

FORM 8

SIGNATURE SHEET FOR EVALUATIVE CRITERIA

APPROVED CRITERIA

Criteria	Signature	Date
1. ...	[Signature]	[Date]
2. ...	[Signature]	[Date]
3. ...	[Signature]	[Date]
4. ...	[Signature]	[Date]
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**Departmental Criteria
for Tenure, Recontracting & Promotion
Department of Writing Arts**

Effective for candidates hired September 1, 2017

Ratified September 20, 2017

Definition of Terminal Degree

The Department of Writing Arts, in consultation with the Dean of the College of Communication and Creative Arts, has determined that the terminal degree for full-time, tenure-track, assistant professor candidates is the Ph.D. or the Ed.D.

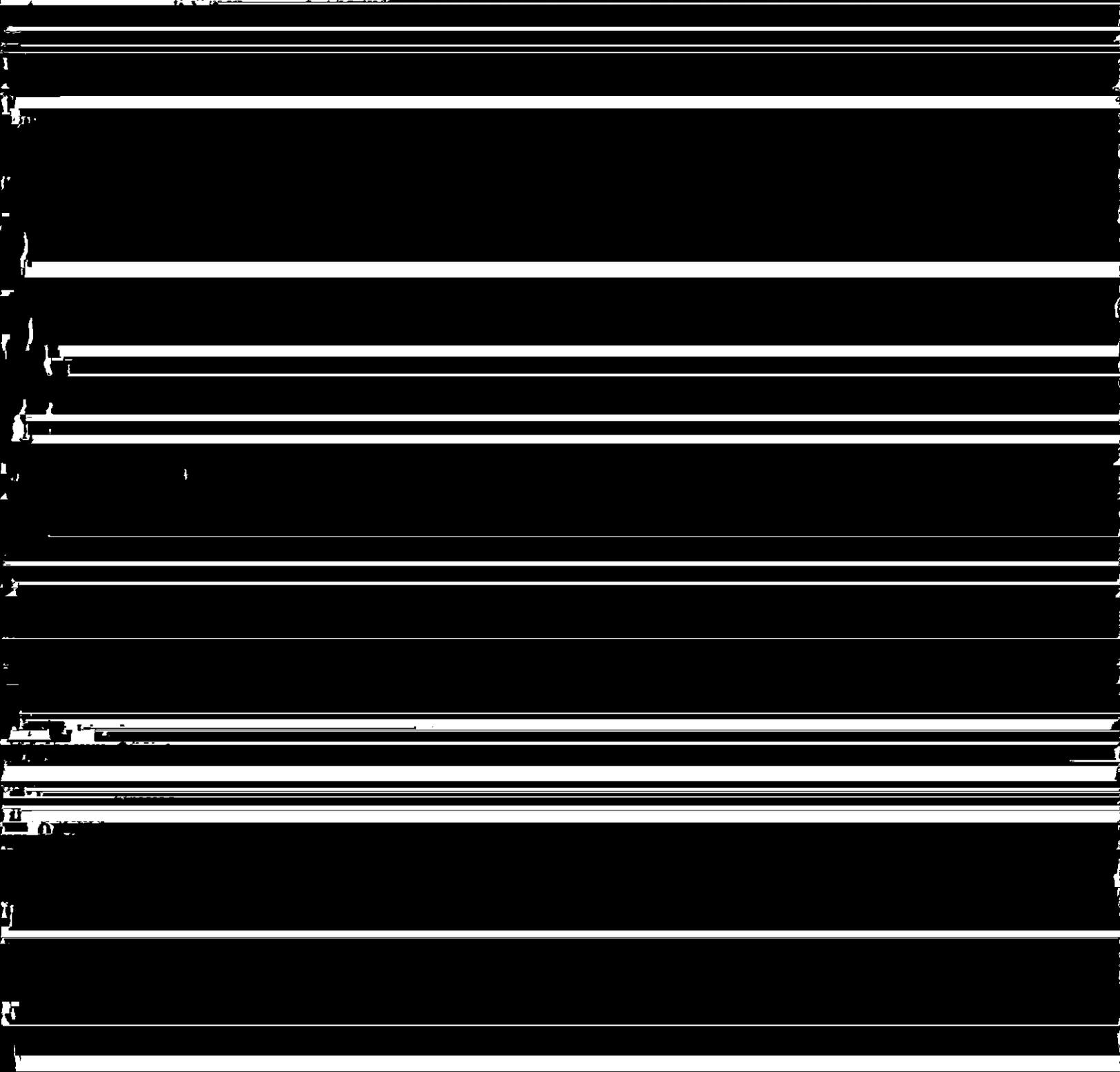
For instructors, lecturers, and three-quarter-time faculty, it has been agreed between the Department and the Dean that an M.A. is adequate. Pursuit of a higher degree is not required for recontracting.

