A Manual of Policies and Procedures of the Department of Literature and Philosophy

With other information of interest to faculty, especially new faculty members. This Manual should be consulted in conjunction with the College of Liberal Arts and Social Sciences Manual of Policies and Procedures.

Last Revised: 12 May 2011
Table of Contents

Teaching Areas ............................................................................................................................................. 3
Faculty Hiring .................................................................................................................................................. 4
Annual Self-Evaluation ............................................................................................................................... 5
Department of Literature and Philosophy Annual Self-Evaluation Form .............................................. 6
College of Liberal Arts and Social Sciences Annual Faculty Evaluation ............................................. 7
First- and Third-Year Evaluations ................................................................................................................ 8
Promotion and Tenure ................................................................................................................................. 9
College and Department Tenure and Promotion Review Committees .............................................. 16
CLASS Policy on Post-Tenure Review .................................................................................................... 17
ENGL 2111 & 2112 Student Learning Outcomes .................................................................................. 20
Literature Program Goals and Student Learning Outcomes .................................................................... 21
Philosophy Program Goals and Student Learning Outcomes ................................................................. 22
The M.A. Program and Information on Graduate Faculty Status ............................................................ 23
Graduate Assistants ..................................................................................................................................... 24
Graduate Apprenticing: Guidelines ......................................................................................................... 25
The Business of Department Meetings ..................................................................................................... 26
Department Committees and Guidelines for Committee Business ....................................................... 29
Priorities for Reassigned Time ................................................................................................................. 31
Policy on Summer Teaching ...................................................................................................................... 32
New Courses ............................................................................................................................................... 33
University Policies for Instructors ............................................................................................................ 34
Final Examination Schedule (A Note to Students Concerning University Policy) .................................. 35
Independent Study and Overrides ............................................................................................................. 36
Travel Funds ............................................................................................................................................... 37
Copying ...................................................................................................................................................... 39
Department Policy on Temporary Faculty ............................................................................................... 40
Department Policy on Teaching Loads .................................................................................................... 41
Teaching Areas

The Department of Literature and Philosophy teaches courses in the following areas:

A. B.A. in English
B. M.A. in English
C. B.A. in Philosophy
D. General Program: the Core World Literature survey courses (2111 and 2112); Humanities courses; Religious Studies 2130
E. Minor Programs within the department: Religious Studies and Irish Studies
F. Other Minor Programs, including African-American Studies, American Studies, Comparative Literature, Film Studies, International Studies, and Women’s and Gender Studies
Faculty Hiring

The department hires faculty to meet particular areas of need within its programs. The Chair, in consultation with and upon the advice of program area committees, determines hiring descriptions for these positions. The Chair of the search committee, in consultation with the Chair of the department, will also distribute a draft of the job search description via e-mail to the department and solicit feedback from faculty before posting it to national media, such as the Chronicle for Higher Education and the MLA Job Information List. All tenure-track positions are advertised on a national basis, with serious efforts made toward hiring through affirmative action. Such positions offer to the faculty hired into them the expectation of regular teaching assignments within the advertised areas consistent with growth and development by the faculty member.

The department Chair will appoint from the other members of the department the chair of the search committee and at least three other members. All faculty members are urged to meet all job candidates and attend their presentations. After all campus visits are complete, faculty will turn in written evaluations of each candidate, including rating them “acceptable” or “unacceptable” and ranking them from most preferred to least. These evaluations will be sent to the search committee, who will tally the rankings and, in a meeting, report to the department on the vote tally and the written evaluations, including the committee’s own recommendation. The department will vote to rank the candidates in order of preference, and this information, along with the faculty’s and the committee’s comments, will be forwarded to the Dean.
Annual Self-Evaluation

1. During the fall semester, the department Chair solicits from members of the department data on their teaching, their service to the institution, and their scholarship since the last annual evaluation. The faculty member submits these data to the Chair on the "Annual Self-Evaluation Form." For information on these categories, consult the appropriate pages in the most recent CLASS Policy Manual.

2. Using this information, together with any other materials the faculty member wishes to submit, the Chair evaluates the performance of each member of the department relative to the performance of all other members of the department.

3. The Chair gives the faculty member a written copy of the evaluation before meeting with the faculty member to discuss it.

4. The categories for evaluation in CLASS are:
   - Unacceptable
   - Needs improvement
   - Meets expectations
   - Exceeds expectations
   - Exceptional

5. The Annual Evaluation becomes the basis for the Chair’s recommendation of merit salary increases (when such monies are available).
Department of Literature and Philosophy
Annual Self-Evaluation Form

for the period __________ to __________

Name:          Date:

Use the space below to indicate what you consider to be the academic highlight for you for the calendar year, and include a brief explanation.

1. Quality of teaching (any data you wish to provide on your teaching effectiveness, including student evaluations).

2. Grants received, pending, or in preparation.

3. Scholarly Activity (This section should be typed in bibliographical format).
   A. Research or creative projects in progress, recently completed, accepted but not yet published.
   B. Publications, including book reviews in referred scholarly or creative journals.
   C. Editorial work.

4. Special events you have conducted or participated in. Please include all the pertinent data, including where the event took place, your role in the activity, the organization holding the event, and the date (see the attached examples).
   A. Seminars, institutes, workshops, short courses, conferences, special lectures.
   B. Professional meetings (indicate papers read or sessions chaired).

5. Service to the department, college, or state (advising or counseling, work on committees, councils, Faculty Senate, participation in student organizations).

6. Positions held in professional organizations and agencies or on boards.

7. Honors received and any other items to be considered in this evaluation.
College of Liberal Arts and Social Sciences
Annual Faculty Evaluation

Faculty Member:       Period Covered:

Department of:

1. TEACHING

☐ Unacceptable ☐ Needs Improvement ☐ Fully Acceptable ☐ Exceeds Expectations ☐ Exceptional

Comments:

2. SCHOLARSHIP/RESEARCH/CREATIVE ACTIVITY

☐ Unacceptable ☐ Needs Improvement ☐ Fully Acceptable ☐ Exceeds Expectations ☐ Exceptional

Comments:

3. SERVICE

☐ Unacceptable ☐ Needs Improvement ☐ Fully Acceptable ☐ Exceeds Expectations ☐ Exceptional

Comments:

4. OVERALL

☐ Unacceptable ☐ Needs Improvement ☐ Fully Acceptable ☐ Exceeds Expectations ☐ Exceptional

Comments:

___________________________________  ___________________________________
Signature of Chair   Date  Signature of Faculty Member  Date

By signing this form, the faculty member is indicating that he or she has seen its contents, not necessarily that he or she agrees with the evaluation itself. The faculty member may attach a response.
First- and Third-Year Evaluations

Procedure to be followed by the department in conducting the first-year evaluation of non-tenured, tenure-track faculty

In the first year of the new faculty member's appointment,

1. Before the end of February, two peer visits will be made, one of these by the department Chair and the other consisting of a two-person committee, one chosen by the Chair, one by the faculty member being evaluated. The visiting faculty members will write an official report of each visit and discuss the report with the new faculty member.

