

**DEPARTMENT EVALUATION DOCUMENT**

Department/School of English Language and Literature

College of Arts and Sciences

Date of Last DED Revision: July 2010


Date of Department Faculty Vote: April 22, 2022

Yes 22 No 0 Abstain 1

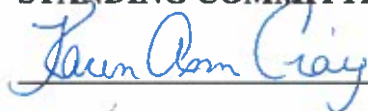
**APPROVALS:**

 4/22/22  
Personnel Committee Chair (Date)


 4.22.22  
Department Head/School Director (Date)

 4/22/2022  
Dean (Date)

**APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT  
STANDING COMMITTEE ON: May 25, 2022**



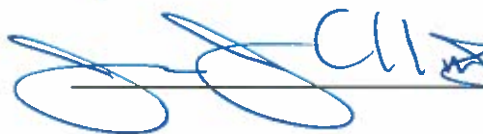















**DEPARTMENTAL EVALUATION DOCUMENT  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

As stated in Article XV G of the Agreement between Eastern Michigan University (EMU) and the EMU Chapter of the American Association of University Professors (AAUP). The evaluation criteria, techniques, and procedures to be carried out by the Department of English Language and Literature are described in this document.

Schedule for Reappointment and Tenure Evaluations

Evaluations of probationary Faculty Members shall be conducted consistent with the following schedule:

Initial Appointment Rank	Probationary Year					
	1	2	3	4	5	6
Professor		F	T			
Assoc. Prof.		F	I	T		
Asst. Prof.		I	F	I	T	
Instructor		I	F	I	I	T

I – Interim Meeting  
F - Full Evaluation  
T – Tenure Evaluation

**APPOINTMENT STANDARDS  
AND EQUIVALENCIES**

The preferred academic credential for appointment as professor, associate professor, and assistant professor in the Department of English Language and Literature is the terminal research degree, research the PhD. In English Education, however, the EdD is considered the equivalent of the PhD, and in Creative Writing the MFA is accepted as an appropriate equivalent for the PhD. These two degrees, the EdD and MFA, are also terminal degrees, and in these programs they, therefore are equivalent to the PhD.

Other degrees (MA, MS, BA, BS) are never considered equivalent to the PhD, but faculty members in Public Relations and Creative Writing who hold a Master's Degree may meet the appointment requirement by meeting two of the following four equivalencies:

- 1) An Author or an editor of a book or an author of a play.

- 2) An Author of four journal articles, four pieces of published creative writing, two publicly presented plays, a substantial body of journalistic or public relations work, or significant public readings of one's own work
- 3) Major participation in four regional or national organizations: for example, reading a paper or speaking on a panel at a conference, organizing a conference, holding an office.
- 4) Eight years of full-time equivalent professional work as a public relations professional or as a practicing creative writer.

Equivalence may be met by combining partial fulfillment of 2, 3 and 4: that is, percentages of articles, papers, years, etc. may be combined to meet an equivalency requirement, as long as all activities clearly contribute to the faculty member's discipline or area of specialization.

It is assumed that all faculty members hired by the department will hold a PhD, an equivalent degree, or have appropriate equivalencies. Should a new hire not finish a degree by the first day of the semester when beginning work in the Department, the new hire shall be appointed as an instructor for two years. If at the end of the first *year* the degree has not been completed, the faculty member will be terminated at the end of the second year. If the faculty member completes the degree within a year, the faculty member will be appointed as an assistant professor for the second year. The year as instructor will not count toward receiving tenure or promotion.

In cases in which previous service toward tenure and promotion may be accorded a new hire, the Personnel Committee will form an Ad Hoc committee composed of the Department Head, the Search Committee Chair, and a member of the Personnel Committee to recommend how or whether a new hire's service before coming to EMU shall be counted toward tenure.

In the event that a candidate wishes to negotiate for a rank higher than that advertised, the decision to hire at the higher rank shall include review and input by the Search Committee, the Personnel Committee, and the general faculty at a departmental faculty meeting.

