

English Department Statement on Faculty Research

Edited text suggested by the committee formed at the 8/27/18 retreat (Arielle Zibrak, Nancy Small, Eric Nye, Caskey Russell, and Susan Aronstein) with additional edits by Kelly Kinney. Approved by A&S 2/18/19.

General Principles:

The English Department encourages a wide variety of scholarly publication, understanding that ongoing productivity is essential to maintain the vitality of faculty careers and of the department as a whole. This document articulates the kind of scholarly output necessary for a faculty member to receive tenure, positive reviews after tenure, and promotion to full professor.

Because English faculty typically have 27.5% of their job descriptions devoted to research, the department expects successful ongoing research activity from them. In the case of tenure and promotion to associate and full professor, the vote should be seen as a projection into the future, a decision in which the voting faculty indicate their confidence that the candidate will remain a strong and productive scholar on an ongoing basis. The candidate's record needs to be sound enough to allow colleagues to make this positive determination.

That said, we recognize that successful research needs to be defined flexibly to account for the different kinds of activities that scholars and writers conduct, including projects that are focused in a discipline, that work across disciplines, and/or that engage in the study of teaching and learning. Flexibility must also be allowed for the time that scholarly work requires from start to finish, including but not limited to the publication of peer-reviewed articles and books.

In measuring effective research, we consider the quantity, quality, and significance of the published work. We recognize that it is important not to value the quantity of publications at the expense of quality. We recognize, too, that the pace of production varies from case to case and that the quality and significance of one piece may be weighted more heavily than the overall quantity of contributions.

While much scholarly activity is singly authored, we welcome collaboration as a means of enhancing the quality of scholarly activity. Coauthorship is considered full partnership in the work produced and thus in terms of quantity is weighted the same as a single-authored work. When it comes to research productivity, the products of collaborative scholarship are granted full status and value.

The department also values interdisciplinary research and encourages candidates to pursue projects that go beyond the scope of literary studies; rhetoric, composition, and writing studies; and other sub-disciplines traditionally associated with English. The department, university, and larger disciplinary communities acknowledge the ways in which interdisciplinary work takes fields into new frontiers and generates the production of new knowledge. As such, the department recognizes interdisciplinary research as both significant and highly valued.

In keeping with our commitment to valuing interdisciplinary research, the department also values different models of research. Following Ernest Boyer (*Scholarship Reconsidered*, 1997, Jossey-Bass), among others, we value a range of scholarship in the following categories:

- The scholarship of discovery, which builds new knowledge through traditional research.
- The scholarship of interpretation, which interprets the use of knowledge across disciplines.
- The scholarship of application, which aids society, the institution, and the professions by addressing problems of import to communities.
- The scholarship of teaching, which studies models and practices to help advance learning.

By valuing traditional scholarly discovery alongside other forms of scholarship, we seek to honor the range of research activity that distinguishes cutting-edge English departments and the 21st century humanities, broadly conceived.

Forms of Research Activity:

We recognize two categories of scholarly production: **peer-reviewed** work and work of **demonstrable significant impact**. We define significant impact through analysis of each individual work rather than algorithm-driven metrics such as Google Scholar.

We consider the category of peer-reviewed work to include works reviewed and accepted by a knowledgeable body of peers whether through the procedure of refereed review or the evaluation of notable editorial boards; we define demonstrable significant impact as public-facing writing wherein a wide audience is addressed and influenced.

Examples include but are not limited to:

Peer-Reviewed	Demonstrable Significant Impact
<ul style="list-style-type: none"> • Scholarly monograph • Scholarly article • Edited collection of essays wherein the candidate is editor • Edited collection of essays wherein the candidate is contributor • Scholarly edition of a work of literature 	<ul style="list-style-type: none"> • Textbooks • Journalistic work in national publications • Scholarly Web projects • Public intellectual work • Research exhibits • Public outreach projects

Scope of Research Activity:

Successful candidates for tenure and promotion must document consistent activity over the course of their pre-tenure appointment, with clear evidence of trajectory toward tenure requirements in both essential and supplementary productivity by the third year review. As illustrated below, essential productivity includes publication and scholarly dissemination of peer-reviewed work and work of demonstrable significant impact. Supplementary productivity includes activities that help faculty network with colleagues, develop a national reputation, receive feedback on research-in-progress, and share their perspectives about important issues in their fields.

