

**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 at 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-division 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 occupy faculty.

**Procedures:**

*Teaching Assistants* participating in the Marquette Core Curriculum are mentored through that program, which includes yearly visitation of their classes by members of the Undergraduate Studies and Graduate Studies Committees. Lecturers whose teaching is wholly or largely in the Marquette Core Curriculum experience similar mentoring. In addition, all Teaching Assistants new to Foundations in Rhetoric participate in orientation and training, a fall-semester practicum, and a shadowing program that allows them to visit the class of a regular faculty member teaching Foundations in Rhetoric.

*Teaching Assistants, Lecturers, and Visiting Assistant and Associate Professors* whose teaching is wholly or largely in upper-division courses are mentored in three ways. First, at the beginning of every academic year new instructors are invited to an individual orientation at which the Chair discusses some general features of the English Department curriculum, 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 Pedagogy Working Groups of all faculty, both regular and non-regular, who teach in the major sequence (Intro to Literature, Intro to the Major, Capstone). Meetings of these groups are forums for consideration of pedagogical procedures, grading, syllabus construction, course objectives, and so forth. And third, each year 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 untenured 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, Tenure-Track 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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