

▼ Faculty Submission Step - Eliot Rendleman

Submitted June 22, 2020  
by Eliot Rendleman

Directions for Faculty Completing the promotion and tenure process.

1. Please follow the [guidelines](#) for your Departments Standards of Excellence, College Standards of Excellence, and the University policies and procedures.
2. Make sure you have added all of your faculty activities and achievements in the "Activities" section of Digital Measures. This information will be pulled into the process for you.
3. Once you have uploaded your evidence into the Workflow Process, Click "Submit to "Department Personnel Committee" under the tab "ROUTE" in the top right-hand corner.

Current Rank Assistant Professor


Number of Years at Columbus State University: 4  
(Include current year; exclude periods of Leave(s) of Absence)


Approved Number of Years of Probationary Credit Toward Tenure 0

Are you also being considered for promotion? Yes


Professional Development Plan (PDP)  2018 Rendleman PDP.docx (38.48 KB)


Significant Accomplishments articles published

Department Standards of Excellence  department\_of\_english\_standards\_for\_excellenec.pdf (292.24 KB)


Vita  Last Updated June 22, 2020 at 7:24 PM

Faculty Activity Report  Last Updated June 22, 2020 at 7:24 PM

Faculty Offer Letter  2009 Original Offer Letter.pdf (370.21 KB)

Past Annual Evaluations  2018 Annual Performance Review APR by Judi.docx (40.46 KB)

Peer Teaching Evaluations  2011 F Class Observation letter by Angela Green.pdf (352.17 KB)

Student Evaluations  2020 spring ENGL3172SocialMediaforProfessional24322202002\_AsynchronousInstruction\_EliotRendleman.pdf (181.03 KB)

Reflection on Student Evaluations and Feedback Statement Regarding Assessments of Student Learning

For this statement, I chose to focus on my efforts to measure student learning outcomes for the courses I teach in the Professional Writing track of the English major. The English department webpage for the Professional Writing track states, "The Professional Writing track within the English major is designed to prepare students for careers as writers, editors, and publication managers." This entails, according to the learning outcomes of the Professional Writing track, that at the end of each course students will be able to

Understand and effectively apply rhetorical theory with the appropriate conventions and genres for workplace contexts.

Implement online technology to create effective layout designs in print and electronic media.

Edit and revise the style, grammar, mechanics, and punctuation according to the conventions of various workplace documents.

Recognize the various trends within the professional writing field.

The curricula of the Professional Writing courses I teach nurture and assess students as they meet these outcomes. In this section readers can find (1) the major assignments of the courses I teach, which include the assessment rubrics; and

(2) exemplar samples of student products, which respond to the assessment criteria and demonstrate the learning outcomes.

**Effectively apply rhetorical theory:** To assess students' ability to effectively apply rhetorical theory with the appropriate conventions and genres for workplace contexts—that is, an ability to apply a variety of media to persuade or communicate with an audience—I use a variety of assignments and assessments. While each class might require students to use different modes of communication to address an audience, they all require an authentic audience. Whether my students are writing a traditional report, drafting a peer reviewed publication, or producing a video, I use class discussion, quizzes and exams, student presentations, in-process drafts, and final products to assess their understanding of an audience's discourse, demographics, information needs, genre expectations—in other words—the audience's entire communicative context and goals. Using the assignment rubrics, assessment of rhetoric knowledge occurs at milestones during the course of the semester in the form of formative feedback during the drafting process and summative feedback after submission.

**Implement online technology:** To assess student's ability to implement online technology to create effective layout designs in print and electronic media—basically, to use Adobe applications, MS Office products, and social media—I look at student work in process and final products for a variety of assignments. In Print Design and Digital Rhetoric and Web Design, students must be able to use the basic functions of Adobe InDesign and Dreamweaver (two industry standards) to effectively apply rhetorical theory to reach their audiences. In Writing, Communities, and New Media, students must be able to interact with a variety of social media platforms and use Word to create reports that are attractive and easy to navigate. As with #1, I use the assignment rubrics at regular intervals during the course of the semester in the form of formative during the drafting process and summative feedback after submission.

**Style, grammar, mechanics, and punctuation:** To assess student's ability to edit and revise the style, grammar, mechanics, and punctuation according to the conventions of various workplace documents, I must consider the students' rhetorical context. Students produce products for audiences that expect Standard Academic English and for audiences that expect jargon and/or slang related to a variety of demographics and media. So, assessment of this outcome is on a case-by-case basis, which includes formative and summative feedback.

**Recognize trends:** To assess student's recognition of the various trends within the professional writing field, I examine and offer summative feedback on verbal and written project proposals and summative feedback on final products. In Print Design, must be able to recognize an array of print media that they can design for their audiences' particular rhetorical needs. In Digital Rhetoric and Web Design, must be able to recognize the latest layouts and navigation conventions for websites. In Writing, Communities, and New Media, students must be able to match the latest social media platform to the appropriate audience.