~~For promotion to full-time faculty, it has been agreed that the Master of Fine Arts (MFA) or Ph.D.~~

Departmental Interpretation and Weighting of Evaluation Criteria

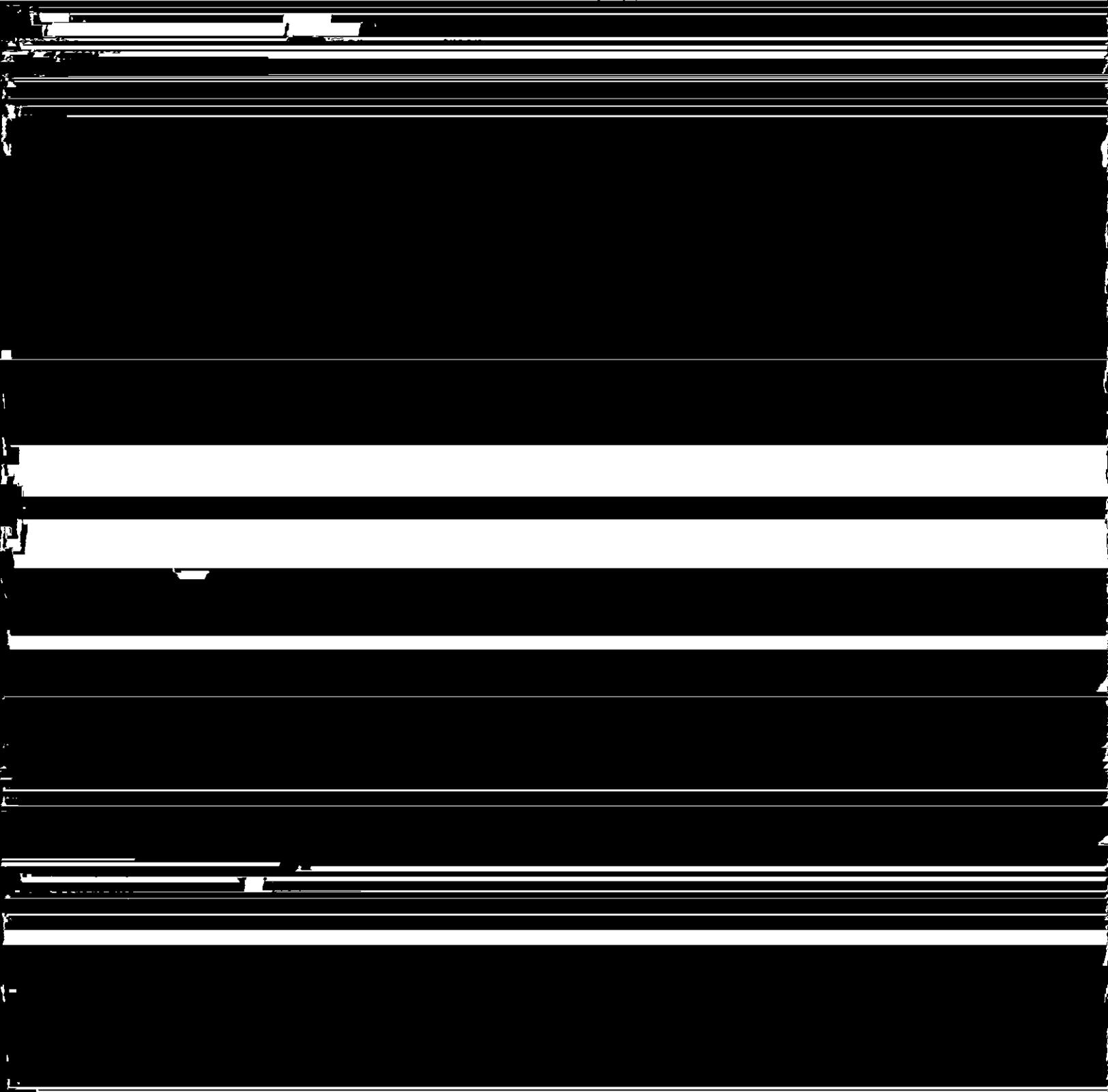
INTRODUCTION

This document is intended to serve in conjunction with both the Tenure & Recontracting and Promotion (TR and P) *Memorandums of Agreement (Memorandum)*. The candidate should familiarize him/herself with the appropriate *Memorandums* and its components in conjunction with the *Memorandum of Agreement*. The *Memorandums* are located on the District's web page.