**REAPPOINTMENT AND TENURE STANDARDS (Faculty Hired before 9.1.2021 who do not receive the research and creative release)**

PROFESSOR

Year	1	2	3
Eval.		F	T
Instruct.			
Effect.		DAA	DAA
Schol./Creat.			DAA in
Act.		A	one, A
Serv.		A	in other

ASSOCIATE PROFESSOR

Year	1	2	3	4
Eval.		F	I	T

Instruct. Effect. Schol./Creat. Act. Service	DAA  X A		DAA DAA in one, A in other
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ASSISTANT PROFESSOR

Year	1	2	3	4	5
Eval.		I	F	I	T
Instruct. Effect. Schol./Creat. Act. Service			DAA  X A		DAA DAA in one, A in other

INSTRUCTOR

Year	1	2	3	4	5	6
Eval.		I	F	I	I	T
Instruc. Effect. Schol./Creat. Act.* Service			DAA  A			DAA  DAA in one, A in other

\* Scholarly/creative activity is evaluated for advisory purposes only and is not a factor in determining eligibility for reappointment.

**PROMOTION STANDARDS  
AND EQUIVALENCIES**

<u>Rank after Promotion</u>	<u>Year Eligible</u>	<u>Academic Credentials</u>	<u>Instr. Effect.</u>	<u>Schol./Creat. Activity</u>	<u>Service</u>
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TO PROFESSOR	5 years as assoc. prof. at EMU*	Ph.D. Or for Public Relations or Creative Writing faculty exclusively: two of four equivalencies as listed in Appointment Standards chart.	DAA	DAA in one and A in other	A
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TO  
ASSOCIATE  
PROFESSOR

5 years as  
asst. prof.  
at EMU\*

Ph.D.  
Or for  
Public Relations or  
Creative Writing  
faculty exclusively:  
two of four  
equivalencies as  
listed in  
Appointment  
Standards chart.

DAA

DAA in one and A  
in other

**REAPPOINTMENT AND TENURE STANDARDS (Faculty Hired after 9.1.2021 or Faculty who receive the research and creative release)**

PROFESSOR

Year	1	2	3
Eval.		F	T
Instruct. Effect.		DAA	DAA
Schol./Creat. Act.		DAA	DAA
Serv.		A	A

ASSOCIATE PROFESSOR

Year	1	2	3	4
Eval.		F	I	T
Instruct. Effect.		DAA		DAA
Schol./Creat. Act.		DAA		DAA
Service		A		A

ASSISTANT PROFESSOR

Year	1	2	3	4	5
Eval.		I	F	I	T
Instruct.					

Effect.		DAA		DAA
Schol./Creat.				
Act.		X*		DAA
Service		A		A

**INSTRUCTOR**

Year	1	2	3	4	5	6
Eval.		I	F	I	I	T
Instruc.						
Effect.			DAA			DAA
Schol./Creat.						
Act.			X*			DAA
Service			A			A

\* Scholarly/creative activity is evaluated for advisory purposes only and is not a factor in determining eligibility for reappointment.

**PROMOTION STANDARDS  
AND EQUIVALENCIES**

<u>Rank after Promotion</u>	<u>Year Eligible</u>	<u>Academic Credentials</u>	<u>Instr. Effect.</u>	<u>Schol/Creat. Activity</u>	<u>Service</u>
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TO

PROFESSOR

5 years as  
assoc. prof.  
at EMU\*

Ph.D.  
Or for  
Public Relations or  
Creative Writing  
faculty exclusively:  
two of four  
equivalencies as  
listed in  
Appointment  
Standards chart.

DAA

DAA

A

TO

ASSOCIATE  
PROFESSOR

5 years as  
asst. prof.

Ph.D.  
Or for

at EMU*	Public Relations or Creative Writing faculty exclusively: two of four equivalencies as listed in Appointment Standards chart.	DAA	DAA	A
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## TECHNIQUES

### *Instructional Effectiveness*

#### Data Collection Procedures

Each applicant must include a personal report of activities and accomplishments (see section on Procedures for specific instructions concerning content and format). This report should include the following:

1. An account of continuing investigation and application of current research in subject area(s) and in teaching methods,
2. Evidence of ongoing development of teaching materials such as syllabi, review sheets, lecture notes, research paper suggestions, and examinations,
3. Examples of examinations, papers, and other assignments, and
4. Evidence of availability to students outside of class for advising, career planning and help with classwork and with independent learning experiences (independent study projects, cooperative education assistance, publications, conference participation, etc.).

