases, the total of all instructional activities will be 18 units for the academic year.

In general full-time non-tenure-track faculty (lecturers) will fulfill 12-15 units of instruction per semester within the regular academic year. Lecturers will typically teach four courses, making up the remainder of their workload with other assigned instructional or service duties. As with tenure-track faculty, workload units will be considered for additional instructional activities, including but not limited to supervision of independent study, undergraduate advising, and tutoring.

The “ADE Guidelines for Class Size and Workload for College and University Teachers of English: A Statement of Policy” recommends that college English teachers “should spend no more than twelve hours per week per semester in the classroom if they are involved in undergraduate instruction exclusively.” The National Council of Teachers of English’s “Statement of Class Size and Teacher Workload: College” concurs. In accordance with these policies from our two most significant governing bodies for English teaching, full-time non-tenure track faculty will, in general, teach four 3-credit courses each semester to fulfill their instructional expectations.

**Research and Creative Activities**

All full-time tenure-track faculty members are required to be actively engaged in research and/or creative activities in their areas of specialization. Tenure-track faculty typically have a workload assignment of 3 or more units in this area. In accordance with the College policy, normally one workload unit will be allocated for approximately 2.67 average weekly hours spent in scholarly or creative activities.

Faculty are considered to be fulfilling minimal required research and creative activity obligations if they are actively engaged in and making progress on a research or creative project each year. Evidence of such progress might include, but not be limited to, submission of conference proposals, article manuscripts, and book prospectuses. Such work is expected to lead to productive results primarily through the publication of work in peer-reviewed books, refereed professional journals, edited creative journals, and other appropriate refereed venues; and through presentations at conferences and professional meetings. In addition, appropriate research and creative activities include, but are not limited to, the following: publishing textbooks or equivalent course materials aimed at enhancing classroom instruction; publishing reviews of recent publications, performances, or creative activities in the faculty member’s field; organizing conference presentations; writing internal and external grant proposals; serving as a member of an editorial board; publishing material aimed at student readers; serving as advisor or committee member for theses or dissertations; presenting in departmental forums such as Works-

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http://www.ncte.org/positions/statements/classsizecollege
In-Progress Seminars, What’s New In Your Field, and other colloquia; and otherwise disseminating results of research or presenting creative work to public audiences.

In general, non-tenure-track faculty are not allocated any workload units for research/scholarly activities unless such activities fulfill a departmental need and are approved in advance by the Department Chair and the College Dean.

Some research activities may overlap with those classified as teaching or service. In such cases, the classification may be negotiated with the Department Chair.

**Service**

Tenure-track faculty are expected to perform both institutional service and external service (professional service outside of the university). Tenure-track faculty are expected to perform 1-2 workload units of service each semester.

Non-tenure track faculty may be assigned departmental service, depending upon their instructional workload.

Normally one workload unit will be allocated for approximately 2.67 average weekly hours spent in service activities. See Appendix B.

Institutional Service: All tenure-track faculty will participate in at least one standing committee in the department each year. Institutional service may also include service on college or university committees.

External Service: Professional Service outside of the university includes activities in which faculty offer their professional expertise to professional or public organizations or efforts. These activities include, but are not limited, to the following: serving in an executive position or as an elected representative for a professional organization in one’s field; serving as a manuscript reviewer for a publisher or journal; and providing workshops or leading discussions or presentations for non-specialists. Other activities may be considered upon discussion with the Department Chair.

Some service activities may overlap with those classified as teaching or research. In such cases, the classification may be negotiated with the Department Chair.

**Administration**

Those faculty who take on significant administrative roles in the Department of English and Philosophy are assigned workload units according to the time and responsibility involved in their position. The administrative positions to be considered are these: Department Chair, Director of Philosophy, Director of Graduate Studies in English, Director of Composition, Director of Undergraduate Studies in English, Department web master, and editor of a nationally recognized journal. In addition, a faculty member who is appointed to another university administrative position will receive comparable consideration. Any such appointment may cause an adjustment to the faculty member’s workload distribution.

Approved by Department of English and Philosophy faculty: October 5, 2012
Appendix A: Instructional Workload Guide

New Course Preparation Time

1.5 hours/week (.6 WLU)

Undergraduate Instructional Activities

- ENGL 3348 English independent study: 1.67 hours per week (.6 WLU per student)
- PHIL 4492 Philosophy senior tutorial: 1.67 hours per week (.6 WLU per student)
- PHIL 4480 Philosophy independent study: 1.67 hours per week (.6 WLU per student)
- ENGL 4410 Professional writing internships: .27 hours per week (.1 WLU per student)
- Honors project supervision: 1.67 hours per week (.6 WLU per student)
- Formally assigned undergraduate advising: .27 hours per week (.1 WLU)
- Informal advising activities (office hours, e-mail, chat appointments, web conferencing, and writing student recommendations): 2 hours per week (.8 WLU)