2. The department Chair solicits written recommendations from faculty concerning the faculty member's retention.

Procedure to be followed by the department in conducting the third-year evaluation of non-tenured, tenure-track faculty

In the spring of the third year,

1. The faculty member submits a brief statement concerning his or her work at Georgia Southern University. Materials should include scholarship, service, and teaching in addition to vita, syllabi of all courses taught, student evaluations for every class, a sheaf of representative graded essays and marked tests, and copies of the final grade sheets.

2. The tenured faculty and Chair of the department meet to discuss the merits of the candidate. Confidentiality will be respected.

3. Within five working days, tenured faculty will submit written comments to the Chair.

4. The Chair meets with the candidate to inform him or her of the recommendation.

5. The Chair will inform the tenured faculty about his recommendation by email.

6. The Chair then forwards his or her recommendation to the Dean.

Successful completion of the third-year review calls for evidence of progress toward meeting tenure requirements (see next page).
Promotion and Tenure

Academic tenure is an arrangement under which faculty appointments, after successful completion of a probationary period, are continued until resignation or retirement. Tenured faculty members are subject to dismissal only for adequate cause, unavoidable termination on account of genuine and demonstrable exigency, or elimination or reduction of an institutional program. The probationary period is that period of professional service during which a faculty member does not hold tenure and is carefully and systematically observed by colleagues for the purpose of evaluation of professional qualifications and performance. At the end of this period, the faculty member is reviewed and either receives tenure or is not reappointed. To be eligible for tenure in the College of Liberal Arts and Social Sciences, a faculty member normally must hold the rank of associate professor or professor or be promoted to the rank of associate professor when tenure is awarded. As the requirements for promotion to associate professor are the same requirements for receiving tenure, promotion to associate professor and tenure will typically be considered and awarded or denied at the same time. In ordinary circumstances (i.e., tenure-track, rank of assistant professor, no probationary credit), faculty members will be considered for tenure during their sixth year of tenure-track service. Faculty who can demonstrate clearly outstanding performance in all three areas of evaluation may choose, however, to apply for tenure in their fifth year.

Newly-appointed faculty with prior full-time service may be credited with up to three years of probationary service as per the tenure policy outlined in Section 209 in the Georgia Southern University Faculty Handbook. Such faculty shall be notified in writing at the time of appointment as to how many years of probationary service credit are being given and therefore how long the reduced probationary period of service shall be. A faculty member who has been granted probationary credit will be considered for tenure according to the reduced period of service, unless the faculty member notifies the dean in writing by September 1 of the year in which the faculty member is first eligible for tenure that he or she has chosen not to use the probationary credit granted. If a faculty member elects not to use the probationary credit granted, then he or she will not be considered for tenure until the sixth year of service at Georgia Southern University.

Faculty members who apply and are not recommended for tenure in the minimum time of five years or who use probationary credit and are not recommended in the minimum time may apply for tenure only once more.

Criteria for Promotion and Tenure

The awarding of tenure and/or promotion in rank is a holistic determination based on the totality of a faculty member’s accomplishments. The primary criteria for promotion and/or tenure in the College of Liberal Arts and Social Sciences are effective teaching, the consistent and sustained production of peer-reviewed scholarship and/or creative works, and a demonstrable record of service. Significant weight also will be given to seeking and obtaining extramural grants and contracts where feasible in the discipline; ongoing professional development will also be evaluated. Within these general guidelines established by the College, the department establishes these criteria for tenure and promotion:
For promotion and/or tenure at the rank of associate professor:

Except in cases of clearly outstanding performance in all three areas of evaluation, the candidate shall have served four years or more at the institution as an Assistant Professor and possess a demonstrated record of meaningful professional activity. This must include:

1. The appropriate terminal degree.

2. Evidence of effective teaching:

   Teaching is a major determinant in a successful application for promotion and tenure. Candidates are expected to show evidence of noteworthy accomplishment in teaching at various levels, according to their teaching assignments. Effective teaching is reflective, student-centered, respectful of the diversity of students, adapted to various learning styles, and focused on student learning outcomes. Teaching activity typically involves teaching in the classroom; direction of research; and development of new courses, programs, and other curricular materials, including, where appropriate, the development of online courses. Judgments of the quality of teaching activities are based on measures such as annual self-evaluations, peer evaluations (done in the candidate’s first year and recommended again during the third year and at other times, if desired), student ratings of instruction, and examination of course syllabi and other course materials.

3. Scholarship:

   Consistent and sustained production of peer-reviewed scholarship is expected for tenure and promotion considerations. Faculty must show strong evidence of scholarly achievement through peer-reviewed publications and by other scholarly activities, as outlined in the categories below. Scholarly production will be evaluated holistically, both in terms of quantity and quality. To qualify for tenure and/or promotion, a candidate will produce scholarship of the type represented in category A. Additional scholarship represented by categories B and C will bolster a candidate’s portfolio, but cannot substitute for deficiencies in category-A type scholarship. For those coming to Georgia Southern with probationary credit, scholarly work done at previous institutions will be taken into account, but the applicant must present evidence of continued significant scholarship since joining this department.

   **Category A**
   
   - (Note: Must be original, *published* peer-reviewed materials. *Published* includes materials accepted for publication as verified by the appropriate letters from journals or presses. Materials submitted but not yet accepted will not be considered for this category; see Category C.)
   - Scholarly article or book chapter
   - Book
   - Edited book, such as a monograph or collection of articles, letters, or other documents
   - Discipline-related textbook
• Book-length translation
• Critical edition
• Full-length or otherwise substantial discipline-related creative piece such as a novel, novella, play, or collection of creative non-fiction pieces
• Research-related grant award with substantial external funding

Category B
• Presentation of an original scholarly paper at a discipline-related conference (local, regional, national, international)
• Book review in a discipline-related journal
• Publication of an edited volume of a discipline-related journal
• Invited scholarly presentation to a group of academic peers
• Peer- or editorially-reviewed publication of briefer, discipline-related pieces such as poems, short stories, or creative non-fiction essays
• Major textbook revision
• Presentation of a discipline-related workshop to academic peers
• Peer-reviewed publication of a significantly revised/expanded previously published article
• Materials from Category A that are not peer-reviewed but that are recognized as high quality by departmental peers

Category C
• Invited, discipline-related presentation to the general public
• Submission of research-related external grant proposal
• Review of an article for a discipline-related journal
• Review for a publisher of a discipline-related text
• Submission for publication of work not yet counted in Categories A or B
• Less rigorous items from Category B

4. Service:

This may include departmental service such as committee work, developing and maintaining new programs, participating in departmental colloquia or workshops, advising students, serving on search committees, and web site development. University service may include serving on the Faculty Senate or on university-wide committees; organizing conferences, speakers, or performances; and being faculty advisor to student organizations. Service to the profession may include holding office in regional or national associations, consultation, or website development and maintenance.

