July 24, 2017

To:  Dean Van Galen, Chancellor  
116 North Hall  
University of Wisconsin – River Falls  

From: Mialisa Moline, Chair  
Faculty Senate  
University of Wisconsin – River Falls  

Re: UWRF Faculty Senate Motion 2017-18/7  

The following motion was approved with amendments in red, with 18 in favor, 0 opposed, and 0 abstention by the Faculty Senate on June 7, 2017:  

A motion from the Academic Programs and Policy Committee (Ian Williams, 2016-17, Chair) to approve the attached program change proposal for the TESOL M.A. program.  

☑ Approved  
☐ Disapproved  

Dean Van Galen, Chancellor  
Date: 7/24/17
UWRF - Program Change Transmittal Form

Instructions: In a separate document: a) include a rationale for the requested changes or new program, b) clarify which courses have not been approved, c) include a listing of course array for the current as well as the proposed program, d) include minutes from the department meeting where the requested changes were approved. On the addendum to this form: a) include signatures from all department chairs and deans whose programs will be affected by the proposal, b) secure all signatures prior to review by all other shared governance levels.

Graduate Program Change

Preparer(s) College Department Date
Marshall Toman CAS English Apr 14, 2017

Program Title Implementation Term Nature of Proposal
TESOL MA Fall 2017 An existing program

Have all courses been approved? Yes

Requested changes (select all that apply): Name change Credits change Curriculum change Change in major Change in minor Change in option/emphasis Other

Reviewed and approved by

Department College Curriculum Committee Dean of Grad Studies Curriculum Committee Director Graduate Studies University Curriculum Committee Academic Policy & Programs Committee Faculty Senate Provost/Vice Chancellor Chancellor

Approval date Signature of Chair/Dean
April 21, 2017
May 1, 2015
Notice of action

Revised: Fall 2015
## Signatures of Additional Departments and Colleges Affected

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TESOL MA Program Change REQUEST NARRATIVE

The narrative requests three changes to the TESOL M.A. Program.

1. 700-Level Designator Change from "ENGL" to "TESL"

   The change from "ENGL" to "TESL" as the designator for 701, Reading and Writing TESOL Research; 720, Educational Linguistics; and 799, Thesis was initially approved at the department level in 2016 and reaffirmed in the department minutes of February 10, 2017 (attached). Finalization of the designator change was achieved through use of a change-of-designator form (the request narrative for that change is attached), which was approved by APP on Monday, April 10, 2017. At that APP meeting it was suggested that a change-of-program form also be submitted. As the courses' numbers, titles, and, most importantly, content had not changed, the submission of this program change form is probably more of a bureaucratic aid than a request for an actual change to the TESOL M.A. Program, unlike the other two requests, below.

2. Adding ENGL 573, Techniques in Tutoring: TESOL Practicum, to the possible electives is requested. The addition was approved by the department at its April 29, 2016, meeting and is recorded in the minutes (attached). The purpose of adding 573 to the list of possible electives is to increase the possibilities for practical experience of our TESOL masters candidates. Additionally, 573 is required for post-baccalaureate teaching licensing at UWRF in ESL. We are trying to make 100% of the courses for the teacher license in ESL count also toward the M.A.

3. Reducing the number of courses specifically required in the TESOL M.A. by one three-credit course and adding three credits to the category of electives is requested. The change was approved by the department at its April 14, 2017, meeting and is recorded in the minutes (attached). The course to be omitted as required would be the TESL 789, Special Topics. Students would still be able to take the course, and take it more than once with different topics, as is currently allowed. However, the program could reduce the frequency of offering the course if not required. As we endeavor to grow the TESOL M.A. program, a current reduction in cost while still maintaining sound pedagogy and, in fact, the same possible fulfillment of the program (dependent upon offerings of 789) seems prudent.

The attached Degree Plan illustrates the current TESOL M.A. and the proposed changes (next page).
# GRADUATE STUDIES

**University of Wisconsin-River Falls**

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**Tentative Degree Pattern: Master of Arts in TESOL**

**Prerequisite Courses** (do not count toward degree’s 36 credits)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>ENGL 820</td>
<td>Structure of English</td>
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<tr>
<td>ENGL 822</td>
<td>Language Acquisition</td>
<td>3</td>
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**Language Requirement**

Candidates must have demonstrated proficiency in language study of a single foreign language, which can occur through two years of high school study, four semesters of university study, or other equivalent means of demonstrating proficiency in foreign language study.

**Research Courses**

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<th>Title</th>
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<tr>
<td>ENGL 701</td>
<td>Writing, Read., &amp; Research for TESOL</td>
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<tr>
<td>ENGL 789</td>
<td>Thesis or</td>
<td>3</td>
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<tr>
<td>TESL 783</td>
<td>Research Paper</td>
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**Required Pedagogy Courses**

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<th>Title</th>
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<td>ENGL 660</td>
<td>Theory and Methodology/TESOL</td>
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<tr>
<td>ENGL 620</td>
<td>Pedagogical Grammar</td>
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<tr>
<td>ENGL 651</td>
<td>Phonetics and Phonology</td>
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<td>ENGL 675</td>
<td>Assessment and Testing/TESOL</td>
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<td>TESL 720</td>
<td>Educational Linguistics</td>
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<tr>
<td>TESL 783</td>
<td>Words, Meaning, and Vocabulary Teaching</td>
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<tr>
<td>TESL 765</td>
<td>Language and Culture</td>
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<tr>
<td>TESL 767</td>
<td>Teaching ESOL Reading</td>
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<td>TESL 780</td>
<td>Special Topics in TESOL</td>
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**Elective Courses (choose one from those below)**

