

The Coordinator of Composition position carries three courses of reassigned time per academic year for administrative work.

The Coordinator provides leadership for a program that includes ENG 101P, 101, and 201/H, involves all faculty in the Department, and serves all students who attend Marshall at the outset of their university careers. In addition, the Director, upon request, advises colleagues, the Chair, the Dean, and other appropriate campus personnel on issues that pertain to academic and professional writing on campus.

Each semester this program offers approximately 200 sections of the 100-level sequence on both the main and various remote campuses and through various joint-enrollment programs with high schools in the region.

The primary duties of the Director include:

1. Administration

- establishing, in consultation with the Composition Committee and offering for approval to the voting faculty as a whole, goals and objectives for the courses that compose the program
- administering those policies approved by the faculty
- conveying program information in a clear and timely manner to all pertinent colleagues and students
- being conscious of and meeting all pertinent deadlines
- maintaining a file of all current syllabi for the writing-sequence courses taught by contingent faculty and ensuring that all syllabi are in compliance with departmentally adopted policies
- working with Composition Committee and voting faculty as a whole to establish text guidelines for first-year writing sequence

2. Assessment

- scheduling a series of teaching observations for all new contingent faculty in fall semester, using faculty colleagues from the Graduate and Composition committees who are **not** the mentor of the instructor being observed, with follow-up observations in spring as indicated
- scheduling ongoing periodic evaluation of all faculty who continue in the program after their first year according to recommendations of the Composition Committee as to frequency and number of such observations
- submitting a brief annual report on the classroom performance of each contingent faculty member [based upon student evaluations of teaching effectiveness, teaching observations, and teaching materials] to the Chair each April

- maintaining accurate and up-to-date files of all teaching observation reports, student evaluations of teaching effectiveness, and other assessment data for all contingent faculty
- gathering program assessment data and authoring an annual assessment report for the Chair, as well as longer-term assessment reports associated with program review, accrediting visits, and other external evaluation of programs
- using assessment data to work with Composition Committee and voting faculty to revise and strengthen existing program policies
- collaborating with Director of Writing Center on intersections between first-year writing sequence and Writing Center in terms of policy, personnel, budget, etc.
- representing program on campus and beyond at invitation of Chair, Dean, and/or Provost

3. Mentoring

- structuring a training and mentoring program for all contingent faculty teaching in program, including but not limited to a fall orientation workshop, periodic opportunities for faculty development throughout the academic year, office hours (either electronic or face-to-face) designated for colleagues who need one-on-one mentoring; and revising these activities as circumstances and assessment procedures indicate
- establishing a shared protocol for observations and the subsequent reports on these classroom visits

4. Personnel

- consulting with the Graduate Committee and the Composition Committee on applicants for teaching assistantships and conveying to the Chair the names of those candidates that these groups recommend
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- offering the Chair advice on part-time applicants as academic calendar allows
- fielding student complaints related to courses in the first-year sequence, seeking to resolve the problem but referring any students who cannot be handled at the program level to the Chair