Essential Productivity	Supplementary Productivity
<ul style="list-style-type: none"> • All peer-reviewed work and work of demonstrable significant impact. 	<ul style="list-style-type: none"> • National conference presentations • Invited talks • Book reviews • Entries in reference works • Grant proposals and awards • Similar activities that help faculty gain national reputations in their areas of expertise

Tenure and Promotion to Associate Professor:

In a tenure case, a typical expectation of quantity is either a significant scholarly book or a body of shorter works that, taken together, would roughly constitute a significant book-length project. For example, typically the department has judged that candidates with four to six significant articles have met the standard for tenure.

While it is difficult to determine the quality of research in absolute terms, an essential component of the evaluation process must be either peer-reviewed work or work of demonstrable significant impact.

Less heavily weighted evidence of successful research and recognition in the field includes shorter publications, such as reviews or entries in reference works; refereed and/or invited presentations at national and regional meetings and conferences; and substantial applications for grants in field-specific areas. Grant proposals that receive funding carry more import than those that do not. Nationally prominent, refereed publication, however, remains the primary indicator of significant research.

Although peer-evaluated publication is the final standard of successful research efforts, important research activity may also include significant progress on projects with a realistic expectation of completion and publication. To name a few examples: a peer-reviewed article that has received an invitation to revise and resubmit or a monograph or other book-length project that has been peer-reviewed and offered a preliminary contract would both be considered as significant progress on a project. Such progress constitutes evidence of ongoing productivity during the time a weighty project approaches completion.

Post-Tenure Review:

In post-tenure review, full and associate professors will be evaluated according to University Regulations, which includes an annual performance review by the chair that gauges the merit of the faculty member's scholarly accomplishment. Tenured faculty are expected to maintain a visible record of consistent and ongoing productivity, including an average of one example of essential productivity and one example of supplementary productivity per year.

Promotion to Full Professor:

For promotion to full professor, an additional rigorously reviewed scholarly book or a significant body of peer-evaluated work that influences the field is necessary. Such publication must occur in nationally prominent presses and/or scholarly journals. But beyond the publication of a substantial body of scholarship post-tenure, to be successfully promoted, the candidate for full professor must also serve as a departmental, institutional, and national leader. As UW's defining document for promotion, "[The Pythian Papers on Academic Careers: Best Practices for Promotion to Full Professor](#)," argues:

Full professors manifest the integrated, peer-reviewed intellectual par excellence. They model it for the discipline, the institution, and the society it serves. And they work with their colleagues so that they too can become disciplinary, educational and institutional leaders, making the university ever new—and therefore, in the truest sense of the term, a university.”
(McCracken-Flesher, 2010)

Indeed, promotion to the rank of full is not a reward for long-term employment at the university, but a testament to the leadership record of the candidate. In addition to developing a substantial body of scholarship post-tenure, full professors are 1) recognized scholarly leaders nationally and/or internationally; 2) gifted at guiding advanced undergraduate and graduate students in completing substantial projects, including English Honors theses and graduate-level theses or dissertations, and serving on thesis or dissertation and exam committees; 3) dedicated mentors of assistant professors, helping to guide them in developing strong scholarly profiles; and 4) committed to strengthening the research profile of the department and the university.

On the national and international level, leadership may include serving as a journal editor, on journal editorial boards, and/or as a refereed reviewer of submitted work; serving as an elected official in a scholarly organization or on its executive board or committee; developing a research collaborative in the US or abroad; and/or serving as an reviewer for external cases for tenure and promotion, among other roles. On campus and in the state, leadership may include spearheading new department and university programming; supporting student clubs and non-academic programming; contributing to statewide outreach efforts; and taking on the role of public intellectual through contributions to newspapers, online discussions, television, radio, and other public fora.

Beyond being a well-respected researcher, however, promotion to full professor requires leadership in all areas of faculty performance: full professors are expert teachers, committed student advisors, and ambassadors of goodwill in the department and throughout the campus community; they are also steadfast in their service to the department and the university. In short, candidates who fail to live up to standards of excellence in any area of job performance are ineligible for promotion to the rank of full professor.

English Department Statement on Teaching Expectations

Edited text suggested by the committee formed at the 8/27/18 retreat (Scott Henkel, Jeanne Holland, Caroline McCracken-Flesher, Jason Thompson) with additional edits by Kelly Kinney. Approved by A&S 2/18/19.