**CHANGE:** 24 credits (was 27)

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<th>Course</th>
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<tr>
<td>ADD</td>
<td>English Language: History and Culture</td>
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<td>ENGL 673</td>
<td>Techniques in Tutoring: TESOL Practicum</td>
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<td>ENGL 650</td>
<td>Nominate Speakers in the Midwest</td>
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<td>TESL 779</td>
<td>(TIAF) Internship</td>
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<tr>
<td>TESL 769</td>
<td>Special Topics in TESOL</td>
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**Note:** A maximum of nine (9) credits at the 500 level may be applied to the degree. Additionally, at least half of the credits used to satisfy degree requirements must be earned in courses at the 700-level.
Minutes
Department of English, TESOL, and Modern Languages
February 10, 2017
3:00 p.m. 140 KFA.

Expected: Gaard, Klomp, Luebke, Margolis, Pavlov, Parkinson, Ross-Stroud, Toman, M.
Invited: Andersen, Bergquist, Eberhardt, Fischer, Kerkvliet, Maude, C., Maude, K., Mueske, Phillon, Pound, Verrilli; Augustin, Hatheway, Herrington, Jacobson, Petree; Bustamante, Chaves, Dodson Lee, Goldfine, Kong, Maeda, Raham, Toman, G.
Absent: Brantley (ill), Moline (Fac. Senate business), Rein (conference in D.C.).
Called to order: 3:02

APPROVAL OF THE MINUTES from November 30, 2016 [Michelle, Catherine] declared unanimously passed (8, 0, 0)

REPORTS

1. **Semesterly Bulletin:** Once a semester, two times per year. Please contribute if you have things to insert. Get information to Sheri in Microsoft Word for the first 2016-2017 Bulletin by Friday, May 5.

2. **Safety Lockdown.**

3. **Check your sick leave.** Doug said that he twice had about 300 hours disappear. If you have not been sick, the hours should be higher each pay stub. There appears to be some problems in HR. People not on contract in July are being asked to sign sick leave statements.

4. **PAR Report for English.** Due Feb. 1. Our self-study should be edited as this document. The chair is prioritizing HLC matters.

5. **CRITICAL: Course Objectives.** Every official course proposal form now has any applicable Program Learning Objectives (according to our course maps) and any General Education Learning Objectives listed among the objectives in the Objectives Section of the form. (If you did not include them, they were nonetheless included before being posted to D2L.) It is **CRITICAL** that, going forward, and starting with your working syllabi for the fall of 2017, reflect all of the objectives listed now on the official course proposal form. Please continue to include whatever additional objectives you teach to as you may desire. And courses for teacher education may list objectives relevant for that program that should be also listed. But what is newly listed in the official course proposal should now be (and should have always been, as some of you have seen to, but that is a different story) on your syllabi as the course objectives. Clearly, the urgency is driven by HLC’s visit. Steve will be looking at all ENGL 100 and 200 syllabi; Clio and Sheri will ask any department member who may have forgotten to include these objectives on the working syllabi for fall to do so before the syllabus is duplicated. Please expect and do not be annoyed with additional reminders of this step. Without it, a portion of the excellent work you accomplished with the official course proposal form transfers is diminished.
6. Spring Faculty Development.

**Tuesday, February 14th, 330-430pm, KFA B107**

**Helping Students Persist to Graduation**

Cyndi Kernahan, Professor of Psychology and Assistant Dean for Teaching and Learning, will briefly present evidence for why students drop out, including financial, academic, and psychological reasons. She will also cover a few of the evidence-based interventions that are thought to improve student persistence and engagement. Lots of time for questions and discussion.

**Tuesday, March 21st 330-430pm, KFA B107**

**Supporting College Students with Autism Spectrum Disorders?**

Pam Terrell, an Associate Professor and Coordinator of Graduate Programs for Communication Sciences and Disorders at UW Stevens Point will discuss the basics of Autism Spectrum Disorder (ASD) and how those on the spectrum may experience challenges in the classroom and the transition to independent living at college. She will take questions and discuss how you can support, retain, and empower these students in the classroom and as part of the campus community.

**Tuesday, April 18th 330-430pm KFA B107**

**Peer Mentoring as a Way to Engage First Year Students**

Lyz Wendland, Instructor of Art, and Rik Seefeldt, Professor of Psychology will describe programs within their departments that focus on peer mentoring and engagement including the Art Ambassadors Program and the Peer Mentoring course/program in Psychology. Lots of time for questions and discussion.

7. **HLC-Inspired Course Transfer to New Forms.** Timeline for courses to be transferred to the new proposals

   **For courses in the 17-18 Schedule**
   To the English Department: Thursday, February 10, 2017.
   To the CAS Dean’s Office: Feb. 24, 2017

   **For courses in the 17-18 Schedule**
   To the chair of the Dept Curriculum Committee: Thursday, September 14, 2017
   To Marshall: Thursday, September 28, 2017
   To the CAS Dean’s Office: October 6, 2017
8. Post-Tenure Review 2016-2017 (by chair or committee; one teach. observation):
   a. Annette Klemp, chair method; observation done; report in Dean’s office.
   b. Steve Luebke, chair method; observation done; report pending.
   c. Mialisa Moline, chair method chosen; observation done; report pending.
   d. Cecilia Bustamante (I received a surprise “reminder” in Jan.—the process
      was working through Kris B. last year, and Mary F. retired, etc.)
   e. Materials to forward to dean:
      i. Statement by chair based on ii-v (immediately below)
      ii. Current C.V.
      iii. Current teaching observation
      iv. Reflective statement about previous goals and future goals
      v. Student evals from past three evaluations