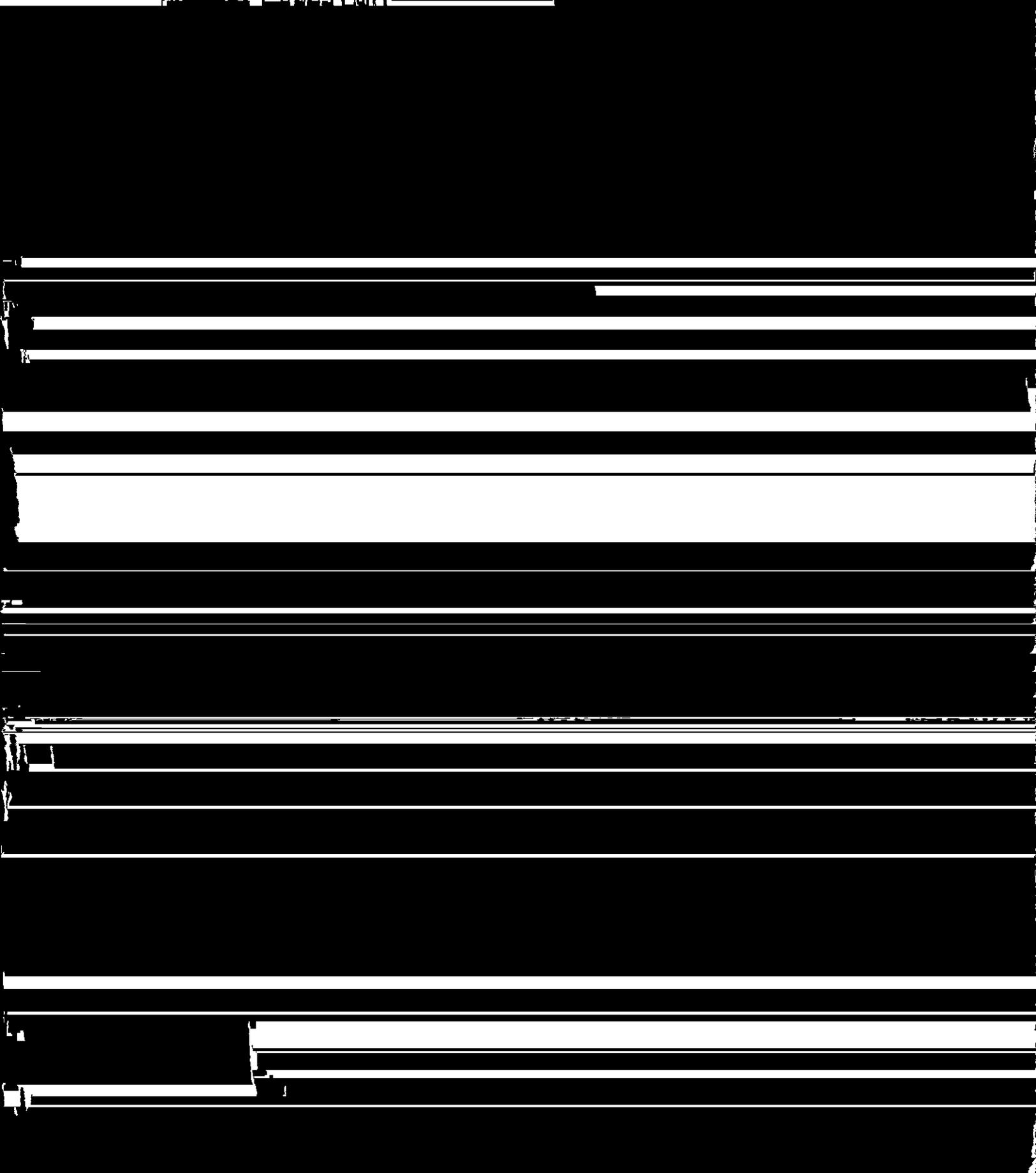


In addition, the appendices include the core values for various Writing Arts programs can be found at the following links:

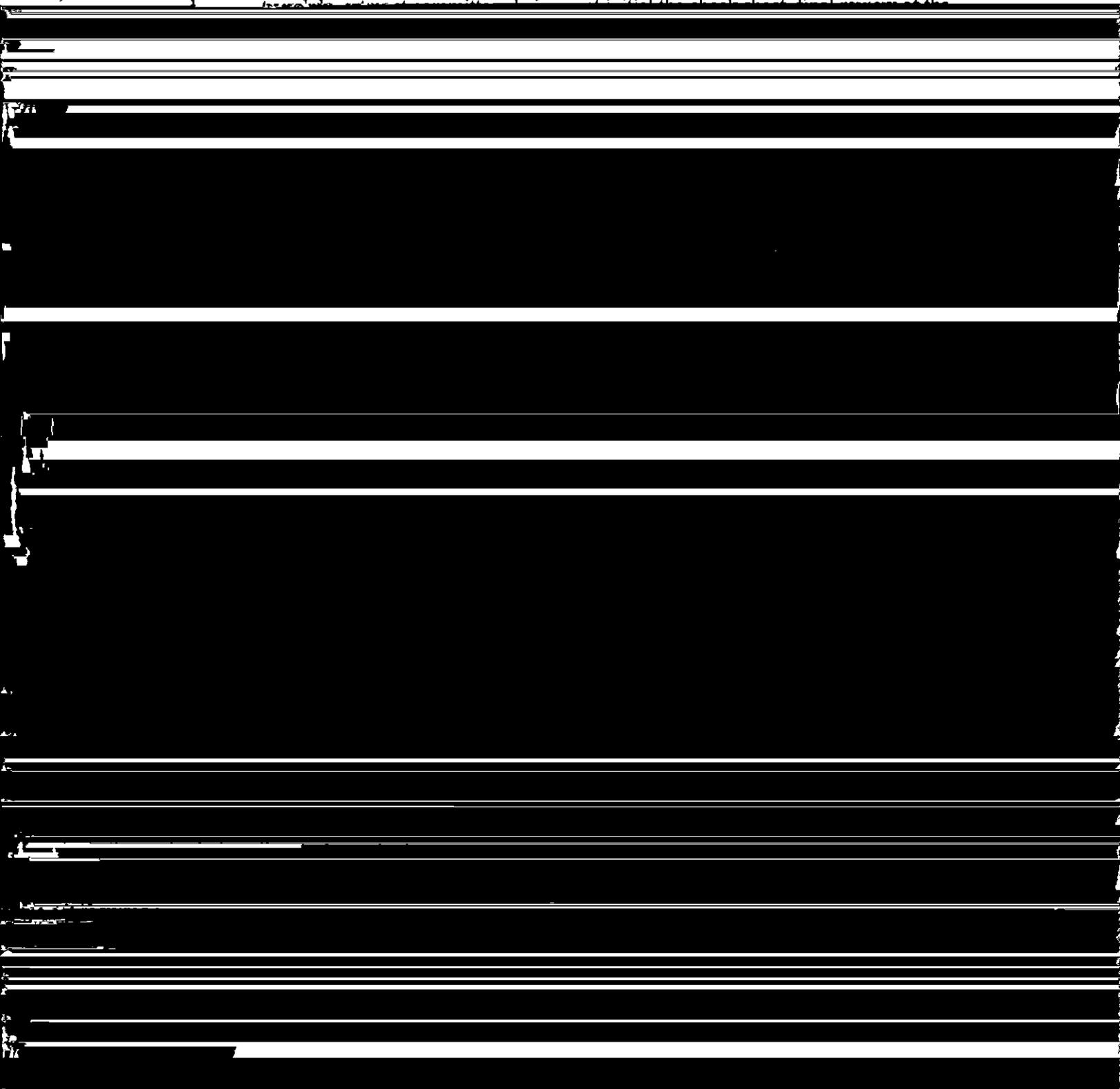
- First-year writing program (



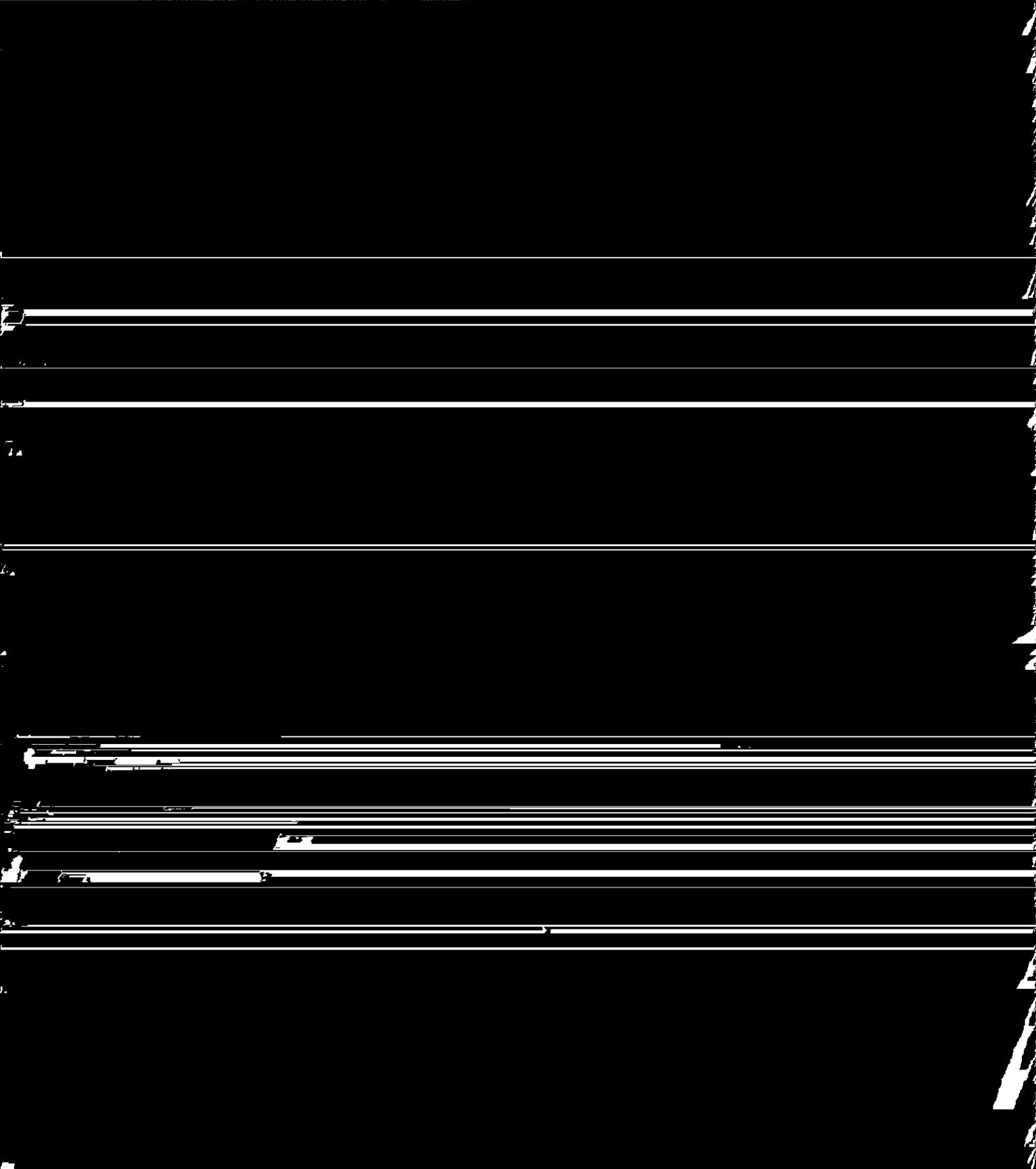
~~GENERAL FUNDING NO FOR FINANCE, RESEARCH, AND PROMOTION~~



pro bono PR, graphic design, or internal communication work for Girl Scouts of America may well be, if that is related the candidate's teaching, scholarship, or creative activity. While department committees should offer support to the candidate in preparation of the