General Principles:

The Department of English expects high-quality teaching from all tenure-line and extended track faculty. Decisions regarding faculty reappointment, promotion, tenure, and post-tenure review directly impact the quality of department offerings, the reputation of our degree programs, minors, and tracks, and our ability to recruit and to retain high quality students. Department members at all ranks must take seriously the work they do in all areas of their job descriptions, including their teaching. The integrity of the evaluation process depends on thoughtful and objective peer and administrative review of faculty teaching performance.

University-level teaching occurs in conjunction with and reflects scholarship and professional development. Tenure-line faculty in English typically have 62.5% of their job descriptions allocated to teaching, with 3-2 being the default load. Lecturing faculty in English typically have 87.5% of their job descriptions allocated to teaching, with 4-3 being the default load. The English department expects all members to demonstrate commitment, strength, and ongoing progress as teachers.

Definition of Teaching:

The department recognizes that teaching takes multiple forms, including:

- classroom instruction of graduate and undergraduate students towards English degrees;
- classroom instruction of COM and additional University Studies Program, Bridge, and Honors courses;
- courses with varying numbers of students (typically anywhere from five in a small graduate seminar to 32 in a literature survey class);
- on-site, online, and hybrid synchronous and asynchronous instruction;
- supervision of independent studies, undergraduate English Honors theses, MA theses, and graduate theses and dissertations in other departments and programs;
- mentorship of GAs who typically teach stand-alone sections of English 1010 and thus must receive regular mentoring from faculty throughout the course of their teaching;
- mentorship of faculty colleagues as teachers.

Definition of Teaching Success:

The department recognizes that a variety of attributes characterize successful teaching. For example:

- challenging students intellectually;
- integrating scholarly and creative work into teaching;
- communicating clearly with students about course content, policies, and deadlines;
- responding to/grading student assignments/exams in a timely and professional manner;
- holding class and office hours according to university policies;
- remaining accessible to students through university email or other approved

- communication;
- addressing student concerns in a timely and professional manner;
- developing and revising curricula, including new courses or significantly adapted courses;
- showing the ability to teach interdisciplinary, collaborative, and online courses;
- working with a range of students, from first-semester freshmen to advanced undergraduates and graduate students;
- working on graduate theses or dissertations and exam committees that are pertinent to faculty areas of expertise;
- composing thoughtful self-evaluations that reflect a coherent pedagogy, recognize pedagogical challenges, and address issues arising from those challenges.

At minimum, all teachers should demonstrate dedication, innovation, and skill in the activities described above. All department members should strive for and demonstrate excellence in both classroom and non-classroom instruction.

Assessment of Teaching:

The quality of teaching should be assessed through a combination of peer evaluations, student evaluations, teaching materials, and self-assessment. We recognize that outstanding teaching is marked not just by transformation of students, but also the ongoing transformation of faculty. As such, we argue that ongoing pedagogical success requires continued introspection, the ability to adapt and change across time, and other markers of pedagogical maturity. We recognize that the assessment of teaching effectiveness is complex, but in general, it should include review of classroom documents such as syllabi, assignment prompts, grading criteria, and the like. Faculty teaching is always evolving, but when patterns of concern present themselves, we expect faculty to address them earnestly. Further, we expect that faculty standards of teaching will improve or stay at a high level over time.

Teaching Standard for Tenure and Extended Term Vote. The department recognizes that, especially at the junior level, not all faculty will have the opportunity to demonstrate every one of the above characteristics of successful teaching. Consistent with teaching assignments and years served, teachers should demonstrate as many of the characteristics of successful teaching as possible.

To achieve tenure, a faculty member must establish a successful teaching record with evidence of ongoing pedagogical development (for example, a growing roster of courses), and a trajectory that reasonably predicts future success.

To achieve extended term status, a lecturer must establish a successful teaching record with evidence of ongoing pedagogical development (for example, a growing roster of courses so far as allowed by course load and assignment), and a trajectory that reasonably predicts future success.

Teaching Standard for Post-Tenure Review. Full and associate professors as well as senior and associate lecturers will be evaluated according to university requirements on the quality of their teaching. Faculty are expected to maintain a consistent record of successful teaching as outlined above.

Teaching Standard for Promotion to Full Professor. Building on the strength of the record established at tenure time, the candidate for full professor will not only demonstrate a successful teaching record but also be a curricular and pedagogical leader.

Indicators of this level of leadership could include: leadership in a particular course or curricular area; development of new courses out of original research; mentorship of colleagues and graduate students in teaching and/or scholarly work.

Additional indicators could demonstrate the positive impact of the candidate's teaching: for example, student work, letters from former students, and evaluations from outside evaluators such as representatives from the Center for Teaching and Learning.