9. Promotion 2016-2017
   a. Mialisa Moline, Associate to Full Professor; vote was in favor of forwarding
      the promotion; file was sent to deans office, copied to Mialisa, October 27.
   b. Lecturer to Senior Lecturer:
      i. Greg Kerkvliet: awaiting observation.
      ii. Casey Maude: observation done; recommendation in Dean’s Office.
      iii. Kate Maude: observation done; recommendation in Dean’s Office.
      iv. Alexander Hatheway: observation done; rec. in Dean’s Office.
   c. Senior Lecturer to Distinguished Lecturer
      i. Alan Pound: observation done; recommendation in Dean’s Office.
      ii. Joe Fischer (surprise): portfolio in Dean’s Office
      iii. Third IAS, cautioned about process, chances of success
      iv. Fourth IAS, cautioned about process, chances of success
   d. History of Promotion to Distinguished Lecturer in CAS (four people)
      i. English, Ph.D., over 20 years of service
      ii. English, M.A., over 20 years of service, excellent publication record
      iii. Communication Studies, Ph.D., 7 years of service
      iv. Chemistry, Ph.D., over 20 years of service
   e. Faculty and Academic Staff Handbook on Distinguished Lecturer Position
      i. Distinguished Lecturer: One may apply for the title of distinguished
         lecturer after 12 or more years of teaching with a 50% or more
         appointment and demonstrated distinguished service to the
         department, university, professional associations and community at
         large. This title is not intended to be the usual final stage of promotion
         for IAS [italics added].

2. Curriculum Matters
   1. Course Transfer to New Form Responsibility. Good Job!!
3. Adding ENGL 211 to the TESOL Education minor as a required course and adding ENGL 450 to the category of “Required Supporting Courses” (formerly stuck awaiting CEPS signature, now, having obtained the signature, on the move again).

4. 573, TESOL Practicum, will be added to the TESOL MA program as one of the possible electives (passed department in May of 2016). Needs to be started on its way through the process.

5. Change of designator for “ENGL” courses in the TESOL programs to “TESL.” All our 700-level courses pertaining to TESOL will have the “TESL” designator; all other courses pertaining to TESOL (e.g., 360/560, 475/675) will retain their “ENGL” designator. The hope is that the expedited process can be used!

6. Revisions to Language Arts Minor (that is taken by Elementary Education majors). An issue with block scheduling of Elem. Ed. majors suggests either a schedule change for the course offering to a TR schedule or (and perhaps the wiser course of action) a curriculum change.

Assessment

1. Senior Exit Surveys for 2015-2016
   a. ENGL ED: TED 432 (Catherine F16, thank you.)
   b. Lit: 444 (Steve F16, thank you.)
   c. Creative Writing: 482 (Jenny S17)
   d. Professional Writing: 494 (Mialisa S17)
   e. TESOL: 420 (Annette S17)
   f. TESOL MA: 620 (Annette S17)
   g. SPAN: 401 (Cecilia F16, thank you) Also, the post-graduate survey.

2. Discussions for 2015-2016 Assessment Report (report due September 14)
   a. ENGL ED: Catherine with Marshall
   b. Lit: Marshall with Steve, Annette, Michelle
   c. Creative Writing: Joe with Jenny, Steve, and Marshall
   d. Professional Writing: Mialisa with Greta and Marshall
   e. TESOL: Doug with Vladimir, Annette, Rhonda, and Marshall
      i. The report needs to be written.
   f. TESOL MA: Doug with Vladimir, Annette, Rhonda, and Marshall
      i. The report needs to be written.
   g. SPAN: Cecilia met with Marshall
      i. The report needs to be written.

7. Other Reports?
   h. Other:

OLD BUSINESS: None.

NEW BUSINESS:
1. Approval of the following courses (available for review on the D2L site “ENGL, TESOL, MODL Course Transfer”). As we agreed at a previous department meeting, the 700-level courses used in the TESOL program have been put forward with a TESL (not an ENGL) designator. They are noted in red below in their current designator. You have to have your role set to “All” or to “Student” to view the course. The site appears toward the end of your list of courses. The forms posted there may not be viewable in D2L for Mac users. To review them, you may have to download a course proposal to your desktop. Motion to approve the following revisions (Doug Annette) passes 8, 0, 0.