For promotion and/or tenure at the rank of professor:

Except in cases of clearly outstanding performance in all three areas of evaluation, the candidate shall have served five or more years at the institution as an Associate Professor and possess a record of distinguished professional activity. This must include:
1. **The appropriate terminal degree in the discipline.**

2. Consistent evidence of **effective teaching**; such evidence will include informed opinions of peers, student evaluations, and teaching-related honors and initiatives.

3. Significant and sustained peer-reviewed **scholarship** demonstrating a commitment to a lifetime of productivity. Such commitment will be measured by an ongoing record of substantial publications such as books, book chapters, or a significant number of articles in peer-reviewed journals.

4. As faculty members progress through the ranks, they should also expand their **service**, so that by the time they come to consideration for promotion to Professor, they should demonstrate significant service to the university, the profession, or the community. Community service would be that which draws upon the candidate’s professional skills, such as teaching, research, or consultation.

**Application Procedure**

Our department uses a promotion and tenure committee comprised of all its tenured faculty members. We recognize the College’s stipulation that "a majority of the committee must hold the rank of associate professor or professor." This has normally been the case in our department. Should conditions change in the future, we will reconstitute the committee to meet the requirements set forth by the College.

Although tenured associate professors may serve on department promotion and tenure committees, they may not vote on candidates for promotion and/or tenure at the rank of professor; only full professors may vote on promotion to that rank. In the event that a department has fewer than five faculty members eligible to serve or vote as part of the promotion and tenure committee, the dean will consult with the department chair and appoint additional eligible faculty members from within the College to bring the committee up to five voting members.

In the spring before candidates go up for tenure and/or promotion, the chair will meet with them as a group or individually and inform them of all the requirements and deadlines for the upcoming summer and fall terms.

Candidates for tenure and/or promotion should submit their completed dossiers to the department no later than September 1.

The department chair and the chair of the department’s Tenure and Promotion Committee will review the candidates’ dossiers before making them available to the entire committee to make sure that the dossiers are complete and in good order.

The promotion and tenure committee members will review candidates’ dossiers. The committee will have a confidential meeting, at which a vote will be taken by closed paper ballot. Two committee members will count and confirm the results and present the tally to the committee. The promotion and tenure committee’s recommendation to the chair should be made in the form
of a memorandum that identifies the members of the committee and reports the committee’s vote (e.g. 4 votes in favor, 2 against) and supporting rationale. The committee chair will write the memorandum in consultation with the committee.

Committee members may also individually send written comments to the chair, which the chair may consult and use in writing the cover letter that accompanies candidates’ application dossiers. All such written comments must be received within five working days after the committee’s meeting to discuss the candidates’ applications. When a department chair is a candidate for promotion, the committee’s memorandum and recommendation will be provided to the dean.

The chair reviews written comments from committee members, discussion during the committee meeting, and the committee’s vote and supporting information included in the memorandum. The chair may use these materials to help detail the cover letter to the Dean, but the chair’s recommendation to the Dean is independent of the committee’s recommendation.

Before sending their completed dossiers to the dean, the department chair will meet with all candidates individually to present the chair’s cover letter and the committee’s memorandum, including the results of the vote. When these materials are forwarded to the dean, the chair’s recommendation about each candidate will be made available to the faculty.

By October 1 of each year, our department will provide the dean with the following items for each candidate seeking promotion and/or tenure:

1. Required cover materials, including a completed promotion and/or tenure application form.
2. A cover letter from our chair detailing his or her recommendation to the dean on the faculty member’s candidacy for promotion and/or tenure.
3. A copy of the department promotion and tenure committee’s memorandum to the department chair regarding the candidate.
4. A current *curriculum vitae* in approved format. While works in progress or submitted works may be separately listed, works in press must be accompanied by a letter from the journal or publisher.
5. A personal narrative of accomplishments in teaching, scholarship, and service.
6. Pre-Tenure Review (if not yet tenured).
7. All annual reviews and any documents or information produced in response to such reviews.
8. Summary of student ratings of instruction.
9. Evidence of peer evaluation of instruction.
10. External letters of evaluation of scholarship
11. A list of accompanying supplemental material.
12. Other supporting materials that the applicant believes will strengthen the application, including copies of publications and conference papers.

Items 1 through 11 will be submitted in a single 1.5" notebook with supporting materials submitted separately. Additional supporting material should be submitted in one file:"banker’s"-box.
After materials are submitted, only the dean may alter the packet, following consultation with the department chair, based on verified significant accomplishments or other information that has become available since the packet was submitted and only with written notification to the candidate.

The applicant’s dossier will be reviewed by the College Personnel Review Committee, which will make a recommendation to the dean for each applicant for promotion and/or tenure. The recommendations of the College Personnel Review Committee are advisory to the dean.

At the dean’s discretion, promotion applications may also be reviewed by the College Advisory Council.

The dean reviews the materials submitted by the candidates, considers the recommendations of the College Personnel Review Committee, and makes his or her final recommendation to the provost.

Faculty members will be notified in writing at each level of review concerning the recommendation.

**External Review of Scholarship**

The College of Liberal Arts and Social Sciences values the comment of peers within our disciplines as a part of the promotion and tenure process; therefore, external review of scholarship will be required for tenure and/or promotion to the rank of associate professor or professor. To implement external review of scholarship, the department will follow these procedures:

1. The process will be initiated by the faculty member, who will compile a list of four or five potential reviewers (with contact information) and provide these to the department chair on or before October 15 prior to the academic year in which tenure and/or promotion materials are to be submitted. The proposed external reviewers should be specialists in one or more of the candidate’s fields of publication, which the candidate will verify. External reviewers should not be former professors or thesis/dissertation committee members of the candidate, nor should they be co-authors of publications that appear on the candidate’s vita. Normally, external reviewers should be tenured members of the academy and hold the equivalent or higher rank at their respective institutions as the rank sought by the applicant. In cases where candidates seek promotion and tenure in the same year, external review for promotion will also serve as the candidates’ external review for tenure.

2. The department chair, in consultation with the promotion committee chair, must solicit at least three external reviewers and add their letters of evaluation to the applicant’s dossier. Normally, the chair will use the list of reviewers submitted by the faculty member to select external referees, reserving the right to solicit letters from individuals not on the list.
3. If a reviewer declines to evaluate the faculty member’s scholarship, the chair will contact other people on the list, if necessary scheduling another meeting with the candidate to add additional names. The chair will keep the faculty member informed about progress in procuring three reviewers.

4. The letter to potential reviewers will include the following:
   
   • The name of the candidate, his or her discipline, and area(s) of scholarly activity, and the rank being sought.
   
