

## **Department of English Procedures for Pedagogical Review of Teaching Assistants, Non-Regular Faculty, and Regular Faculty**

### **Background:**

Every year, the Department of English at Marquette University utilizes Teaching Assistants, Temporary Part-Time Faculty (Lecturers), Temporary Full-Time Faculty (Visiting Assistant and Associate Professors), and regular faculty to teach a variety of classes. Regular faculty teach primarily at the upper-division and graduate levels; Teaching Assistants and non-regular faculty teach primarily in the First Year English program and in the various Sophomore-level service courses for the College and University Cores, but as occasion demands some also teach in upper-division courses designed primarily for majors. In a typical year, 33 Teaching Assistants teach in the Department, 24 Lecturers, 4 Visiting Assistant Professors, 1 Visiting Associate Professor, 1 Visiting Full Professor, and 29 regular faculty. In every group, some faculty may have several years of experience, whether at Marquette in particular or in university-instruction in general, and some may be relatively new to the profession.

### **Objectives:**

Given the significant contributions of all faculty to the staffing of English courses and the benefits that accrue to the Department in general from individual efforts, English has a professional responsibility to review and mentor all these teachers in the most effective ways possible. Such mentoring needs to attend to both to the evaluation of their classroom efforts and also to their development as professionals. It needs to be constructive, not invasive, and it needs to recognize the various service demands that already occupy faculty.

### **Procedures:**

*Teaching Assistants* participating in the First Year English program are mentored through that program, which includes visitation of their classes by members of the First Year English Committee: twice during the first year of teaching, once during the second, and once every other year thereafter. Lecturers whose teaching is wholly or largely in the First Year English program experience similar mentoring through the First Year English Committee. In addition, all Teaching Assistants new to the First Year Program participate in a mandatory two-week, all-day orientation prior to the beginning of classes, a fall-semester practicum, and, unless they have had its equivalent elsewhere, English 290 (Studies in Rhetorical Theory). Additional information on visitation in the First Year English program is available in the document "Policy and Procedures for Classroom Observation by Faculty."

*Teaching Assistants, Lecturers, and Assistant Professors* whose teaching is wholly or largely in Sophomore-level or Upper-division courses are mentored in three ways. First, at the beginning of every academic year they are invited to a Departmental orientation at which the Chair and Director of Undergraduate Studies discuss some general features of the Sophomore courses, the Marquette Academic year, and the workings of the Department and its majors; this orientation includes a brief introduction to Departmental policies and procedures. Second, during both the fall and spring semesters, the Director of Undergraduate Studies organizes meetings of all faculty, both regular and non-regular, who teach Sophomore-level courses. These meetings, which may involve faculty from all of the seven relevant courses or only from those teaching a particular historical or generic survey, are forums for consideration of pedagogical procedures, grading, syllabus construction, course objectives, and so forth. And third, in their first year of teaching in the Department and again once thereafter, at least one class of each of these faculty is visited by one member of the regular faculty as part of an annual service assignment; additional visits will take place according to the desire of individual faculty or as occasion dictates. These classroom visits are part of a dynamic process whereby faculty are urged to visit each others' courses both to mentor one another in the classroom and to provide opportunities for reflection

on their own teaching. The visitation procedure therefore includes the opportunity for non-regular faculty to visit classes of their regular faculty mentors, individual conferences to discuss teaching strategies, and a formal letter written for the non-regular faculty member's Marquette file but also copied to the instructor and usable as a letter of reference.

Among regular faculty, all *non-tenured Assistant Professors* are each year paired with members of the tenured faculty who typically visit at least one of their classes, invite them to sit in on their own classes, discuss teaching strategies with them, and write evaluative reports for the annual review files, copies of which are given to the junior faculty. These mentoring pairs are annually created by the Coordinator of Peer Visitation and change from year to year. Additionally, both junior and senior faculty participate in the meetings devoted to the Sophomore-level courses and in the review processes described in the document "Departmental Procedures for Tenure and Promotion of Regular, Tenure-Track Faculty." Letters from such peer reviews of teaching are a required element of a P&T dossier.

Among regular faculty, all *Associate Professors* are paired **during the triennial review year (or more frequently at the request of an Associate Professor)** with members of the senior faculty who typically visit at least one of their classes, invite them to sit in on their own classes, discuss teaching strategies with them, and write evaluative reports for the annual review files, copies of which are given to the Associate Professors. Letters from such peer reviews of teaching are a required element of a P&T dossier.

Unanimously approved: March 3, 2003

Clarified March 18, 2008