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<th>ENGL 20 Foundations of English</th>
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<tr>
<td>ENGL</td>
<td>ENGL 99 Supplemental Critical Reading, Writing, and Thinking</td>
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<td>ENGL</td>
<td>ENGL 100 Academic Reading/Writing</td>
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<td>ENGL 101 Freshman English for International Students</td>
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<td>ENGL 105 Literature and Human Experience</td>
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<td>ENGL</td>
<td>ENGL 106 Literature: Introduction to Fiction, Poetry, and Drama</td>
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<td>ENGL 108 Power, Money, and Business in Literature</td>
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<td>ENGL 140 Academic Language and University Culture</td>
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<td>ENGL 200 Investigating Ideas: Reading, Writing, and the Disciplines</td>
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<td>ENGL 203 Literature of the African-American Experience (d)</td>
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<td>ENGL</td>
<td>ENGL 279 Cooperative Education &amp; Internship I</td>
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<td>ENGL</td>
<td>ENGL 289 Special Topics in English</td>
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<td>ENGL</td>
<td>ENGL 317 Modern East Asian Literature and Cinema (g)</td>
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<td>ENGL</td>
<td>ENGL 321-521 English Language: History &amp; Culture</td>
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<td>ENGL</td>
<td>ENGL 322-522 Acquisition of Language</td>
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<td>ENGL</td>
<td>ENGL 324-524 Survey of American Literature I: Origins to 1900</td>
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<td>ENGL</td>
<td>ENGL 325-525 Survey of American Literature II: 1900-1980</td>
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<td>ENGL</td>
<td>ENGL 331-531 Survey of English Literature I</td>
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<td>ENGL</td>
<td>ENGL 332-532 Survey of English Literature II</td>
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ENGL 335-535  Shakespeare
ENGL 355-555  Literature for Adolescents
ENGL 361-561  Composition Theory
ENGL 362-562  Introduction to Rhetorical Studies
ENGL 367  Technical Writing
ENGL 369-569  Writing Fiction
ENGL 371  Proposal Writing: Change Through Rhetoric
ENGL 372  Practicum: Peer Tutoring & Writing Instruction
ENGL 373-573  Techniques in Tutoring: TESOL Practicum
ENGL 374  Cyberliteracy and Writing on the Web
ENGL 378-578  Semester Abroad Research
ENGL 379  Cooperative Education & Internship II
ENGL 382-582  Writing Workshop in Prose and Poetry
ENGL 387  Technical and Professional Editing
ENGL 389  Special Topics in English
ENGL 420-620  Pedagogical Grammar
ENGL 426-626  Victorian Literature
ENGL 432-632  Contemporary American Literature
ENGL 441-641  20th Century International Literature
ENGL 442-642  World Cinema (g)
ENGL 444-644  Major Authors
ENGL 451-651  Pronunciation Teaching and Learning (Phonetics and Phonology)
ENGL 475-675  Assessment and Testing in TESOL
ENGL 489-689  Special Topics in English
ENGL 490  Readings
ENGL 494  Senior Seminar in Professional Writing
ENGL 499  Independent Study

TED 428  Techniques of TESOL
TED 432  Techniques of English
TED 437  Techniques of Middle-Secondary Education: Modern Languages
TED 448  Techniques of Elementary Education: Modern Languages

TESL 763  Words, Meaning, and Vocabulary Teaching
TESL 767  Teaching ESOL Reading
TESL 789  Special Topics in TESOL
TESL 793  Final Research Paper
ENGL 720  Educational Linguistics
ENGL 789  Special Topics in English
ENGL 798  Independent Research
ENGL 799  Thesis

SPAN
SPAN 101, 102, 201, 202, 301, 302, 401
SPAN
SPAN 372 Spanish for the Trades and Profession
SPAN 373 Spanish Translation for the Professions

SPAN
SPAN 345 Latin American Civilization to 1800
SPAN 346 Latin American Civilization
SPAN 350 Spanish Phonetics
SPAN 455 Advanced Latin American Literature

SPAN
SPAN 289 Special Topics in Spanish
SPAN 378-578 Semester Abroad Research
SPAN 389 Special Topics in Spanish
SPAN 489 Special Topics in Spanish
SPAN 490 Readings in Spanish

GERM
GERM 101, 102, 201, 202, 301, 302, 401
GERM 315

CHIN
CHIN 101, 102, 201, 202

JAPN
JAPN 101, 102, 201, 202

2. Other?

MISC. BUSINESS

ADJOURN (Doug, Greta): declared passed unanimously at 3:15.

Spring Dept. Meetings: Feb. 10, 3:00 to 4:30, 140 KFA
Feb. 24, 3:00 to 4:30, 140 KFA
Mar. 24, 3:00 to 4:30, 140 KFA
Apr. 28, 3:00 to 4:30, 140 KFA

Attachments: (1) Minutes of November 30, 2016
"Handout": Spring Faculty Development
Narrative for Changing the Designator for "ENGL" Courses in the TESOL M.A. Program.

Historically, the TESOL M.A. program came to life within the department extremely quickly, in response to an international event (the requirement that English teachers in South Korea study the subject in an English-speaking country). As a result, the designator of ENGL was used for some courses until it was recognized that the TESL designator was better used for our 700-level courses.

To regularize the designator for 700-level TESOL courses with the TESOL M.A. Program we are proposing that the designators for the following course be changed from "ENGL" to "TESL."

ENGL 701, Writing, Reading and Research for TESOL, is in the expedited process to change its title to 701, Writing and Reading TESOL Research. This narrative requests a designator change for 701, too; TESL 701, Writing and Reading TESOL Research.

The following two courses, also brought over to the new course proposals forms do not change their title.

- ENGL 720, Educational Linguistics, to TESL 720, Educational Linguistics
- ENGL 799, Thesis, to TESL 799, Thesis
Minutes
English Department
April 29, 2016
2:00
140 KFA.

PRESENT: Gaard, Klemp, Luebke, Margolis, Moline, Parkinson, Pavlov, Ross-Stroud, Rein, Toman.
Absent: Brantly

APPROVAL OF THE MINUTES from March 4, 2016 (Annette, Doug) declared passed unanimously.

Called to order at 2:05.

REPORTS

1. Monthly Bulletin: Four times per year. Please contribute if you have things to insert.
   Get information to Sheri in Microsoft Word for the fourth 2015-2016 Bulletin by Friday, May 13.