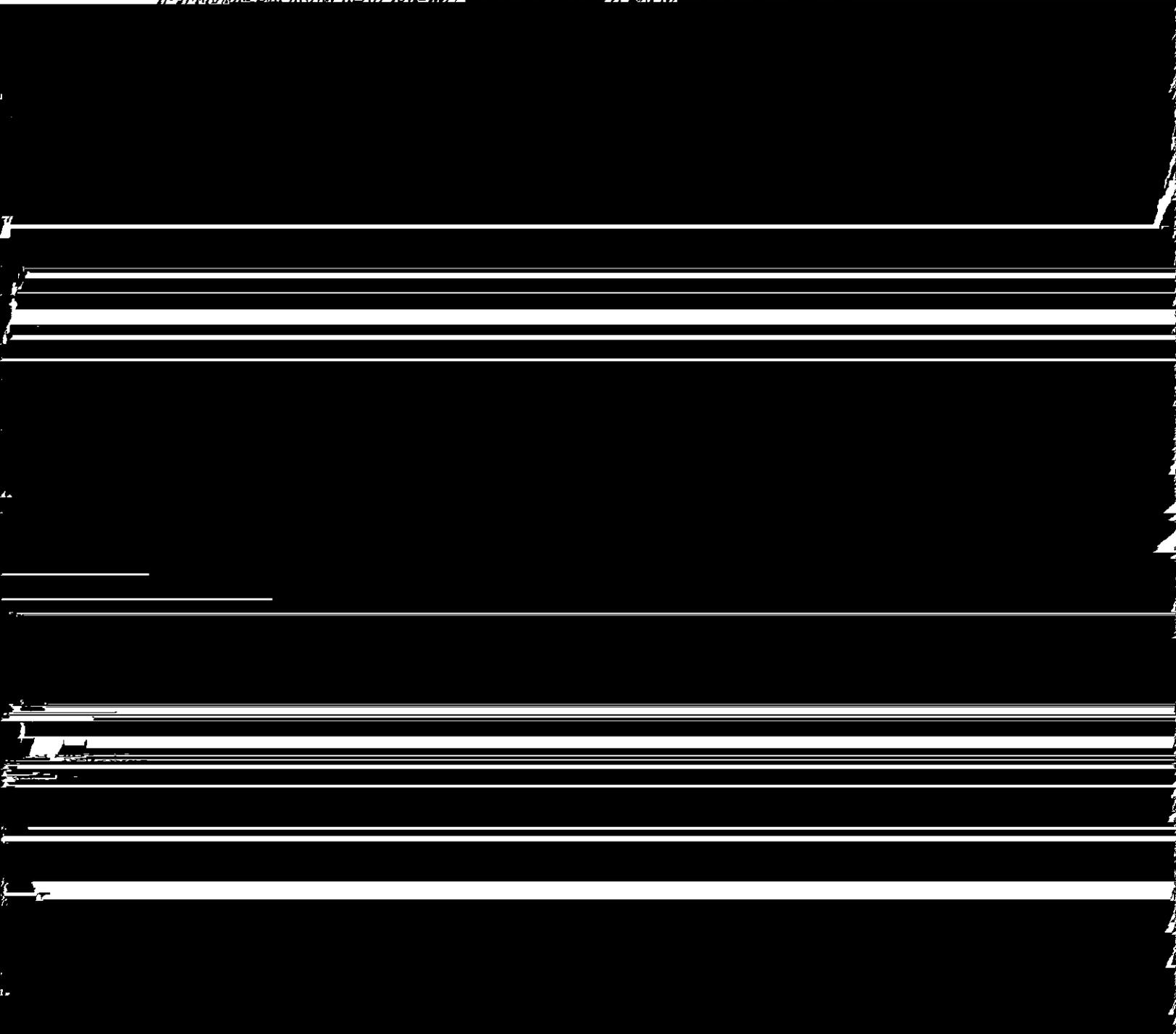
Creative work must be judged by experts in the area and disseminated to be contributory. When



- Advising student groups.
- Membership in the University Senate.
- Curricular development and review outside of home department/discipline.
- Assistance with campus-wide activities, such as homecoming and commencement.
- Mentoring of other faculty/staff.
- Recruitment and outreach efforts.
- Other activities serving the goals of the university and its units.