The report will also include the Classroom Observation Form as filled out by two members or representatives of the Personnel Committee and the Department Head using the following criteria where appropriate:

1. Clarity of instructional objectives of the course,
2. Agreement between the announced objectives, assignments, and classroom activities, quality of syllabus,
3. Clarity of organization and general presentation of material,
4. Appropriateness of teaching methods and material for class level,
5. Instructor's understanding of the subject matter,
6. Instructor's sensitivity to student questions and divergent student opinion,
7. Instructor's willingness and ability to stimulate class discussion and student thinking, and
8. Rapport between instructor and students that is conducive to learning.

### Evaluation Reports

1. Faculty member's own record of activities and accomplishments in this area.
2. Evaluations of teaching by peers based on classroom visitations and examination of other information provided by the faculty member in association with the visitation and recorded on the Classroom Observation form.
3. Student evaluations of teaching, using the university-wide evaluation system.
4. Department Head evaluations of teaching, based on classroom visitations and examination of other information provided by the faculty member in association with the visitation and recorded on the Classroom Observation form.

### Ratings

Exceptional (E): Awarded when the instruction offered by the applicant is evaluated as that of a truly superior teacher. Evaluators must describe through specific details (or in the case of student evaluations, quantify) performance as better in quality than distinctly above average.

Distinctly Above Average (DAA): Awarded when the instruction offered by the applicant is evaluated as that of an outstanding teacher. Evaluators must describe through specific details (or in the case of student evaluations, quantify) performance as better in quality than average.

Average (A): Awarded when the instruction offered by the applicant is evaluated as that of a good teacher. This is the minimum acceptable level of performance.

### ***Scholarly and/or Creative Activity***

#### Data Collection Procedures

Each applicant must include a personal report of his/her scholarly and/or creative activities and provide copies of papers, articles, books, publications and/or other tangible documentation (see Procedures section for specific instructions concerning content and format). Scholarly and/or creative activity is not evaluated during Interim Evaluations unless the applicant requests.

The faculty member must show that the activity clearly contributes to his/her discipline or area of specialization and document its dissemination either in the classroom, among practitioners of the discipline, or among the larger scholarly community.

### Ratings

The Personnel Committee judges scholarly and/or creative activity according to the following criteria and assigns ratings according to the numerical points indicated for each activity.



<u>Scholarly/Creative Activity Points</u>	<u>Points</u>
1. Authoring or coauthoring a book or its equivalent accepted for publication by a national or international, recognized, academic publisher.	7-9
2. Editing, coediting, or translating a book or its equivalent accepted for publication by a national or international, recognized, academic publisher.	6-7
3. Editing or coediting a multivolume, refereed, national, professional journal.	3-5
4. Authoring an article published in a refereed, national, professional journal or the equivalent in translation or creative production (such as fiction, poetry, drama, exhibit, documentary, CD-ROM, or other interactive medium).	3-4
5. Authoring a chapter in a professional book or equivalent creative production in a collection accepted for publication by a professional publisher.	3-4
6. Authoring an article or the equivalent in translation or creative production for a refereed, online, national, professional journal.	2-4
7. Authoring a computer software application accepted for distribution by a national publisher.	2-3
8. Authoring a substantial critical review (3 or more pages) published in a refereed, national, professional journal (hardcopy or electronic) or authoring a substantial document (such as a field report, annual report, or set of organized data) disseminated electronically or in hard copy.	2-3
9. Authoring and delivering a keynote address at a national or regional conference of a professional organization.	2-3
10. Editing or coediting a special issue of a refereed, national, professional journal.	1-2
11. Authoring an applied multipage document or a series (at least 5) of 1-2-page short documents in a professional field (such as technical communication or public relations) for a business or organization, or authoring speeches to be delivered by a business/agency/education/government official.	1-2
12. Giving a paper; or conducting a workshop; or proposing, organizing, and presenting a topic panel; or acting as a respondent on a panel; or the equivalent in creative production at a national, professional conference or organizational meeting.	2-3
13. Giving a paper; or conducting a workshop; or proposing, organizing, and presenting a topic panel; or acting as a respondent on a panel; or the equivalent	1-2

in creative production at a local or regional professional conference or organizational meeting.