2. External Reviewer. We were told to invite Matt Sewell (Mankato State).

3. Graduate Status Approval Process. Adoption of criteria for Graduate Faculty for graduate status in the department. Pending.

4. English Education Advising: Take Praxis I early (and often if necessary).

5. The English Department will receive no new tenureline positions. Not in
   a. English Education, nor in
   b. Comp Rhetoric—willing and able to assume director of Writing Center, nor in
   c. Professional Writing, nor in
   d. TESOL (Korea, Vietnam), nor in
   e. Anglophone, nor in
   f. North American, nor in
   g. Cultural Studies.
   Should we re-think priorities?

   a. Nina Lazarevic, University of Nis, Fulbright Scholar:
      i. Tuesday, April 26, 3:30. The Role of Intercultural Competence in Communicative Competence.
      ii. Thursday, April 28, 3:30. The State of English Language Learning and Teaching in Serbia.

2. Curriculum Matters

   1. ENGL 211 Liberal Arts in English. Under consideration. Does not require curriculum process; can be added to major.

   2. Conforming our majors and minors to the new general university rule that permits double counting of course content and insert advisory tables and notes into the Department Handbook. Does not require curriculum process; can be changed on DAR.

   3. Adding ENGL 211 to the TESOL Liberal Arts minor as a required course and re-labeling the directed electives category as “Required Supporting Coursework in Cultural Study” (in process: to UCC); and adding ENGL 211 to the TESOL Education minor as a required course and adding ENGL 450 to the category of “Required Supporting Courses” (in process: awaiting CEPS signature).
Assessment
1. Senior Exit Surveys for 2015-2016
   a. ENGL ED: TED 432 (Catherine F15: Done)
   b. Lit: 444 (Lissa F15: Done)
   c. Creative Writing: 482 (Jenny S16)
   d. Professional Writing: 494 (Mialisa S16)
   e. TESOL: 420 (Annette S16: Done)
   f. TESOL MA: 620 (Annette S16: Done)

2. Other Reports?
   g. Other:

OLD BUSINESS:
1. None.

NEW BUSINESS:
1. Motion from the Curriculum Committee to add ENGL 573 to the Directed Elective Category of the TESOL MA. See attachment. The motion (Doug, Michelle) to so add the course passed unanimously.

2. Motion from the Curriculum Committee to revise ENGL 322. See attachment. The motion (Doug, Michelle) to so add the course passed unanimously.

MISC. BUSINESS
ADJOURN (?) (?) declared passed unanimously at 2:32.

Spring Dept. Meetings
- Friday, April 8, 3:00, Room 446 KFA (ARC)
- Friday, April 29, 2:00, Room 140 KFA

Attachments: (1) Minutes of March 4, 2016
(2) TESOL MA revision 2016
(3) Revision to ENGL 322: 322_combined_course-proposal
(3) Revision to ENGL 322: 322 Course Outline
Minutes
Department of English, TESOL, and Modern Languages
April 21, 2017
3:00 p.m. 288 KFA.
Present: Bustamante, Gaard, Klemp, Luebke, Moline, Pavlov, Parkinson, Rein, Ross-Stroud, Toman, M.
Invited: Andersen, Bergquist, Eberhardt, Fischer, Kerkvliet, Maude, C, Maude, K, Mueske, Phillion, Pound, Verrill, Augustin, Hathaeway, Herrington, Jacobson, Petree; Bustamante, Chaves, Dodson Lee, Goldfine, Kong, Maeda, Raham, Toman, G.
Absent: Margolis.
Called to order:
APPROVAL OF THE MINUTES from February 24, 2017 (Michelle, Greta) declared unanimously passed (9, 0, 0).

REPORTS
1. The CAS dean will advocate for five positions. What will matter is the numbers (# of majors; # of graduates/year; majors/PTE)
   a. First, Communication Studies because it has 100+ majors with only two tenure line faculty; this position was granted.
   b. Second, Criminology, the numbers, already large, are moving up; this position was granted.
   c. Third, Art (ceramics). Fibers has been closed. Sculpture has been closed. The dean expects another retirement in the Art department. If this position were not filled, we would give up three options, and we can’t attract students if all our options like Ceramics as well as Fibers and Sculpture are gone. Left: Ceramics, Glass, Photography, Art History, Art Ed., Drawing, and Design. Denied.
   d. Biology. Recent staff losses and the new neuroscience position are reasons. 36,000 given for academic staff backfill.
   e. Chemistry. They need the position to serve other departments, that was their argument. Denied.

2. PAR Meeting for English. Held on Friday, April 14, 3:00 in KFA 140: “successful review.”

3. Retirements Expected.
5. New Department Executive will meet about tasks.

6. Assessment Meetings (preferably this spring to discuss student surveys, etc.). Marshall will push out the results of the student surveys as the conversation starter this month.
   a. TESOL: Doug [with TESOL Committee:] Marshall, Vladimir, Annette, Mialis, Rhonda.
   b. Literature: Marshall (with Michelle and Steve)
c. Education: Catherine (with Marshall and others concerning the Lang. Arts Minor?)

d. Creative Writing: Joe (with Marshall, Steve, and...?)

e. Professional Writing: Mialisa (with Marshall, Greta and...?)

7. Semesterly Bulletin: Once a semester, two times per year. Please contribute if you have things to insert. Get information to Sheri in Microsoft Word for the first 2016-2017 Bulletin by Friday, May 5.