   • A request that the reviewer comment on the candidate’s scholarly accomplishments in the context of his field and evaluate his or her potential for future development. Included will be the department’s research and publication expectations for tenure and promotion to associate professor, and for promotion to full professor. The letter should not solicit comments about teaching or service or a recommendation for or against promotion.
   
   • Mention of the deadline of July 1 for the department chair to receive the reviewer’s letter.
   
   • A request to accept or decline a review of the candidate’s scholarship within two weeks of receipt of the communication.

5. The candidate will prepare packets of publications, which the chair will send to the reviewers. The department will provide the costs of procuring or copying those publications, and for mailing them, if necessary.

6. If a reviewer fails to submit a candidate’s review by the July 1 deadline, the chair will request an immediate submission.

7. After the review is completed, the chair will send a letter of thanks to each reviewer.

**Appeal Procedure**

If an applicant has not been recommended for promotion and/or tenure at the departmental level, the applicant must notify the dean in writing by October 10 that he or she wishes to appeal the departmental recommendation and state his or her reasons for appeal in a memorandum. The appealing candidate’s memorandum will be added to the application materials and will be reviewed by the College Personnel Review Committee and the dean.

If an applicant has not been recommended for promotion and/or tenure by the dean, the applicant may appeal this decision to the provost, following University guidelines.

Once submitted, all applications will proceed through the process. Withdrawn applications will not be reviewed by the College but may be reviewed by the provost.
**College and Department Tenure and Promotion Review Committees**

The dossiers of applicants for tenure and/or promotion will be reviewed by the College Personnel Review Committee. The committee will consist of one elected representative from each department in the college. Terms of service on the committee will be two years, with staggered expiration of terms when possible. In accordance with College policy, our department’s elected representative to the College committee must be tenured and hold the rank of professor. Faculty may not serve in this position during their post-tenure review year. In the event that no faculty member from the department meets these criteria, the department may elect a tenured associate professor to serve on the committee, but that person may not review the dossiers of candidates for promotion to professor.

The department will elect a faculty member to chair its own Tenure and Promotion Committee. This person may also serve concurrently as the department’s elected representative to the College Personnel Review Committee, provided that he or she is a tenured professor. Election to this position will be held before March 1.
CLASS Policy on Post-Tenure Review

A. Regular Procedure

1. All tenured faculty in the College of Liberal Arts and Social Sciences will undergo a thorough review on a regular basis (refer to section 212 of the Faculty Handbook).

2. Each faculty member’s Post-Tenure Review will occur on a rotating five-year schedule. The five-year period will begin with the faculty member’s last major personnel decision (i.e., tenure or promotion to any rank). This schedule of reviews will be maintained by the Dean’s Office and verified by the Provost.

3. Post-Tenure Reviews will then continue every five years until the faculty member submits to the Dean a written statement of his or her intention to retire within the next five years.

4. A faculty member’s five-year evaluation period may be interrupted by a change of status (for instance, a full-time administrative assignment) or promotion. In these cases, a new five-year interval will be set.

5. In the College of Liberal Arts and Social Sciences, all Post-Tenure Reviews take place at the College level.

6. By February 3 of a faculty member’s review year, the candidate will submit the following items to the College:

   - A current curriculum vitae in standard format on Digital Measures.
   - A department Chair’s evaluation specifically written for the purpose of the Post-Tenure Review. The candidate will have access to this letter prior to its submission to the college.
   - A written observation by the Chair based on a class visit, to which the candidate will have access prior to its submission to the college.
   - The results of the candidate’s most recent evaluation by the department
   - Summaries of student ratings of instruction
   - Student comments from ratings of instruction for selected courses (Optional)
   - Results of peer evaluations
   - Sample course materials
   - Representative publications
   - Photographs, recordings, or summaries of creative works, if applicable
   - A set of goals to be accomplished during the next five-year period
   - Progress towards completing the most recent of five-year goals, if applicable

7. The Dean will appoint a single committee of six faculty members to review the materials submitted by all faculty members undergoing review that year. The Post-Tenure Review Committee will consist of:
8. The Committee will be instructed to evaluate faculty members in each of the following areas: teaching, scholarship/research/creative activity, and service. Teaching, however, will be given the greatest importance by the committee.

9. Each faculty member’s participation in faculty development activities will also be recognized.

10. Where appropriate, the Committee may also evaluate the faculty member’s progress towards promotion.

11. The Committee will forward to the Dean one of the following recommendations for each candidate:
   - The faculty member is meeting the College’s expectations for performance and no specific recommendations for improvement are necessary.
   - The faculty member is meeting the College’s standards for performance but it is recommended that improvements be made. [State specific recommendations.]
   - The faculty member is not meeting the College’s standards for performance. [State specific areas of concern.]

12. The Dean will review all recommendations of the Post-Tenure Review Committee and all materials submitted by the candidates.

13. The Dean will make a final evaluation and convey the result, in writing, to the faculty member, the department Chair, and the Provost.

14. A copy of the Dean’s evaluation will become a permanent part of the faculty member’s file at both the department and College levels.

B. Appeal Procedure

1. A faculty member who wishes to appeal a Post-Tenure Review may do so either informally or formally.

2. In an informal appeal, the faculty member appends a response to the Dean’s evaluation. Both documents are placed in the faculty member’s file at the departmental and College levels. A copy of the response is also sent to the provost.

3. In a formal appeal, the faculty member requests that a Dean’s decision be reviewed by the Provost. During formal appeals, the Dean forwards all materials reviewed during the Post-Tenure Review to the office of the provost.

C. Remediation of Deficiencies
1. Faculty member whose level of performance was regarded as unsatisfactory or for whom recommendations for improvement were made by the Post-Tenure Review Committee or the Dean’s own evaluation will be given a list of specific deficiencies and a timetable by which these deficiencies should be remedied.

2. In some cases, faculty development funding may be allocated to allow faculty members to assist with their remediation efforts.

3. In cases where severe or chronic deficiencies are found, or in cases where deficiencies have not been remedied according to the timetable provided, the Dean may recommend that the faculty member be dismissed. In these extreme cases, the Dean will follow the University’s policy on the removal of tenure or non-tenured faculty. See Section 211.02 of the Faculty Handbook.
ENGL 2111 & 2112 Student Learning Outcomes

These objectives should be included in all ENGL 2111 & 2112 syllabi.

Upon successful completion of this course, a student should be able to:

- Demonstrate familiarity with literary language, periods, and genres.
- Construct written interpretations of literary texts in their intellectual, cultural, social, and historical contexts.
- Illustrate and analyze the commonalities and distinctive features of literatures produced by different world cultures.
Literature Program Goals and Student Learning Outcomes

Literature Program Goals

As a student graduating in Literature from Georgia Southern University, you should be able to demonstrate the following:

1. A knowledge of literary periods, movements, genres, and authors that is informed by historical awareness, literary criticism, and theory.
2. The ability to analyze, synthesize, and evaluate a variety of texts.
3. The ability to communicate in a clear and concise manner for a variety of audiences.
4. The ability to incorporate, engage, and utilize well-planned and executed research.