- |     |   |     |
|-----|---|-----|
| 14. | Authoring at least three book reviews (1 or 2 pages each) published in a professional journal, or authoring one article published in a nonrefereed, professional, hard copy or online journal.  | 1-2 |
| 15. | Authoring a grant proposal to a funding agency outside the university.  | 1-3 |
| 16. | Designing, writing and/or editing a business or organizational newsletter of at least 6 issues for an entire year.  | 1-2 |
| 17. | Preparing a revised edition of an authored or edited book that involves new research and the addition of new material equivalent to at least one chapter and reorganization of present material, or the equivalent in authoring and editing a revised edition in creative production, or guest editing a special edition of a professional journal.   | 1-2 |
| 18. | Preparing significant, independent scholarly research or creative activity, such as manuscripts readied for submission, assembled bodies of research data, or research accumulated in preparation for a major publication project or exhibit. Such research or creative activity should be documented and available upon request. (The point values for this activity apply to the entire review period.) | 1-2 |

Additional Requirement

A rating of Exceptional or Distinctly Above Average in Scholarly/Creative activity requires that at least one point be acquired from activities 1-11. Faculty hired after September 1, 2021, or Faculty who receive the Research/Creative Activity Release must meet the Scholarly/Creative Activity rating of "Distinctly Above Average," defined as two major and one minor scholarly/creative activity as per Appendix A.

*Scholarly and/or Creative Activity Rating Requirements*

Reappointment, Tenure and Promotion (Faculty Hired before September 1, 2021 and not taking the research/creative activity release).

PROFESSOR

Year

	1	2	3
<u>Eval. Type:</u>		F	T
Exceptional	X	8	12

PPE for every 5 years of service after tenure. Average in Scholarly/

Distinctly Above Ave	X	6	9
Average	X	4	6

Creative Activity = 4 points.

ASSOCIATE PROFESSOR

Year

	1	2	3	4	5
<u>Eval. Type:</u>		F	I	T	F
Exceptional	X	8	X	16	18
Distinctly Above Ave	X	5	X	10	12
Average	X	3	X	6	6

PPE for every 5 years of service after tenure. Average in Schol./Creat. Act. = 4 pts. F-P upon request after 5th year.

- I Interim Meeting
- F Full Evaluation
- T Tenure Evaluation

***Service***

There are two types of service recognized for the purposes of promotion and tenure: service to the university and service to the profession. Each is defined below:

Service to the university refers to administrative roles in the department, college, and university. Such university service includes membership on, and especially leadership of, committees.

Service to the profession refers to such activities as holding major leadership positions in professional organizations, serving on editorial boards of professional journals, and serving on national or international boards, commissions, and review panels, etc.

All tenure track faculty must share in the work necessary to maintain the operation of the institution. Furthermore, faculty are expected to contribute to the growth of the institution through efforts that are aimed at improving programs and facilities. Faculty are also expected to contribute to the maintenance and growth of their profession. Finally, faculty are encouraged to serve the community at large in a professional capacity that enhances the stature of the university.

Data Collection Procedures

The applicant will clearly identify his/her service activities related to the department, university, and community in a narrative text (see previous sections of this document for

specific instructions concerning format). Supportive evidence must be provided to indicate the quantity of the effort extended in those activities.

### Service Activities

Service to the Department may include, but is not limited to, the following:

1. Chairing and serving on departmental committees.
2. Recruiting.
3. Organizing field trips.
4. Participating in department-sponsored conferences or promotional activities.
5. Curriculum development.

Service to the university or community may include, but is not limited to, the following:

1. Participation on college and university-wide councils and committees.
2. Holding an office in a state or national scholarly organization.
3. Advising student groups.
4. Serving on advisory boards and screening committees.
5. Doing consulting.
6. Providing significant service to the community.

### Ratings

The Personnel Committee and the Department Head will evaluate all evidence submitted. For interim evaluations, the Personnel Committee and the Department Head will together meet with the applicant to discuss his/her performance and suggest appropriate directions for improvement, if such improvement is necessary. Written reports will be made separately by the Personnel Committee and the Department Head giving the rationale for the rating awarded for full evaluations for reappointment, tenure, and promotion.

Exceptional (E): Awarded when the quality and quantity of service is evaluated, in addition to the basis described for average, as substantially more than one's fair share. In addition to active participation on committees (departmental, college, university, or professional or equivalent, professionally related work in the community) and regular attendance at department meetings, then, Exceptional Service shall be evidenced by such activities as:

1. Chairing or service on a departmental committee when it performs particularly significant service.
2. Revamping course offerings or programs, surveying students or graduates.
3. Deliberating on personnel appointment or evaluation.
4. Sponsoring events which promote the department, or reward or attract students.