8. Safety Lockdown.

9. Opportunity to Request Funds from KFA.


11. Restitution, Monday, April 24, 2017; St. Anthony on Main, Minneapolis; 7:00 p.m., Shorts 8 (program of short films); International Film Festival, screenwriter present (Joseph Rein).

12. Title Nine online training. You must do this procedure. Nearly everyone has completed this training who is on staff. Thank you!

   a. Student workers need to do so. They should do so on-the-clock (should be paid); it is a job requirement.

   b. Students are asked to complete a slightly different training. Encourage your students to do so for the good of their university.

13. CRITICAL: Course Objectives. Every official course proposal form now has any applicable Program Learning Objectives (according to our course maps) and any General Education Learning Objectives listed among the objectives in the Objectives Section of the form. (If you did not include them, they were nonetheless included before being posted to D2L.) It is CRITICAL that, going forward, and starting with your working syllabi for the fall of 2017, reflect all of the objectives listed now on the official course proposal form. Please continue to include whatever additional objectives you teach to as you may desire. And courses for teacher education may list objectives relevant for that program that should be also listed. But what is newly listed in the official course proposal should now be (and should have always been, as some of you have seen to, but that is a different story) on your syllabi as the course objectives. Clearly, the urgency is driven by HLC’s visit. Steve will be looking at all ENGL 100 and 200 syllabi; Clio and Sheri will ask any department member who may have forgotten to include these objectives on the working syllabi for fall to do so before the syllabus is duplicated. Please expect and do not be annoyed with additional reminders of this step. Without it, a portion of the excellent work you accomplished with the official course proposal form transfers is diminished.
14. HLC-Inspired Course Transfer to New Forms. Timeline for courses to be transferred to the new proposals is below. Perhaps you would like to get the remaining courses to me before breaking for the summer. Please check the table and preserve any course you wish to preserve in the active curriculum by transferring it to the new course proposal form.

For courses in the active curriculum beyond the 17-18 Schedule
To the chair of the Dept. Curriculum Committee: Thursday, September 14, 2017
To Marshall: Thursday, September 28, 2017
To the CAS Dean’s Office: October 6, 2017

15. Post-Tenure Review 2016-2017 (by chair or committee; one teach. observation):
   a. Annette Klemp, chair method; report in Dean’s office.
   b. Steve Luebke, chair method; report in Dean’s office.
   c. Mialis Moline, chair method chosen; observation done; report pending.
   d. Cecilia Bustamante, post-poned to 2017-2018
   e. Materials to forward to dean:
      i. Statement by chair based on ii-v (immediately below)
      ii. Current C.V.
      iii. Current teaching observation
      iv. Reflective statement about previous goals and future goals
      v. Student evals from past three evaluations

16. Post-Tenure Review 2017-2018 (by chair or committee; one teach. observation):
   a. Jenny Brantley.
   b. Greta Gaard.
   c. Juan Carlos Chaves.

17. Promotion 2016-2017
   a. Asso. Lec. to Lecturer and Lecturer to Senior Lecturer:
      i. Greg Kerklie: recommendation in Dean’s Office; postponed to 2017-2018.
      ii. Casey Maude: promoted to Senior Lecturer.
      iii. Kate Maude: promoted to Senior Lecturer.
      iv. Alexander Hatheway: promoted to Lecturer.
      v. Diane Jacobsen: promoted to Lecturer.
      vi. Jon Shadden: promoted to Lecturer.
   b. Senior Lecture to Distinguished Lecturer
      i. Alan Poulson: promoted to Distinguished Lecturer.
   c. History of Promotion to Distinguished Lecturer in CAS (four people)
      i. English, Ph.D., over 20 years of service
      ii. English, M.A., over 20 years of service, excellent publication record
      iii. Communication Studies, Ph.D., 7 years of service
iv. Chemistry, Ph.D., over 20 years of service
v. English, M.A., over 15 years of excellent service at department level.
d. Faculty and Academic Staff Handbook on Distinguished Lecturer Position
i. Distinguished Lecturer: One may apply for the title of distinguished lecturer after 12 or more years of teaching with a 50% or more appointment and demonstrated distinguished service to the department, university, professional associations and community at large. This title is not intended to be the usual final stage of promotion for IAS [italics added].

2. Curriculum Matters
1. ENGL 375 has been made a 400 level course, effective Fall 2016. No change.
2. Adding ENGL 211 to the TESOL Education minor as a required course and adding ENGL 450 to the category of “Required Supporting Courses” (passed APP on Monday, April 10; passed Senate on Wednesday, April 22).
3. SY3 TESOL Practicum, will be added to the TESOL MA program as one of the possible electives (passed department in May of 2016). Needs to be started on its way through the process.
4. Change of designator for “ENGL” courses in the TESOL programs to “TESL.” All our 700-level courses pertaining to TESOL will have the “TESL” designator; all other courses pertaining to TESOL (e.g., 360/560, 475/675) will retain their “ENGL” designator. APP approved the use of the new designator in the courses; APP wishes the “changes” to the TESOL program to come through APP again.
5. Revisions to Language Arts Minor (that is taken by Elementary Education majors). An issue with block scheduling of Elem. Ed. majors suggests either a schedule change for the course offering to a TR schedule or (and perhaps the wiser course of action) a curriculum change.