Literature Program Student Learning Outcomes

Upon completion of the English B.A., a student should be able to:

1a. Demonstrate an ability to situate and interpret texts in their historical and cultural contexts.
1b. Utilize appropriate literary criticism and theory in discussing assigned texts.
2a. Recognize the underlying structures inherent in the assigned texts.
2b. Make connections between various works of literature.
3a. Write with clarity and precision concerning assigned texts.
3b. Demonstrate an awareness of various audiences for presentations of written work.
4a. Critically engage the ideas of other scholars.
4b. Incorporate research in writing about assigned texts.
Philosophy Program Goals and Student Learning Outcomes

Philosophy Program Goals

As a student graduating in Philosophy from Georgia Southern University, you should be able to demonstrate the following:

1. A knowledge of the major philosophers and their theories, major philosophical fields, and ethical theories in the western tradition.

2. Skill in critical thinking and argument evaluation.

3. The ability to understand, interpret, and evaluate philosophical arguments.

4. The ability to communicate your ideas in a clear, concise, and persuasive manner, providing reasons and arguments for your views, and utilizing correct grammar and punctuation.

Philosophy Program Student Learning Outcomes

Upon completion of the Philosophy B.A., a student should be able to:

1. Demonstrate an ability to explicate major fields, philosophers and theories.

2a. Utilize appropriate critical thinking skills.

2b. Support his or her positions with well-reasoned argumentation.

3a. Demonstrate an understanding of philosophical arguments.

3b. Present personal interpretations and evaluations of philosophical arguments.

4a. Present his or her thoughts on a philosophical topic in a clear, concise, and persuasive manner.

4b. Follow all the standards of academic writing within his or her papers.

5. Critically engage the ideas of other scholars.
The M.A. Program and Information on Graduate Faculty Status

The M.A. Program

The M.A. program is designed to develop scholars with critical and comprehensive understanding of studies in English and literature. While offering the opportunity of specializing in one of the various areas of study in the department, the program asks students to ground their interests in a wide and flexible appreciation of literary history and criticism.

The M.A. program is conceived as one which will serve graduate students in several ways. It will help them develop critical acumen and mature habits of reasoning about literary problems and texts and familiarize them with a broad spectrum of literary types and periods and allow them to acquire special knowledge and advanced understanding of literature and literary research. The program is designed to be complete in itself or to prepare students for further graduate study at the doctoral level.

Information on Graduate Faculty Status

For information on joining the Graduate Faculty and its privileges and responsibilities; please see the document "Jack N. Averitt College of Graduate Studies: Graduate Faculty Status" available at http://cogs.georgiasouthern.edu/gradfaculty.htm.
Graduate Assistants

The Department of Literature and Philosophy usually is granted seven or eight graduate assistants for the academic year. They work twenty hours a week. They must take at least nine hours of courses and not more than twelve.

Their duties have been the following:

1. serving as teaching apprentices in our General Program--i.e. assisting in the instruction of the sophomore literature courses. See the Guidelines for a description of this assignment. Usually this assignment is for eight or nine of the student’s workload;

2. serving as research assistants to faculty engaged in scholarly projects. Usually this assignment is for four hours of the student's work load;

3. serving in the Writing Center as tutors.

Graduate assistants may also be assigned to other duties as needs present themselves, such as assisting with conferences sponsored by the department or helping with editorial work on one of the journals housed within the department. Assignments for graduate students are never merely or mainly work that work-study students might just as well perform. It must be an activity that promotes the professional growth and development of the graduate student.

At the end of each semester, the graduate director will issue a call for faculty requests for use of graduate assistants. The director assigns students on the bases of equity and the merit of the project.
Graduate Apprenticing: Guidelines

The apprenticeship for English 2111 and 2112 counts for eight of the graduate student’s twenty-hour work load, nine if the student is apprenticing in a large World Literature section.

The apprentice should meet with the instructor at the end of fall semester or the beginning of spring semester to discuss particulars of the apprenticeship, including contents of the course syllabus and the instructor’s philosophy and goals, etc. It is the instructor’s responsibility to provide the course text(s) for the apprentice.

The apprentice should be present for all class meetings and should read all the material on the syllabus unless otherwise approved by the instructor. This is very important. Should the instructor suddenly become ill or called away, the graduate apprentice would be expected to fill in on very short notice.

The apprentice should teach the equivalent of at least three classes per semester, but no more than five. The instructor should be present when the apprentice teaches and should confer with the apprentice about his or her teaching after each teaching performance.

Instructors will probably wish to talk informally with apprentices once or twice a week before or after class about course procedures, such as the instructor’s teaching strategies.

Apprentices may be asked to grade quizzes and parts of tests, e.g. objective parts of tests and/or, with at least initial supervision, some essay questions. At least three-fifths of each test should be graded by the instructor. Apprentices may be asked to administer tests.

Apprentices should not be asked to perform research for teachers. Smaller chores, such as helping with library reserves for the apprenticing course, would seem a useful task for apprentices. In no instance should an apprentice be asked to help with or attend a class other than what is stated on the Assignment Sheet.

During the last regular class week of the semester, assistants need attend only one class in order to have more time to work on assignments for the classes they are taking. This should be worked out between teacher and apprentice. Assistants should be available, though, during exams to help grade finals or help with other aspects of the course, such as computing grades.

At the end of the semester, before leaving for the break, apprentices and instructors will submit to the graduate director brief accounts (250 words or so) of the experiences.
The Business of Department Meetings

Procedures for Bringing Motions Before the Department

1. Faculty should whenever possible first direct concerns, proposed motions, and suggestions for change in departmental policies and procedures to the Chair of the appropriate committee. The action that the committee takes on the proposal, whether it be positive or negative, will be reported at a future departmental meeting. For issues not part of the committee process, the item "New Business" should be added to each meeting agenda. Voting on New Business should not take place during the initial meeting at which the issue is discussed.

2. Committees receiving proposals from individual faculty members must act upon them as expeditiously as possible, normally within one month. Committees should also act upon the proposals expeditiously, normally within the semester the proposals are forwarded to the committee.

3. Recommendations from committees must come to the department at the next available department meeting.

4. At the beginning of each semester, the Chair will announce the tentative schedule of meeting dates, insuring that there will be the necessary number of meetings devoted to business to act upon motions coming from the committees.

5. Agendas of department meetings will be distributed at least one week in advance, except in unusual circumstances.

6. Meetings should always be of fixed length, with the ending time stated in advance, and all speakers should remain focused on the topic and show collegiality and respect for others.