Distinctly Above Average (DAA): Awarded when the quality and quantity of service is evaluated, in addition to the basis described for average, as substantially more than one's fair share. In addition to active participation on committees (departmental, college,

university, or professional or equivalent, professionally related work in the community) and regular attendance at department meetings, then, Distinctly Above Average Service shall be evidenced by such activities as:

1. Active service as chairperson of a standing departmental committee or as a member of two or more such committees.
2. Significant service to the department as ad hoc committee member, organizer of successful field trips, originator of extra-curricular programs, developer of new courses, etc.

Average (A): Awarded when the quality and quantity of service is evaluated as that normally expected. This shall be evidenced by such activities as:

1. Significant participation in departmental committee work or in college or university committee work or the equivalent in the community.
2. Regular attendance at department meetings.

#### **CLASSROOM OBSERVATION PROCEDURES**

Prior to the classroom visit, the observer may 1) obtain from the instructor a syllabus and/or other materials distributed to the students in the class, 2) arrange with the instructor a convenient time for the observation, usually with at least one week's advance notice, and 3) confer with the instructor in order to understand the general objectives, procedures, requirements and format of the course, and the subject matter and format of the particular class session to be observed.

The observer may then observe the class and write brief comments based on the organizational structure of the class, presentation of the material, and interactions between teacher and students, as described on the Classroom Observation Form attached.

After the visit, a follow-up conference between the observer and instructor may be held as soon as possible to discuss the class. At this conference, the observer may review the completed evaluation with the instructor. If, on the basis of this conference, the observer thinks revisions are appropriate, she or he may make changes accordingly. The evaluation form may be provided to the faculty member within 5 working days from the time of the classroom visit. The observer may give a copy to the instructor within that time frame (5 working days from time of visit) and submit the original to the Personnel Committee to be included in the Committee's report on this instructor.

#### **STUDENT EVALUATIONS**

The Instructor and Course Evaluation Form, which is distributed to all faculty each semester and machine scored, was initially designed as a method to give feedback to faculty. These forms are also used as one part of the information on Instructional

Effectiveness that faculty compile for departmental reviews. In addition to the two university-wide required items on the Instructor and Course Evaluation Form, all student evaluation forms for English Department faculty and courses are to include the following three items:

My instructor seems well prepared for class.

My instructor makes good use of examples and illustrations.

The instructor is reasonably accessible outside the classroom.

Faculty may add any other items from the form for which they desire feedback.

## CLASSROOM OBSERVATION FORM

**Faculty Member** \_\_\_\_\_

**Observer** \_\_\_\_\_

**Course Observed** \_\_\_\_\_

**Date of Visit** \_\_\_\_\_

To provide some consistency between observations, observers will focus attention on three general areas of classroom teaching: organization and structure of the class, presentation of the material, and classroom interactions between teacher and students. To accommodate the wide range of classroom situations and demands found in English department classes, such as those between small seminars, practical performance classes, and large lecture sections, observers will consider specific issues in each category, such as those listed below, as they are judged appropriate to the type of class being observed.

Organization and Structure of Class — areas for comment:

Clarity of instructional objectives of the course; agreement between announced objectives, assignments and classroom activities, quality of syllabus.

Comments:

Presentation of Material — areas for comment:

Clarity of organization and general presentation of material; appropriateness of teaching methods and material for class level; instructor's understanding of the subject matter.

Comments:

Classroom Interactions — areas for comment:

Instructor's sensitivity to student questions and divergent student opinion; instructor's willingness to stimulate class discussion and student thinking; rapport between instructor and students that is conducive to learning.

Comments:

Greatest Teaching Strengths

Areas for Improvement

**Overall Ranking of Teaching Effectiveness** (please circle appropriate rank)

Exceptional

Distinctly  
Above  
Average

Average

Below  
Average

The remaining space is available for elaborating on any comments or on the Overall Ranking.



## **Appendix A: Research Release Creative/Scholarly Activities**

### **Major Activities:**

Authoring or co-authoring a book by a reputable publisher. This counts as two major activities if there are at least two distinct chapters, not including the introduction and conclusion, that reflect original scholarly/creative activity by the faculty member.

[Counts as two major activities.]

Publication of authored or co-authored textbook by a reputable publisher.

[Counts as one major activity.]