Samples of Syllabi



ENGL 3172 SYLLABUS - Social Media for Writers Section V08 Spring Semester 2019 CO.pdf (100.77 KB)

Letters of Support



2012 Letter of Recommendation PreTenure Ballif.pdf (102.92 KB)

Innovative Pedagogy n/aa

Assessment and Assurance of Learning Statement Regarding Assessments of Student Learning

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Implement online technology to create effective layout designs in print and electronic media.

Edit and revise the style, grammar, mechanics, and punctuation according to the conventions of various workplace documents.

Recognize the various trends within the professional writing field.

The curricula of the Professional Writing courses I teach nurture and assess students as they meet these outcomes. In this section readers can find (1) the major assignments of the courses I teach, which include the assessment rubrics; and (2) exemplar samples of student products, which respond to the assessment criteria and demonstrate the learning outcomes.

**Effectively apply rhetorical theory:** To assess students' ability to effectively apply rhetorical theory with the appropriate conventions and genres for workplace contexts—that is, an ability to apply a variety of media to persuade or communicate with an audience—I use a variety of assignments and assessments. While each class might require students to use different modes of communication to address an audience, they all require an authentic audience. Whether my students are writing a traditional report, drafting a peer reviewed publication, or producing a video, I use class discussion, quizzes and exams, student presentations, in-process drafts, and final products to assess their understanding of an audience's discourse, demographics, information needs, genre expectations—in other words—the audience's entire communicative context and goals. Using the assignment rubrics, assessment of rhetoric knowledge

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Advising, Mentoring, Recruitment of Students n/a

Additional Documentation

▼ Department Personnel Committee Step - Eliot Rendleman

Submitted June 25, 2020  
by Kimberly McElveen

Directions for Chair of the Department Personnel Committee

- Please review Standards of Excellence for the Department and College. In addition, Review [University](#) policies and procedures for tenure.
- If you or the committee finds they need additional information from the candidate, you can send the e-portfolio back to the candidate by selecting the "ROUTE" option in the top right-hand corner, and choose "Send back to Faculty."
- As the chair of this committee, you will be able to see which members of the committee have reviewed the candidate’s e-portfolio. All committee members should rate and provide comments on the candidate’s performance on teaching, research, and service.
- As the chair of this committee, you will be the ONLY individual who can see the committee member’s comments and ratings.
- Once you have synthesized everything and met with your committee, you will write the overall narratives for the candidate’s teaching, research, and service. There is an additional textbox for more information, but this is optional. There is no longer the need for everyone to sign one letter.
- Your narrative/ratings and the comments/ratings from the committee can be revised up until the point you "Route" this e-portfolio to the Chair.
- Once the Department Personnel Committee has completed their process, you will select the "ROUTE" option in the top right-hand corner, and choose "Submit to Faculty."

Teaching Performance Rating

Unsatisfactory

Satisfactory

Feedback for Teaching Performance do better

Research Performance Rating

Unsatisfactory

Satisfactory

Feedback for Research Performance excellent

Service Performance Rating

Unsatisfactory

Satisfactory

Feedback for Service Performance good job

Additional Narrative (optional)

▼ Faculty Response Step - Eliot Rendleman

Submitted June 25, 2020  
by Eliot Rendleman

Faculty Response i will do better with teaching. i will maintain my level of research activity. i will do better with service.

Additional Documentation

▼ Department Chair Step - Eliot Rendleman

Submitted July 6, 2020  
Auto-advanced

Directions for the Department Chair

- You will be able to view all actions up until this point.
- Please rate and provide a narrative for teaching, research, and service. You have the ability to provide an additional narrative but this is not required.
- Once you have completed your evaluation, select the "Route" tab on the top right corner, and select "Submit to Faculty".

Teaching Performance Rating

Unsatisfactory

Satisfactory

Feedback on Teaching Performance

Research Performance Rating

Unsatisfactory

Satisfactory

Feedback on Research Performance

Service Performance Rating

Unsatisfactory

Satisfactory

Feedback on Service Performance

Additional Narrative (optional)

▼ Faculty Response Step - Eliot Rendleman

Submitted July 6, 2020  
Auto-advanced

Faculty Response

Additional Documentation

▼ College Personnel Committee Step - Eliot Rendleman

Submitted July 7, 2020  
by James McHenry

Directions for Chair of the College Personnel Committee

- Please review Standards of Excellence for the Department and College. In addition, Review [University](#) policies and procedures for tenure.
- If you or the committee finds they need additional information from the candidate, you can send the e-portfolio back to the candidate by selecting the "ROUTE" option in the top right-hand corner, and choose "Send back to Faculty."
- As the chair of this committee, you will be able to see which members of the committee have reviewed the candidate's e-portfolio. All committee members should rate and provide comments on the candidate's performance on teaching, research, and service.
- As the chair of this committee, you will be the ONLY individual who can see the committee member's comments and ratings.
- Once you have synthesized everything and met with your committee, you will write the overall narratives for the candidate's teaching, research, and service. There is an additional textbox for more information, but this is optional. There is no longer the need for everyone to sign one letter.
- Your narrative/ratings and the comments/ratings from the committee can be revised up until the point you "Route" this e-portfolio to the faculty.
- Once the Department Personnel Committee has completed their process, you will select the "ROUTE" option in the top right-hand corner, and choose "Submit to Faculty."