7. Once motions are made at department meetings, participants have two opportunities for speaking, one during a first round, and then a second time, after everyone who wanted to speak in the first round has had that opportunity. When it is obvious that certain items will require further discussion, the department will have parts of meetings (or several meetings) devoted to those items so that people can speak numerous times on a particular topic. Thus, it is important that motions be made only when the matter seems to have had sufficient discussion already.

8. A faculty member will be selected to serve as secretary at the meetings for one year. In the event that the secretary cannot attend a meeting, a second secretary should be ready to stand in for the first.

9. Minutes of the previous meeting will be distributed for approval. Drafts of the minutes will be posted before the meeting on the "Archives" section of our website.
Procedures for Meetings

General Principles:

We will conduct meetings according to Robert's Rules of Order. The fundamental right of deliberative assemblies requires all questions to be thoroughly discussed before action is taken. The rules by which an assembly operates are designed to assure that everyone has an opportunity to speak. In the spirit of collegiality and fair play, the rules should not be used to gain an advantage in debate. When the meeting is over and business decided, all members, even those whose are not in agreement with the assembly's decisions, should feel that they have been heard and their position fairly considered.

Specific Guidelines:

1. To introduce new business, obtain the floor by addressing the Chair

2. Ideally, motions should be in writing. Read the motion and give a copy of it to the Chair. The proper language to make a motion is "I move that..."

3. Chair will call for a second.

4. After a second is obtained, the motion is available for debate. The secretary will record the exact language of the motion.

5. All who wish to speak to the motion should let the Chair know by raising their hands; the Chair will keep a list of those who wish to speak. Everyone who wishes to speak to the motion has the right to do so before anyone has a second chance to speak. The person making the motion usually has the right to speak first. Robert's Rules of Order allows for two complete rounds of debate. We can allow as many rounds as we wish.

6. Speakers should be courteous in language and department; and they should avoid personalities and mentioning others by name. Speak to the motion, not to or about other people. When no one wishes to speak anymore on the motion, the Chair puts the question to a vote.

7. Amending a motion is possible when a member wished to add, delete, or strike out and insert words into an existing motion. Amendments in writing are preferred. A majority vote is necessary to pass a motion to amend.

8. The purpose of a motion to table a resolution is to postpone consideration of it so that more urgent business can be tended to; its purpose is not to cut off debate. Resolutions laid on the table may be revisited during the same meeting. A motion to table requires a majority vote. Tabling a motion is not the same as postponing a motion. For postponement, see below.
9. A motion to limit or extend debate - which my mean to shorten or extend the time of a meeting-takes a 2/3 vote of those present. Such a motion applies only to the immediately pending question.

10. If a member believes that debate has gone on too long and is no longer productive or touching new points a member may move to close debate by first seeking recognition from the chair and then stating "I move the previous question." Interrupting another member by "calling the question" is not allowed. Motions to move the previous question, which are not debatable, must be seconded and adopted by a two-thirds vote.

11. A motion may be made to "postpone debate to a certain time." If a motion is postponed, it must be taken up again no later than the next meeting. Such a motion is itself debatable. It is also possible to move to postpone a motion indefinitely once debate has begun. This requires a majority vote.

12. A motion to "commit" may be used to refer a matter to the appropriate committee for further study. Such a motion is itself debatable.
Department Committees and Guidelines for Committee Business

Standing committees of the Department:

- Assessment
- Cinema Arts
- Faculty Welfare
- General Program
- Graduate Program (M.A. English)
- Library
- Major Program (B.A. English)
- Philosophy (B.A. Philosophy)
- Postcolonial Conference
- Publicity
- Religious Studies
- Scholarships/Best Papers

1. By Board of Regents policy, all committees report to the Chair and are advisory in nature.

2. The Chair determines the size of each committee.

3. Membership on any standing committee is part of the normal load of a faculty member and will receive no reassigned time.

4. The Chair, at his or her discretion, may grant reassigned time for committee work when special circumstances warrant it.

5. The Chairs of Philosophy, Major, and General Program committees will rotate on a three-year basis.

6. Faculty may consult with the Chair about particular committee assignments.

7. Committee assignments for new faculty members (two years and less of service) will be kept to a minimum.

8. Committee chairs will announce committee meetings and agendas to the department at least one week in advance. Faculty not on a standing committee who wish to attend may do so under the stipulations contained in Robert's Rules of Order 52.2:

   "Members of the Society have a right to appear at the committee meetings and present their views on the subject before it at such reasonable times as, upon request, the committee may appoint. But during the deliberations of the committee no one has a right to be present, except members of the committee."

9. All committees will take minutes and present them to the faculty through the departmental web site’s "Archive" page. (For information on committees' presentation of recommendations to the faculty, see "The Business of Department Meetings" section of this manual).
10. All changes to this Manual should be referred to the appropriate committee for review and recommendation before being presented to faculty. Once every three years, the Chair will convene an ad hoc committee to review and revise the Manual.
Priorities for Reassigned Time

Reassigned time depends on a number of issues, some of which have to do with changes among our faculty. Some faculty members retire, take other jobs, go on leave, etc. Thus, any policy involving when faculty members can receive reassigned time needs to be flexible and to account for contingencies. For instance, someone might be expecting reassigned time for a thesis supervision in the semester immediately following completion of a thesis, but that might also be the semester during which the department experiences a particular demand for Core classes, and one or two faculty members might simultaneously be on leaves of various kinds. The aim should be to award reassigned time as close as possible to the time of its justified request.

In general, faculty members will be given reassigned time for the following reasons:

1. An automatic reduction of three hours (at some point, when scheduling allows) for those who have completed the direction of a thesis. Reassigned time for thesis direction should be given within four semesters of the request by the faculty member.

2. A three hour reduction for academic, pedagogical, or other professional responsibility exceeding normal demands and expectations (e.g. advising). This too is based on individuals' requests (in writing) and circumstances of responsibility and time involved. In the event such demands and expectations become heavy enough to be judged by the department Chair to be equivalent to one-fifth of a full-time teaching load, the faculty member will be considered for a reduction of three hours in his or her teaching load as in the case of those who have completed the direction of a thesis. These reductions will be assigned as quickly as possible, and could potentially extend over more than one semester.

3. A reduction of three hours to encourage research and publication. These requests are usually made at the time faculty members make course preferences for an upcoming semester. The person receiving a reduced assignment for research must present evidence of progress on the research (such as a completed article, sections of a monograph, chapters of a book, or a narrative of ongoing research, etc.), before being considered for another reduced teaching load for another semester. Reassigned time for research will be awarded on the basis of prior accomplishment in scholarly publication, and will also be influenced by the contingencies outlined above.