Teaching Standard for the Senior Lecturer Vote. To achieve senior status, a lecturer must maintain a successful teaching record with ongoing evidence of commitment to students, pedagogical strength, and expertise based on professional development in their areas of responsibility.

Indicators of success at this level could include substantial leadership and ongoing expertise in a particular course or curricular area; the ongoing development of new courses; the mentoring of colleagues and students in teaching and scholarly or creative work.

Additional indicators could demonstrate the positive impact of the candidate's teaching: for example, student work, letters from former students, and evaluations from outside reviewers such as representatives from the Center for Teaching and Learning.

The Department's Commitment:

Given the importance of teaching to students and to the careers of all department members, the department will foster the conditions under which excellent teaching can thrive. Our commitment includes a willingness to give faculty members a range of teaching assignments, to engage faculty in ongoing discussions about teaching, and to encourage an awareness that the strongest teaching is informed by scholarship, creative achievement, and professional development. We also commit that the department head will consult with all new faculty and lecturers about departmental teaching expectations.

English Department Statement on Advising Expectations

Edited text suggested by the committee formed at the 8/27/18 retreat (Michael Edson, Kelly Kinney, Michael Knievel Julia Obert) with additional edits by Kelly Kinney. Approved by A&S 2/18/19.

General Principles:

High quality undergraduate and graduate advising is crucial to the teaching and learning mission of our college and university. Mutual respect, trust, and ethical behavior are the foundation of the advising relationship between student and advisor. Advisors are responsible for professionally representing the department, college, and university while advising students. This interaction often leaves a strong and lasting impression on students.

In the Department of English, tenure-line faculty typically have 5% of their job descriptions allocated to advising. Because of their higher teaching load than tenure-line faculty, lecturing faculty in the Department of English generally have 0% of their job duties allocated to advising, though they are expected to serve as informal advisors to students in their classes and to those who otherwise seek their support.

Arts and Sciences Advising Expectations:

High quality advising is essential if we are to maximize the quality of our educational mission. Whether formally assigned advisees or not, all faculty members are expected to contribute to the advising mission at the undergraduate and graduate level. Students are expected to take responsibility for their own educational process. The faculty role is that of advisor, not director or commander. Advisors are expected to provide sound, accurate information to advisees that helps them plan a high quality education.

- Advisors are expected to provide academic advising that includes: course scheduling ensuring the appropriate time to degree; knowledge and/or reference of appropriate university rules and regulations; career choice guidance; and recommendations for participation in such enrichment activities as study abroad, volunteerism, internship opportunities, student clubs/honoraries, and tutoring as needed
- Advisors are expected to be fully informed about the unit's degree requirements as well as requirements at the college and university level including University Studies rules.
- Advisors are expected to review petitions in a timely manner and to carefully review petition requests in an effort to reconcile student requests with university rules and regulations.
- Advisors are expected to provide sufficient advising time for all students. Advisee questions are to be addressed in a reasonable time period—a rule of thumb is 48 hours.
- Advisors are expected to be knowledgeable about various university units that provide students with academic assistance (e.g., the Writing Center or the Oral Communication lab) and refer student to these units when appropriate.
- Advisors should be aware that advising is more than just making sure students are doing well academically. Advisors assist in retention efforts by ensuring student are doing well on a holistic level.
- Career Advisors should note department advising expectations.

English Department Advising Expectations:

In addition to the advising expectations outlined by the College of Arts and Sciences, tenure-line faculty in English also have the following responsibilities:

- Advisors are expected to support students' psychological well-being in relation to their academic success. Thus, advisors should refer student to the University Counseling Center or other available campus and community resources as appropriate.
- Advisors seek additional knowledge as needed and are prepared to guide students regarding enrichment activities such as study abroad, internship opportunities, and student clubs that are connected to the department.
- Although students are ultimately responsible for their successful and timely progress through a program, advisors bear responsibility to maintain clear lines of communication with their advisees, which includes communicating with students over university email in a timely and professional manner; extending office hours to accommodate advisees during peak enrollment periods; inviting advisees to an advising appointment in the weeks running up to peak enrollment periods; and following department guidelines for advising, including guidelines for the distribution of PERC numbers.

Assessment of Advising:

In order to document successful advising, discussion of advising should be included in the candidate's annual review narrative. Additional appropriate documentation may also include documentation of the number of advisees, both formal and informal; a description of advising performed beyond the list of advisees; and a description of any scholarly, teaching, or professional advising with graduate students.