Teaching Performance Rating

Unsatisfactory

Satisfactory

Feedback on Teaching Performance I like Eliot's poetry, especially The Wasteland.

Research Performance Rating

Unsatisfactory

Satisfactory

Feedback on Research Performance April is the cruelest month.

Service Performance Rating

Unsatisfactory

Satisfactory

Feedback on Service Performance Breeding lilac and despair.

Additional Narrative (optional)

▼ Faculty Response Step - Eliot Rendleman

Submitted July 7, 2020  
Auto-advanced

Faculty Response

Additional Documentation

▼ Dean Step - Eliot Rendleman

Submitted July 7, 2020  
by Annice Yarber-Allen

Directions for the Dean of the College

- You will be able to view all actions up until this point.
- Please rate and provide a narrative for teaching, research, and service. You have the ability to provide an additional narrative but this is not required.
- Once you have completed your evaluation, select the "Route" tab on the top right corner, and select "Submit to Faculty".

Teaching Performance Rating

Unsatisfactory

Satisfactory

Feedback on Teaching Performance Absolutely brilliant!!

Research Performance Rating

Unsatisfactory

Satisfactory

Feedback on Research Performance Committed researcher.

Service Performance Rating

Unsatisfactory

Satisfactory

Feedback on Service Performance Integrates research focus into service activities.

Additional Narrative (optional)

▼ Faculty Response Step - Eliot Rendleman

Submitted July 7, 2020  
Auto-advanced

Faculty Response

Additional Documentation

▼ Provost Review Step - Eliot Rendleman

Submitted July 10, 2020  
by Ronald Williams

Directions for the Provost and Executive Vice President

- You will be able to view all actions up until this point.
- Please rate and provide a narrative for teaching, research, and service. You have the ability to provide an additional narrative but this is not required.
- Once you have completed your evaluation, select the "Route" tab on the top right corner, and select "Submit to Faculty".

Teaching Performance Rating

Unsatisfactory

Satisfactory

Feedback on Teaching Performance

Dr. Rendleman's teaching is excellent. His attention to detail and inclusive pedagogy is a great benefit to his students and colleagues.

Research Performance Rating

Unsatisfactory

Satisfactory

Feedback on Research Performance

Dr. Rendleman's has a strong research agenda which is congruent with the standards of excellence for his department, college, and the University.

Service Performance Rating

Unsatisfactory

Satisfactory

Feedback on Service Performance

Dr. Rendleman exceeds the expectations for service, and his made positive contributions on the committees in which he serves.

Additional Narrative (optional)

Dr. Rendleman is a valued colleague who has provided excellent instruction for CSU students and leadership.

▼ Faculty Response Step - Eliot Rendleman

Submitted July 10, 2020  
Auto-advanced

Faculty Response

Additional Documentation

▼ President Review Step - Eliot Rendleman

Submitted July 10, 2020  
by Timothy Howard

Directions for the President

- You will be able to view all actions up until this point.
- Please rate and provide a narrative for teaching, research, and service. You have the ability to provide an additional narrative but this is not required.
- Once you have completed your evaluation, select the "Route" tab on the top right corner, and select "Submit to Faculty".
- This completes the tenure process for this candidate.

Teaching Performance Rating

Unsatisfactory

Satisfactory

Feedback on Teaching Performance

I concur with the provost

Research Performance Rating

Unsatisfactory

Satisfactory

Feedback on Research Performance

What she said...



Activities

CV Imports

Manage Data Reports

More

< TENURE Workflow TEST - Completed

Download

Close

Additional Narrative (optional) Great work, Eliot! You've done outstanding work for the institution and demonstrated a great deal of promise for a long and successful career at CSU. Congratulations - you are awarded tenure and the promotion to Associate Professor.

▼ Faculty Response Step - Eliot Rendleman

Submitted July 12, 2020  
by Eliot Rendleman

Faculty Response Huzzah! Hurrah! I am wondering if badges are a feature of the menu or menu tabs. For example, can we set DM to show a little red circle badge on Workflow when something is in Workflow, similar to the badges of many of our desktop and handheld devices.

Additional Documentation