

## **Advisory Committee Meeting Minutes Monday, March 30, 2010**

Meeting called to order 4:05 p.m.

Present: Russ Mason, Sarah Petersen, Scott Stevens

Absent: Joe Matterer (medical leave), Lisa Grimsley

### **I. 2010-2011 Calendar**

Scott presented the ELI administrative calendar for the next academic year, pointing out that, like this year, session III (Jan./Feb.) will be an eight-week session while session IV (Mar/Apr) will be seven weeks. In contrast to III10, intake will take place on one day only (Monday 1/3/11) instead of two. The first-day breakfast and distribution of schedules, then, will take place on Tuesday instead of Wednesday, and the first full day of classes will be on Wednesday instead of Thursday.

In the light of a day gained, it was asked whether graduation would be held on Thursday or Friday of Week 8 and what place the Martin Luther King, Jr. National Day of Service might hold (obligatory for students? obligatory or voluntary for teachers?)

**Action Item:** Initiate a faculty discussion on the above issues, either by email or at the May administrative retreat.

### **II. Annual Administrative Retreat, May 13-14, 2010**

Items on the Retreat agenda:

- check-in on the level coordination system
- plan for the 108 E. Main St. move-in
- action on recommendations from committee chairs
- procedures clarification
  - Week 8
  - CAP policies
  - Understanding rubrics and forms
- brainstorming on new activities and events for the A&E committee
- discussion of MLK Jr. Day in session III 2011?
- committee time?

R/W EAP teachers are meeting April 9 to discuss a writing rubric template. Resolutions created at that meeting will be presented for reflection at the retreat. The hoped-for outcome is that faculty will agree to create, through the level coordination groups in conjunction with the testing committee, a template rubric for each level and each skill area.

### III. ELI Promotion and Tenure Document

Work on this document stalled when the issue of college restructuring came to the fore. However, the committee feels that it is not necessary to delay the document's revision any longer, as it will need to meet the approval of whichever college the ELI is destined to join.

#### Proposed revisions:

(Labels such as "J3" refer to the margin comments made by members of the CEPP P&T committee.)

J3 on p. 2 questions the wording "where applicable" under "Promotion to Assistant Professor."

**Response:** Delete "where applicable."

J6 on p. 3 questions the wording "where appropriate" in the phrase "And where appropriate, the dossier will also include . . ."

**Response:** Add parentheses saying "See footnote for 'Course Evaluations' under section subheaded 'Teaching.'" (Refers to faculty such as ELL teachers for whom course evaluations are not appropriate.)

J7 on p. 4: "It is standard practice to include data from all years in rank . . ."

**Response:** Under "Course Evaluations" (p. 4) change "the most recent three years" to "all years in rank." (This refers to providing the statistical summary sheets for courses taught.)

J8 on p. 6 questions the categorization of conference presentations under teaching rather than scholarship.

Discussion: In the July 2004 workload agreement, conferences are considered as teaching because a teacher has the obligation to share his/her experience with others. Both by attending and by sharing, the teacher grows professionally.

If we moved it back to the scholarship category, it could be taken as part of the summer research option. The classification would be better understood and accepted by the University but not by ELI faculty—unless there were a separate peer review document that clearly protected a teacher's right to pursue quality of teaching over scholarship and promotion.

Another option: Opportunities such as PennTESOL ("professional development and local conferences") would continue to be included in the workload agreement under teaching; after all, all faculty need to participate in professional development. Meanwhile, truly juried conferences such as WA-TESOL and International TESOL ("international, national and regional conferences") should be considered under scholarship. Under the workload agreement this would be covered in the summer research option and would not result in a reduction in course load. All faculty interested in pursuing promotion need to pursue this option.

**Response** to J8: Delete note bottom p.5 to top p. 6 (about the classification of conferences)

J9 on p. 9: “A more detailed list would be helpful here.” (Under “Criteria for Promotion from Associate Professor to Full Professor”)

**Response:** Repeat the “Evidence of Scholarship” list from p. 7 under “Criteria for Promotion from Assistant Professor to Associate Professor.”

Scott will enter the above changes in the document and submit it to the ELI P&T committee before then putting it to the faculty for approval. The wording and format proposed above are approximate and up to Scott’s discretion to refine.

**Action item:** We need a separate peer review document. Add this to the list of recommendations to be presented for action at the retreat.

#### **IV. Miscellaneous**

Nigel Caplan, candidate for the currently open mid-career faculty position, has verbally accepted the ELI’s offer of employment.

Scott submitted the ELI’s Memorandum of Understanding (concerning its desired move to the College of Arts and Sciences) on March 26 to Dean Gamel-McCormick, who subsequently sent it on to the Provost.

Meeting adjourned 5:45 p.m.

Respectfully submitted  
Sarah Petersen