The Chair will notify faculty receiving reassigned time on what basis (from the categories listed above) on the document sent to each faculty member detailing semester course assignments. When the reassigned time is for a thesis directed, the Chair will also indicate how many slots for reassigned time remain for theses directed.
Policy on Summer Teaching

1. In assigning summer semester courses, the Chair should make every effort to ensure that all tenure-track and tenured faculty who wish to teach one course may do so. "Summer semester" refers to all short and long academic units within a given summer, which will be treated as a single unit. At the appropriate time, the Chair will poll all faculty to see who is interested in teaching a summer course; he or she will also poll faculty to compile a list of faculty interested in teaching a second course.

2. In assigning summer courses, the Chair will consult a list of faculty ranked by seniority and, if practical given curricular needs, will offer one course to each faculty member based on seniority. For purposes of this policy, seniority will be defined as years of experience at Georgia Southern University without reference to rank. Seniority will be used because it is in keeping with usual university and departmental customs (e.g., the assignment of offices and computers). Separate seniority lists of literature and philosophy faculty will be utilized similarly.

3. Under normal circumstances a faculty member who teaches a major program or graduate course will teach in areas where he or she is able to demonstrate competence through scholarship, course work in the degree program, or a combination of the two.

4. When opportunities arise to teach a second course, assignments will be made using the same seniority criteria as in (2) above, but utilizing a second set of seniority lists. The Chair normally should assign a second course to a faculty member only if all faculty who wish to teach a first summer course have been offered one. Only after courses have been approved at the Dean’s level, with the assurance that all faculty who wish to teach a first summer course can do so, will the Chair assign extra courses. Teaching a second course in one summer will not affect a faculty member’s opportunity to teach a first course the following summer.

5. The Chair shall move tenured faculty who are within three years of retirement to the top of the priority lists in (2) and (4) above.

6. Temporary faculty should not expect summer teaching assignments; temporary faculty will only be considered for summer courses when the need arises after the Chair has followed the procedures outlined in items #1-#5 above.

7. Due to scheduling exigencies and variables, the Chair has the right to amend or alter these procedures, but he or she should make every effort to avoid doing so and will communicate with faculty involved to explain the course assignments.
New Courses

Any instructor wishing to develop a new course should first see the Chair and explain the idea and its proposed structure. After discussion with the Chair, the instructor presents the proposed course to the appropriate curriculum committee in the department. Once approved by that committee, the instructor, in accordance with a practice developed by CLASS, should try out the course successfully twice as Special Topics or Selected Topics classes first, prior to presenting the course as a new standing course. Approval of the Special or Selected Topics course must come at least one semester prior to the planned semester for running the class the first time. Once the course makes twice, the instructor may then fill out a Master Curriculum Amendment Form (http://students.georgiasouthern.edu/registrar/ugc_index.html – the forms are listed in the left column of that page) and draw up a proposed course outline. The proposed course will then be presented to the appropriate departmental committees for review and discussion. After passage through the department, a course proposal then proceeds to the Undergraduate Council for approval and finally to the university-wide APCC. If it is approved at that level, the course becomes part of the regular rotation and may then be offered the following semester.
University Policies for Instructors

1. Faculty should follow the university guidelines for syllabi as defined on the Department’s web page at http://class.georgiasouthern.edu/litphi/syllabi.htm.

2. All faculty members must turn in student evaluations for each course they teach each semester.

3. If instructors must miss classes for any reason, they should notify the Chair or secretary as soon as possible, so that the class may either be canceled or a substitute instructor found. If instructors know in advance that they will be missing classes, they should notify the Chair, and make arrangements for those classes to be covered by graduate assistants or colleagues.
Final Examination Schedule
(A Note to Students Concerning University Policy)

A change in your final examination schedule will be approved only for emergency reasons) such as your serious illness (note from the Infirmary or family physician required) or the death of an immediate family member (letter or phone call from a parent, guardian, or physician required). Letters and phone calls should be made to the appropriate faculty member.

Final examination schedules will not normally be changed for any of the following reasons: wedding of student, relative, or friend; part-time or full-time job or job interview; internship or field study; vacation; graduation of relative or friend; convenience of travel schedule; or only one final examination remaining at end of week. Exceptions to these guidelines can be made. However, any exception should be based on a very compelling case.

Using these guidelines, you may submit a request to your instructor, who, with approval of the department Chair, has authority to reschedule your final examination to a new time, not conflicting with other regularly scheduled examinations or classes, if he or she desires.

Please complete the following form and present it to your instructor if you meet these guidelines and wish to request a change in your examination schedule.

Final Examination (Reschedule)

Course No.: ___________ Title: _________________ Instructor: _____________

I would like permission to reschedule the final examination for the above course from ________________ to ________________ due to the following reason:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Name: ___________________________ P.O. Box: ___________ Date: __________

Approved/Denied: ______ Instructor: _____________________ Date: __________

Department Chair: ____________________________ Date: ________________
Independent Study and Overrides

The Department’s policy on independent study is on the web site on the Course Information Page and applies to both undergraduates and graduates: "Since faculty members do not receive compensation for independent study work, our departmental policy is that we do not arrange for independent study with students. We will work with you to find possible alternatives for courses that you want, but which do not appear in our course schedule."

Overrides for Core courses are controlled strictly by the Dean's Office. Unless a student is in the final semester of graduation, the Dean's Office will likely refuse a student's request for an override. In order to prevent a host of students from trying out requests for overrides in Core classes at the Dean's Office, faculty members should direct students with questions about overrides to the main office. Overrides are given only in exceptional circumstances. All overrides for upper-division courses go through the Chair. Individual faculty members can speak with the Chair about certain students they'd like in their courses after courses have reached their limits, and those special requests are always negotiable.
Travel Funds

Travel funds will be allocated to give everyone a chance to attend meetings for professional development as well as to support those who give papers or serve in other capacities at professional meetings. Faculty are encouraged to apply for external funding for travel whenever possible (faculty development grants, etc.). First allocation priority will be given to persons chairing or presenting papers at professional meetings.

Travel to out-of-state meetings must be approved in advance by submitting the proper Travel Request Form to the department Chair. To obtain reimbursement for travel expenses for such meetings, faculty should submit the appropriate travel expense statement upon their return. Substantiation is required for lodging, parking, and registration fees; none is required for meals. If the trip is made by automobile, an odometer reading should be recorded for departure and arrival back at the point of departure.

At the beginning of each academic year, the Chair determines, from the resources available, a funding limit per conference or research trip that will apply to all travel expenses (during the 2003-2004 year that limit was $900 per faculty member). Travel to meetings out of the country cannot be fully funded by the department. The faculty members need to apply for faculty development funds for these trips.

The department will fund one-half of such travel for those who wish to attend meetings only.

If extra funds are available, other trips may be possible at the Chair's discretion.

Because Department travel funds are limited, faculty are strongly encouraged to apply for funds from University sources:

1. Faculty Development and Welfare
2. Research Funding
3. College of Graduate Studies

Faculty should contact these offices for further information and application forms, although we try to keep copies of these forms in the main office for informational purposes.