Assessment
1. Senior Exit Surveys for 2015-2016 and Graduation Surveys!
   a. ENGL ED: TED 432 (Catherine F16, thank you.)
   b. Lit: 444 (Steve F16, thank you.)
   c. Creative Writing: 482 (Joe S17)
   d. Professional Writing: 494 (Mialisa S17)
   e. TESOL: 420 (Annette S17)
   f. TESOL MA: 620 (Annette S17)
   g. SPAN: 401 (Cecilia F16, thank you) Also, the post-graduate survey.
2. Each of your areas’ surveys is attached as is our Graduation Survey.
3. In addition to program surveys, please ask seniors (regardless of whether they have a semester left or not), to fill out the Graduation Survey—the first survey attached.
4. Please survey all members of the course that is identified as the survey course (482, 493, 420, and 620, regardless of whether the student in the course is a senior or a junior and regardless of whether the student is a major or a minor. Students just need
to be in the program). If not in the program but taking the course for another reason, they should not fill out the survey.

5. Annette, please distinguish between 420 responses and 620 responses if you can.
6. Return surveys to Sheri who will total them and consolidate the contents.

   a. ENGL ED: Catherine with Marshall
   b. Lit: Marshall with Steve, Annette, Michelle
   c. Creative Writing: Joe with Jenny, Steve, and Marshall
   d. Professional Writing: Mialisa with Greta and Marshall
   e. TESOL: Doug with Vladimir, Annette, Rhonda, and Marshall
      i. The report needs to be written.
   f. TESOL MA: Doug with Vladimir, Annette, Rhonda, and Marshall
      i. The report needs to be written.
   g. SPAN: Cecilia met with Marshall
      i. The report needs to be written.

    Everyone across the country calls this survey the "First Destination Survey."
    Connect before graduation
    Connect in six months (started with Dec. grads.)
    Connect again in one year

    Live Alumni will mine Linked-In data. So goal is to get students on Linked-In so that we can track them.
    Job before Graduation is part of the story—success happens early.
    How to support: we do not know what surveys are going out there. SEND out reminders
to also ask students do the future employment survey.

    Our counterpoints are doing this and doing it well. We need to compete.
    Metrics will count. UWS is arguing that a System metric should be used because campuses are so different.
    YOUR ACTION: Tell students that "you can expect a First Destination Survey."

Lawroom Training (sexual harassment training)
92.56% of faculty have completed it. Should have been done by April 15.
73.6% completed. If they are graduating, they are not required to take it, but we would like them to take it. If professors would remind them in class, it would be helpful. Tell them it is good for the university.

Sent to all students. It went out in phases. Student employees were targeted by Michelle Drost. Campus Clarity is the same general idea but the training is slightly different. If you are a student employment, you must and you should be paid to do it (do it on your paid time!).

Instructor Evals
In the classroom via electronic devices—first time.
Next Friday we are doing the instructor evaluation. Advance warning is important. Otherwise the same; same student leader, leave the classroom.
"Page not optimized": IT has gone in and fixed it: "No online surveys found. Seeing a warning instead of survey links? Try this link to see the surveys instead." Having them doing them in class will get things back up to 90% response. Have to click until you get the right one: it will have the instructor's name on it.
Write: your name, class, and section number. Most cell phones have worked. Some have not. If can't work on your cell phone, you can go to a computer and do the survey.

**Post-Tenure Review Policy**
This fall the new post-tenure policy goes into effect this fall. Complete portfolios will be required no later than Jan. 30.
You must give one of the three ratings: exceeds significantly, meets, does not meet.

The natural question becomes "How are you evaluating me?" Each department should have the criteria for post-tenure review. A department can use the same criteria as for the retention process. However, a rubric might be good: does not meet expectations.
We need to re-affirm our criteria.
Need to re-affirm statements, which might include clear differentiation where pertinent, of criteria:
- Retention
- Tenure
- Promotion to Full Professor
- Post-Tenure Review
- Process for Merit

IAS promotion to Lecturer
IAS promotion to Senior Lecturer
IAS promotion to Distinguished Lecturer

Faculty need easy access to all of the criteria and the process.

We would like every step to be developed and approved by the department.

**Introduction/Background:**
Issue.
Do we have a policy?
Do we have a procedure?
What is the evidence that we can present that we are doing it (not just the end product).
How do we communicate these steps to the public.

Make sure we have the policies, procedures, and evidence.
As we prepare for the review, don't emphasize the end of the world. They will go away saying that UWRP does not have the resources to provide quality education.
If we have deficiencies, we need to show that we are addressing them.

**Syllabi**

*Syllabi Repository starting Fall 2018*

**Syllabi Requirements**

Senate Syllabus requirement. Very important!!!!

Syllabus should show what online work is used to make up the work that does not appear in face-to-face mode.

Experience of student in different modes is equal.

https://www.uwrf.edu/Administration/Provost/AssocVCforAcadAff/GradSt/Syllabi.cfm

All faculty and instructional staff will be expected to complete a working syllabus for each class, excluding courses focused on individualized instruction, such as internships, mentorship, independent readings, and independent study. The working syllabus will be provided to students, either online or as a hard copy, and will include the following items.

**Semester**

**Year**

**Course Title**

**Subject Code or Department/Program Prefix**

**Course Number**

**Section Number**

**Credits**

**Prerequisites and Co-requisites**

**Course Objectives**

**Required Course Content and any additional content**

**Grading Policy**

Distinction between the requirements and/or performance for undergraduate and graduate students (for courses that are taught simultaneously as a combined undergraduate and graduate courses). The following unique expectations of graduate students must be addressed:

**Content:** e.g. the additional content that graduate students will explore, or the additional depth and scope of course content that will be covered by graduate students.