Advising Standard for Tenure and for Post-Tenure Review. Faculty members will have a full advising load as established by the department, although minimal advising responsibilities will be given to first year assistant professors. To meet the needs of students with whom they work, faculty members are expected to provide competent advising, which encompasses knowledge of degree requirements and referral resources. It also requires student advising responsibilities be performed in a timely fashion. Faculty members are expected to participate in collaborative efforts with colleagues to encourage student academic success and to show willingness to engage in mentoring activities that connect students with each other and with faculty.

Advising Standard for Promotion to Full Professor. Faculty members who are being considered for promotion to full professor should demonstrate the following:

- Successful leadership related to student mentoring and retention activities;
- Effective contributions as a role model to students related to advising and mentoring;
- Mentoring of students "as stewards of the discipline, its potential, and its ethics in and beyond the university," including, when appropriate, supporting students in conference presentations and potential publication (["The Pythian Papers on Academic Careers: Best Practices for Promotion to Full Professor,"](#) McCracken-Flesher, 2010).

English Department Statement on Service Expectations

Edited text suggested by the committee formed at the 8/27/18 retreat (Michael Edson, Kelly Kinney, Michael Knievel Julia Obert) with additional edits by Kelly Kinney. Approved by A&S 2/18/19.

General Principles

Faculty service is required to sustain the business of the University and that of academic organizations nationally. Therefore the English Department recognizes that successful faculty careers include a meaningful ongoing service component. In English, faculty and lecturers typically have 5% of their jobs devoted to service and are expected to maintain a consistent record of ongoing service work commensurate with their job description. Service encompasses a broad range of activities in the following categories:

Service to the Department

- Service to the English Department requires all faculty to play active roles in departmental governance. For most, this means participation in departmental committees such as the Personnel Committee, the Curriculum and Assessment Committee, and the Spending and Scholarships Committee, and/or serving as a department representative on Faculty Senate. Generally, we expect a faculty member to serve on one or more standing committees per year and potentially additional ad hoc committees, although this may vary if the faculty member has other service commitments.

Service at the University

- Service on College and University committees;
- Service on the committees of other departments or programs with which a faculty member is affiliated;
- Contribution to extra-curricular student life in an official capacity, such as serving as the faculty advisor to a recognized student organization.

Service in the Community

- Outreach and community service consistent with the mission of the University.

Service to the Academic Field

- Service to professional societies, such as elected office in an academic organization within the faculty member's field;
- Service as an editor or on the editorial board of an academic publishing house, academic journal, or literary magazine;
- Service as a manuscript reviewer for an academic publishing house, academic journal, or literary magazine.

We expect faculty members to be more active in service as their careers develop. While it is appropriate for junior faculty to focus on service to the department, as faculty move up in rank, service to the university and larger scholarly community intensifies.

Assessment of Service:

Documentation of service should be addressed in the annual review and emphasize the complexity, magnitude, and duration of the service provided. Documentation may include self-evaluation in the faculty member's narrative; department chair or faculty evaluation; letters of acknowledgement from community leaders for public service; commendations of faculty, colleagues, and/or university leaders addressing service activities; letters or commendations from scholarly organizations and leaders addressing service activities.

Because service encompasses such a broad range of activities, the department seeks to understand and credit service in a flexible manner. A faculty member can concentrate service in one of the above categories or extend it across categories in any given year, but after promotion to the associate level, service is expected to reach into multiple or potentially even the full range of categories.

There is always more service than can be reasonably accomplished in 5% of a job description. With this in mind, the English Department encourages faculty and lecturers to take on service assignments that they care about and where they can have the greatest impact. Ideally service enriches the faculty member's academic expertise (i.e. serving on the board of a grant giving agency enhances a faculty member's expertise in grant development; serving as a reviewer for an academic journal enhances a faculty member's scholarly expertise).

Service Standard for Tenure and Extended Term Vote. To achieve tenure or extended-term status, faculty and lecturers must demonstrate a service record that reasonably predicts meaningful ongoing service work in the future. At the same time, the department recognizes that before tenure and extended term, faculty and lecturers must primarily focus on developing an appropriate profile in teaching and in research or professional development. Accordingly the service expectation is lower before the tenure and extended term vote than it is afterward. Indeed, in the first year of a faculty career, the department requires no service commitment.