A copy of the University's travel regulations is available in the department office. Faculty are encouraged to use on-line forms for requests to the department for funding (available at http://class.georgiasouthern.edu/litphi/facultyhelp/forms.htm) and to meet the deadline specified for submitting them.

Faculty members have ten working days, beginning with the first working day after they return from a trip, to complete their Travel Expense Statements and turn them in, along with all supporting documents, to the department secretary. After that, the Chair reserves the right to reallocate those funds to other faculty members.
Faculty who decide not to use their travel funds should immediately inform the Chair so that those funds may be allocated to other members of the department.
Copying

The office staff would like copying requests at least 24 hours in advance. Large copying projects for research are simply not possible in the current budget climate. Faculty members might be directed to include copying costs in their proposals for research grants, for example. To save on the cost of paper, faculty members are encouraged to use WebCT or other online vehicles for making class materials accessible. Faculty members are discouraged from trying to do anything with the equipment other than photocopying (e.g. faculty members should not be trying to fix paper jams on the photocopier, etc., since that can lead to repair bills of thousands of dollars, should the attempted "fix" go wrong!)
Department Policy on Temporary Faculty

1. When the department has the opportunity to hire temporary faculty, whenever possible, a search of some kind should be held, so that the candidate is chosen and not just appointed by the Chair. It is the sense of the department that as much information about potential temporary faculty (including CVs, campus visits, and teaching observations) be gathered prior to the offering of a contract.

2. After temporary faculty have been hired, the following policies and procedures should be followed, wherever practical:

   a. The temporary faculty member's teaching will be observed and evaluated by a written statement once a year by a tenured faculty member or the department Chair.

   b. Temporary faculty members are invited and encouraged to attend departmental meetings and may vote on departmental business. However, the vote of temporary faculty members should not be the determinative factor in deciding major departmental policies.

   c. Temporary faculty may, if they choose, render service to the department. Such service is not required and no such expectations, explicit or otherwise, should be put upon a temporary faculty member.

   d. Temporary faculty may apply for departmental travel funds; these may be awarded by the Chair if funds are available after tenured and tenure-track faculty members’ travel requests have been filled.
Department Policy on Teaching Loads

Teaching and Research Loads for Tenure-Track and Tenured Faculty Members

The standard teaching load for Tenure-Track and Tenured Faculty in the Department of Literature and Philosophy is 3/3 (9 hours / 9 hours), in accordance with the Faculty Teaching Load Policy for the College of Liberal Arts and Social Sciences. The following provisions apply:

- Meeting enrollment target numbers in core curriculum courses and offering sufficient upper-division courses for our programs determine all teaching load assignments. For example, the Chair may not be able to honor all requests for enhanced research teaching loads in any given semester if doing so leaves teaching needs and goals unmet.

- All courses with enrollments of 125 or greater count as 6 hours toward load.

- Course Releases for Direction of Theses
  As per the Faculty Teaching Load Policy for the College of Liberal Arts and Social Sciences, a course release will be given to faculty members upon the completion of every five (5) M.A. theses under their direction, dependent upon program and core needs. The release should be taken within one academic year of being earned.

- Administrative Reassignments:
  Department Chair: 1/1 teaching load
  Director of Graduate Studies: 1 course release per year
  Director, Center for Irish Studies: 2 course releases per year
  Editor, Journal of Commonwealth and Postcolonial Studies, 1 course release per year
  Those with certain college- or university-wide responsibilities, such as Moderator of the Faculty Senate, may also receive reassignment of their teaching load.

- Faculty members teaching the standard 3/3 load are expected to be active in scholarship.

Departmental expectations for scholarship leading to successful tenure and promotion are found in the Promotion and Tenure Policy in the department manual. While the exact number of scholarly productions is not specified, successful candidates for tenure and promotion within CLASS have produced five (5) peer-reviewed pieces, with longer works counting as more than one (1) article. It follows that those faculty members who seek the standard 3/3 teaching load will attain at least a “fully acceptable” in scholarship in annuals reviews and produce scholarship that falls within the guidelines listed below:

A. One (1) peer-reviewed book every six years, OR

B. On average, two (2) substantial peer-reviewed or invited articles or book chapters accepted or in print within a given 3-year cycle. ("Print" means either paper or hypertext, provided it is subject to the same rigorous peer review applied to paper materials.)
C. Besides the scholarship listed in points A. and B. above, those with the 3/3 load are expected to engage in other scholarly activities listed in the Promotion and Tenure Policy in this manual. However, peer-reviewed or invited print scholarship is the departmental standard for scholarly achievement.

An enhanced research load is available to faculty members who demonstrate and show promise of exceptional scholarly achievement. Untenured faculty members are especially urged to strive toward the enhanced research load to help insure their successful tenure and promotion when they apply. Faculty members may request an enhanced research load at the time of their annual review in the spring semester, based on past performance and promise of future productivity. Qualifying faculty members will be assigned the enhanced research load in the following academic year, provided that the overall teaching needs of the program can still be met; continued eligibility will be determined each spring. Faculty may qualify for a 3/2 teaching load if they present evidence of a promising current research project and have also met high research standards in the past, such as

A. Two books in the six years leading up to their request for a 3/2 load

B. Three or more peer-reviewed or invited articles or book chapters within a 2-year period, in addition to engaging in other scholarly activities, leading up to their request for a 3/2 load

C. Six articles or book chapters within a 6-year period leading up to their request for a 3/2 load

D. One book and 3 articles or book chapters within a 6-year period leading up to their request for a 3/2 load

E. Other combinations of exceptional scholarly activities not mentioned above, and those that do not fit into the specified timelines (non-tenured faculty, for example, have not yet been at Georgia Southern for six years) may still qualify a faculty member for an enhanced research load and will be considered on a case-by-case basis.

F. Tenure-track faculty members will receive preference for the 3/2 load in order to help facilitate their successful tenure and promotion when they apply.

G. Faculty members who qualify for the 3/2 load in a given academic year but are not awarded that load due to the department’s program needs will be first in line for the 3/2 load in the succeeding academic year.

Faculty members who do not meet the scholarship expectations associated with the normal 3/3 load or who desire an enhanced teaching load may be assigned additional courses. A 4/3 load may be assigned at the Chair’s discretion; a 4/4 load may be assigned only with the approval of the CLASS Dean.
Teaching Load for Temporary Faculty

- In accordance with CLASS policy, Lecturers must teach a 4/4 load (or equivalent).
- Lecturers have no research expectations in the Department.
- In accordance with University policy, Temporary Faculty must teach a 5/5 load (or equivalent).
- Temporary Faculty members have no research or service expectations in the Department.

Overload Policy

The department follows CLASS guidelines for overload teaching as posted in the Dean’s memo of October 23, 2009.