**Intensity:** e.g. the additional readings, assignments, additional requirements, evaluations, and so on that reflect additional rigor.

**Self-direction:** e.g. the work required outside of class that reflects increased self-directed learning.

**Class meeting dates and times (i.e. as appropriate, based on the mode of instruction)**

**Classroom or Location (as appropriate, based on the mode of instruction)**

**The Mode of Instruction**

Description of how required student contact hours are met. For courses that are not offered 100 percent face-to-face, instructors should detail how meetings, assignments, activities, and/or the on-line work meet the expectations of the U.S. Department of Education and the Higher Learning Commission.

**Name of Instructor(s)**
Instructor's Email
Instructor's Phone Number
Instructor In-Person and/or On-Line Office Hours
Course On-Line Location or Web Page (for courses that are partially or wholly offered through distance education)
Required Textbook and other Required Materials
List of Major Assignments and/or Examinations
Attendance and/or Participation Policy, or the requirements for student interaction for courses that are offered partially or wholly through distance education.
Late work and missed examination policies
Campus policies on inclusion, respect, ability/disability, accommodation, and academic integrity and/or a link to campus policies regarding inclusion, respect, ability/disability, accommodation, and academic integrity.
Instructors retain the ability to modify aspects of the class in order to meet course objectives and to respond to student needs and interests, as long as such modifications are consistent with both the official course specifications and any written departmental expectations (i.e. approved formally by the department), and that they are communicated to students in a timely manner.
Instructors retain the academic freedom to deliver course content to achieve academic rigor and to serve the best interests of students.

Inclusivity, Respect, and Ability/Disability Expectations
1. The University of Wisconsin-River Falls strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment. If you have concerns about such behavior, contact your instructor, the Office of Student Conduct and Community Standards at 715-425-4844, or the Office of Equity, Diversity, and Inclusion at 715-425-3833. For a list of prohibited behaviors and protected classes or to report something that is inappropriate using an online process, go to this page.

2. The University of Wisconsin-River Falls is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Sexual misconduct and relationship violence in any form are antithetical to the university’s mission and core values, violate university policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, please visit Title IX to access information about university support and resources.

Department Minutes (System Legal came to discuss): Need to save minutes, organize them historically, and create them as we move forward. Critical. Record in the minutes: Assessment, Curriculum Review, etc.
Assessment of Modes of Instruction: share motion from Assessment Committee
Assessment process needs to SHOW that experience was equivalent.
Common final exam? Are scores similar.
Here are the five outcomes of the class: compare face-to-face versus online.

16. SPCC Initiative.

4. Other Reports?
   h. Other:

OLD BUSINESS: None.

NEW BUSINESS:

1. Approval of the following motion from the TESOL Committee and Curriculum Committee (the motion is represented visually in the attachment): To delete TESL 789, Special Topics, from the Required Courses section and consequently reduce the number of required credits from 27 to 24 and to increase the Elective section from three to six credits (Annette, Steve) passes unanimously (9, 0, 0).

2. Approval of TESL 769, Developing Discourse and Pragmatics Teaching Materials (9, 0, 0) with revisions. Less Tolstoy; more Hemingway. Vladimir will revise. (Cur Cutting. Cultural face)

3. The Promotion Committee's Recommendation that the Department of English Update its Promotion Criteria (see attached letter from the 2016-2017 CAS Promotions Committee to the CAS Dean). From a different document than the one attached (for further context): The 2016-2017 CAS Promotions Committee "acknowledges the fact that the English Promotion Criteria document includes as scholarship a wide range of activities that do not conform to the faculty handbook and stray significantly from the usual understanding of the term."

The chair is puzzled by the phrase "do not conform to the faculty handbook." The chair has searched the Handbook. The best statement on scholarship is reproduced below. The chair is willing to inquire further as to how the departmental criteria "do not conform to the faculty handbook." That the department's criteria do not conform to the usual understanding of the term is something that can be acknowledged. The criteria do not require "publication" of research in the way that "publication" is traditionally understood as the dissemination of results to an appropriate peer audience. But how the department does not conform to the Handbook is unclear (to the chair). Handbook:
4.3.2.1 Core Criteria. (c2) Professional involvement and accomplishments. Professional involvement and accomplishments in research/scholarly/creative activity may include, but are not limited to, student-faculty or faculty research/scholarly/creative activity involving traditional discipline-related activity or the scholarship of teaching and learning, publications, presentations to professional organizations, grants applied for, grants received, exhibitions of works of art, performances, video productions, software production, participation in scholarly/scientific meetings and related activities.

Action recommended: Executive Committee will appoint a special committee to address the criteria for each step of the review process. These processes and other information should be placed into a Departmental Faculty and IAS Handbook.

4. Other?

MISC. BUSINESS

ADJOURN (Greta, Michelle): declared passed unanimously, adjourned at 4:40 p.m.

Spring Dept. Meetings: Apr. 21, 3:00 to 4:30, 188 KFA

Attachments:  
1. Minutes of February 24, 2017  
2. TESOL Degree Plan with proposed change indicated (drop 789 from required courses)  
3. Letter from 2016-2017 CAS Promotions Committee to Dean regarding dept criteria.  
4. TESOL 769, Discourse and Pragmatics, syllabus proposal.  
5. Student evaluations of instructor.  
6. Instructions for giving student evaluations.  
7. SPPC Initiative  
8. [(10)-(16)] Material Relating to Criteria for Evaluation at Each Stage of the Process

Handouts:  
First Destination Survey (for students)