Service Standard for Post-Tenure Review. In post-tenure review, full and associate professors and extended term senior and associate lecturers will be evaluated according to University regulations on the quality and quantity of their service contributions. Because the department holds junior faculty and probationary lecturers to a lower service expectation, it is important that tenured professors and extended term lecturers show a strong commitment to leadership through service. This commitment may include willingness to chair committees and occasionally to take on more time-intensive commitments.

Service Standard for Full Professor and Senior Lecturer Vote. Again, because the department holds junior faculty and probationary lecturers to a lower service expectation, it is important that full professors and senior lecturers show a strong commitment to leadership through service. This commitment may include willingness to chair committees and occasionally to take on more time-intensive service commitments. To achieve full professor or senior lecturer status, faculty and lecturers must demonstrate an ongoing commitment to leadership through service.

English Department Statement on Professional Development for Academic Professional Lecturers

Edited text suggested by the committee formed at the 8/27/18 retreat (Val Pexton, Joyce Stewart, Paul Bergstraesser, David Bray, and Rick Fisher) with additional edits by Kelly Kinney.
Approved by A&S 2/18/19.

General Principles:

Typically Extended Term Academic Professional Lecturers in English are hired with primary responsibility to the undergraduate writing curriculum (e.g. COM courses outside the Major, classes for the Professional Writing Minor, and classes for the Creative Writing Minor). As such, professional development should demonstrably support these ends. In most cases, 7.5% of an APL's time is devoted to professional development aimed at staying current in relevant fields. To support professional development, all probationary and extended term lecturers have a one-course teaching release for professional development each year, and thus typically teach seven sections annually.

The English Department measures successful professional development less in terms of the number of lines on the vita and more in terms of the quality and significance of the work. While not all of the following categories need to be met each year, the goal is for lecturers to create a record of active, ongoing professional development.

Professional Development:

Although the English Department encourages a wide variety of professional development activities, professional development typically may include the following:

Doing research and writing grants to support teaching initiatives, and publishing: The APL in English may participate in a wide range of research, grant writing, and publication consistent with the department's teaching mission, including both individual and collaborative projects at the university, regional, or national levels.

Participation in the activities of relevant professional societies: For the APL in English, participation in professional societies is an important indicator of professional development. Such participation may include attendance at local, regional, and national conferences as well as contributions to professionally recognized conferences, debates, and databases. The fullest mark of engagement at conferences is delivery of a paper or presentation or participation in a session as organizer, chair, or discussant. Advanced-level participation may also include holding office in a professional regional or national organization.

Programmatic development and curricular innovation: For the APL in English, participation may include taking part in the reexamination and redevelopment of existing courses or programs. Such participation may also include research into best pedagogical practices.

Leadership on and off campus: As an APL's career matures, through ongoing professional development the APL should demonstrate greater breadth and versatility of teaching. Specifically, the APL may assist and then lead in developing, redesigning, coordinating, and overseeing curricula.

Leadership may also include mentoring GAs and other junior colleagues, and/or taking on administrative roles in the Writing Center, Bridge Program, Ellbogen Center for Teaching and Learning, or other university or community programs that support English Department work.

Leadership may also be demonstrated through attendance at articulation meetings and involvement in interdisciplinary activities with other institutions that enhance English Department and University goals, as appropriate.

Performance indicators by experience and rank:

ETT/APL (Assistant)

An Assistant Extended Term Track APL demonstrates skills in a range of courses appropriate to assignment. An Assistant APL will likely study and participate in the development, assessment, and redesign of courses and curricula. Conference participation may aspire to the national level.

ET/APL (Associate)

An Associate Extended Term APL undertakes professional development that produces a record of significant contributions to teaching. An APL at this level might pursue university or statewide pedagogical issues. Professional development activities should reflect substantial awareness of the evolution of knowledge and curriculum in the discipline.

ET/APL (Senior)

A Senior Extended Term APL pursues professional development that demonstrates leadership in the design, development, and oversight of curriculum in the discipline. A Senior Lecturer might well participate in national or international discourse on evolving knowledge in the field, and on related curricular developments and pedagogical techniques. This participation could take the form of solicitation or administration of external funding to support teaching initiatives. English further encourages the Senior APL to mentor other teachers, including graduate assistants, other academic professionals, faculty members, or other instructional staff. A Senior Lecturer might make substantive contributions to interdisciplinary teaching efforts or other forms of collaboration or articulation, especially those involving other university departments, community colleges, or high schools.

Distinctions between expectations for associate and senior extended term APL personnel follow University Regulations.