

Department of English
Procedures for Pedagogical Review of
Teaching Assistants, Lecturers, Full-Time Non-Tenure-Track 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 all levels from Foundations in Rhetoric to graduate seminars. Teaching Assistants and non-regular faculty teach primarily in the Foundations Tier of the Marquette Core Curriculum, but as occasion demands some also teach in upper-level courses designed primarily for majors. 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 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 busy faculty.

Procedures:

Teaching Assistants

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 nonregular faculty to visit classes of their regular faculty mentors, individual conferences to discuss teaching strategies, and a formal letter written for the nonregular 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 non-tenured faculty member. These mentoring pairs are annually formed by the Coordinator of Peer Visitation and change from year to year. Additionally, both early-career and senior faculty are encouraged to participate in the Pedagogy Working Groups and in the review processes described in the document "Departmental Procedures for Tenure and Promotion of Regular, Tenured Faculty." Letters from such peer reviews of teaching are a required element of a P&T dossier as is the Department policy on the peer review of teaching.

Among regular faculty, all Associate Professors are paired each year with full Professors 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 triennial 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 as is the Department policy on the peer review of teaching.

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