Publication of edited or co-edited or translated book by a reputable publisher. Must include a forward or introduction by the faculty member presenting their own original scholarship.

[Counts as one major activity.]

Publication of peer-reviewed article or book chapter (authored or co-authored).

[Counts as one major activity.]

Publication of editorially reviewed creative work in a reputable regional, national, or international periodical.

[Counts as one major activity.]

Being managing editor of a peer-reviewed journal (when no course release provided). Overseeing solicitation, review process, copy-editing, of multiple issues per year. Must include a forward or introduction by the faculty member providing their own original scholarship through analysis of works presented in the journal.

[Counts as one major activity.]

Editing or guest editing an issue of a scholarly journal (when no course release provided). Authoring RFP, coordinating review process, coordinating copy editing). Must include a forward or introduction by the faculty member providing their own original scholarship through analysis of works presented in the journal.

[Counts as one major activity.]

Presentation or performance of creative/scholarly work at a regional conference, national conference, international conference, academic research center, or national/international research organization. Requires

that the paper proposal or paper submission was invited or peer reviewed for acceptance by conference organizers and that an original paper authored by the faculty member was produced for delivery at the conference.

[Counts as one major activity.]

Authoring and delivering a keynote address at a national or regional conference of an academic or professional organization. Requires that an original scholarly paper authored by the faculty member was produced for delivery at the conference.

[Counts as one major activity.]

Authoring or co-authoring (PI or Co-PI) a grant proposal to a funding agency. For grant proposal to be considered a major activity, we recommend that the grant effort be:

- An original scholarly/creative activity
- Externally funded
- Awarded in an amount \$50,000 or greater
- Some aspect of the grant effort must be disseminated (e.g., grant report)
- Grant reports cannot count as a separate major activity

[Counts as one major activity.]

### **Minor Activities:**

Being managing editor of a peer-reviewed journal (when no course release provided).  
Overseeing solicitation, review process, copy-editing, of multiple issues per year.

Editing or guest editing an issue of a scholarly journal (when no course release provided).  
Authoring RFP, coordinating review process, coordinating copy editing).

Authoring a substantial critical review (3 or more pages) published in a refereed, national, professional journal or authoring a substantial document (such as a field report, annual report, or set of organized data) disseminated digitally or in hard copy.

Authoring an applied multipage document or a series (at least 5) of 1-2 page short documents in a professional field (such as journalism, technical communication, or public relations) for a business or organization, or authoring speeches (at least 5) to be delivered by a business/agency/education/government official.

Creation of a substantial development or promotional/business campaign for an internal or external professional client. Normally includes multiple professional genres and other media, social media, and related plans.

Designing, writing and/or editing a business or organizational newsletter of at least six issues of an entire year.

Acting as a consultant in some area of professional specialization, resulting in the dissemination of scholarly/professional activity.

Giving an invited creative or scholarly public performance at a local or regional venue.

Participation in the work of professional conferences in capacities other than as a presenter of research papers, resulting in the dissemination of scholarly activity (e.g. acting as respondent on a panel, vetting papers, assembling a panel, or facilitating a roundtable discussion).

Publication of critical reviews of published creative/scholarly materials.

Acting as an editor or member of the editorial board of a creative/scholarly publication.

Acting as an external grant reviewer.

Acting as reviewer on a manuscript for a publisher or journal.

Serving as an invited speaker in one's subject area at a local professional meeting or conference.

Evidence of retraining and study to improve one's academic competencies in new areas needed by the department, as provided in the Agreement.

Evidence of scholarly/creative activity associated with efforts to obtain funding for special projects which have substantial instructional or research components, as provided for in the current Agreement.

A major national or international fellowship promoting the creative/scholarly activity of the faculty member.

A minor external fellowship promoting the creative/scholarly activity of the faculty member.

Creation and/or maintenance of creative/scholarly forum in digital or new media venues, such as a podcast or professional blog or website.

A short curricular publication, such as a model lesson plan.

Publication in print, digital or new media venues such as an academic podcasts, blog posts, an op-ed piece, or an encyclopedia entry.

For scholarly/creative activities not identified above, a faculty member should seek pre-approval of the activity to determine whether the prospective activity qualifies as "major" or "minor." Preapproval will occur by application to the section Personnel and Finance Committee, who will submit a recommendation to the Department Head. The Department Head will submit a recommendation to the Dean, who shall respond within 30 working days.