Graduate Instructional Activities

Single Semester Activities

- Serving as an external Graduate Faculty Representative: .27 hours/week (.1 WLU per student)
- M.A. TA Mentoring (first semester): 1.67 hours per week (.6 WLU)
- M.A. TA (3rd and 4th semesters) and Ph.D. TA Mentoring: .27 hours/week (.1 WLU)
- Ph.D. Cooperative Internship Mentoring: 1.75 hours per week (.7 WLU)
- Ph.D. Independent Internship Mentoring: .8 hours per week (.3 WLU)
- Ph.D. Externship Mentoring: .27 hours per week (.1 WLU)
- ENGL 7783 TESOL Practicum: 1 hour per week (.4 WLU)
- ENGL 6690 Graduate Reading (3cr.) 1.67 hours per week (.6 WLU)
- ENGL 6694 Dissertation and Comprehensive Exam Preparation .8 hour per week (.3 WLU)
- M.A. Set Text Committee: .8 hours per week (.3 WLU)

Multi-Semester Activities

Hours include summer advising and, retrospectively, proposal writing time. Notice the cap on the maximum number of semesters or graduation (whichever is earlier). A student’s proposal must have been approved for the adviser to begin to earn WLU’s.

- ENGL 6650 M.A. Thesis
  - Advisor: 1.33 hours per week (.5 WLU; max 2 semesters)
Committee member: .67 hours per week (.3 WLU; max 1 semester)

ENGL 6651 M.A. Paper
- Advisor: 1.33 hours per week (.5 WLU; max 1 semester)
- Committee member: .33 hour/week (.1 WLU; max 1 semester)

ENGL 8850 Ph.D. Dissertation
- Advisor: 1.33 hours per week (.5 WLU; max 4 semesters)
- Committee member: .67 hour/week (.3 WLU; max 4 semesters)
Appendix B: Service Workload Guide

This chart outlines departmental service work for full-time faculty (tenured, tenure-track, and non-tenure-track) according to WLUs (workload units) and the equivalent number of hours per week worked, on average. Calculations attempt to include estimated time needed outside of meetings for preparation and review of documents.

<table>
<thead>
<tr>
<th>Activity</th>
<th>WLUs per semester</th>
<th>Hours per week*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee Chair</td>
<td>1.5</td>
<td>4</td>
</tr>
<tr>
<td>Committee Member**</td>
<td>.75</td>
<td>2</td>
</tr>
<tr>
<td>Graduate Committee Member</td>
<td>1</td>
<td>2.67</td>
</tr>
<tr>
<td>P&amp;P Committee Member</td>
<td>1</td>
<td>2.67</td>
</tr>
<tr>
<td>ECP Committee Member</td>
<td>1.5</td>
<td>4</td>
</tr>
<tr>
<td>Task Force Chair</td>
<td>1.5</td>
<td>4</td>
</tr>
<tr>
<td>Task Force Member</td>
<td>.75</td>
<td>2</td>
</tr>
<tr>
<td>Departmental Meetings</td>
<td>.25</td>
<td>.67</td>
</tr>
</tbody>
</table>

*1 WLU = 2.67 hours per week

**Other than Graduate Committee, P&P, and Early College Program Committee (ECP)
Department of English and Philosophy Media Policy Statement

The Department of English and Philosophy makes use of both traditional media (e.g., email, posters in the department, announcements in publications such as the Idaho State Journal) and newer forms of social media (such as Facebook) that contain user-generated content. Through all of these media, the Department seeks to project a positive, professional image that encourages students and the community at large to learn about us and become involved in our public activities.

While the Professional Development and Publicity Committee does not seek to monitor every event or announcement in the Department that may affect our public image, faculty and students are encouraged to consult with a Committee member if they are unsure about the appropriateness of a Department-related statement. The question of appropriateness often arises in connection with social media such as Facebook.

The Department of English and Philosophy uses social media to publicize Department events, increase the visibility of our Department, and strengthen the Departmental community. The audience for social media includes prospective, current, and former graduate students; undergraduate majors, minors, and nonmajors; faculty; alumni; and members of our larger academic and social communities.

Because of the range of purposes and audiences involved in social media, individual postings may be tailored to address one or more particular audiences. Regardless of the particular audience, all postings should be appropriate to Departmental interests, professional in their presentation, and in accordance with College and University media policy. In addition, all faculty and staff are urged to be mindful of FERPA guidelines regarding confidentiality in both their Departmental and personal social media postings.

In the event that a posting to Departmental traditional or social media raises concerns about its appropriateness, the posting may be removed or otherwise responded to.

Adopted: April 8, 2014