Service to the Wider and Professional Community

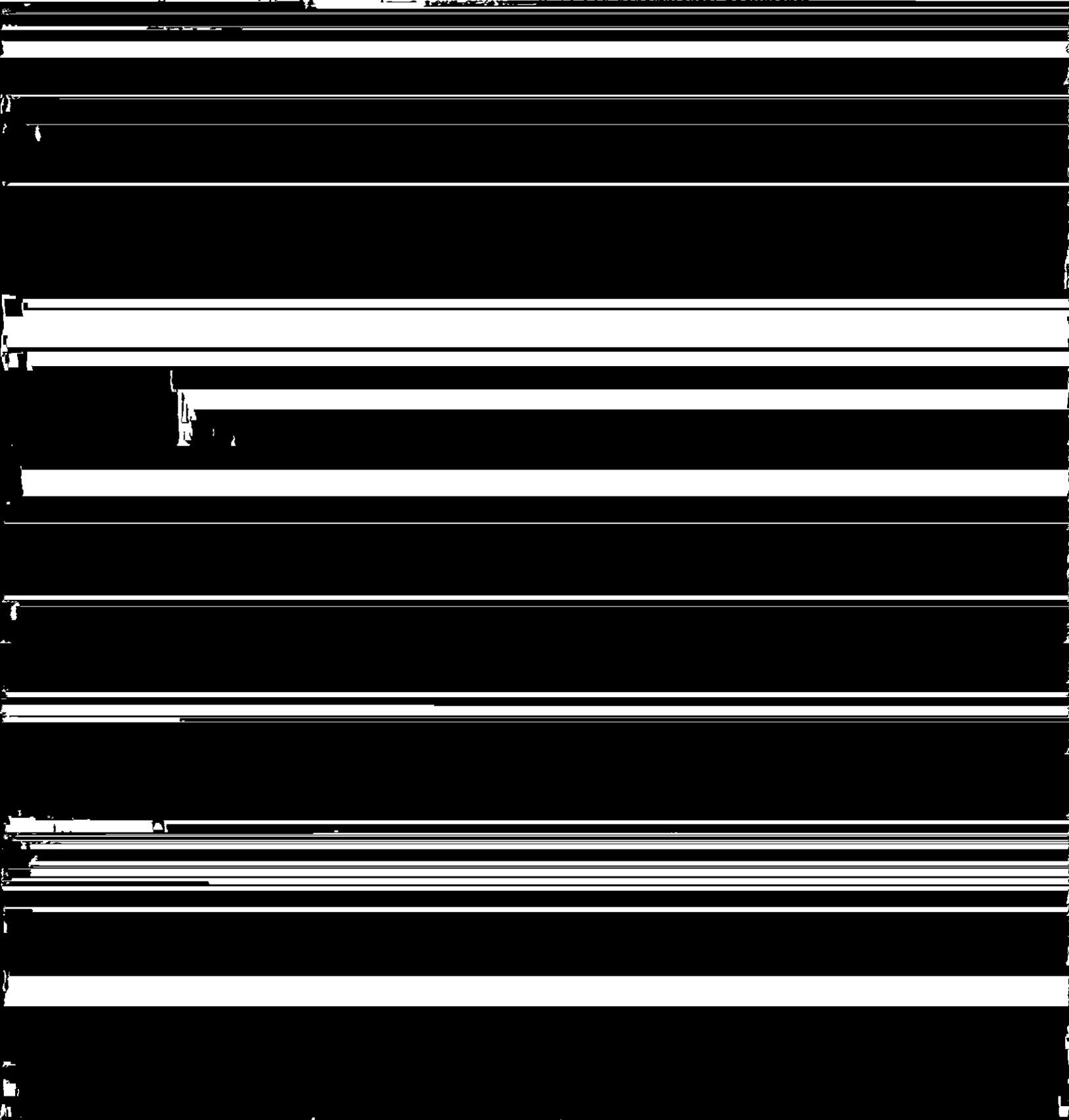
Service to the wider and professional community reflects discipline-specific contributions to communities beyond the university. A reasonable guideline for evaluation of fit is an examination of whether the effort is off campus and contributes to the discipline in some way.



TENURE, RECONTRACTING, AND PROMOTION EVALUATION CRITERIA
Department of Writing Arts

In the text below, italicized font designates that the wording of the text is drawn from elsewhere,

including but not limited to, all previous departmental documents.



1. TEACHING/PROFESSIONAL PERFORMANCE

Note: The Teaching/Professional Performance evaluation of the Writing Center director will be based, in part, on separate criteria located in a separate document.

1.1 Teaching Effectiveness

The application of each candidate for Tenure and Recontracting must address the following areas in order to establish the effectiveness of his or her teaching effectiveness:

I. Excellence in academic instruction

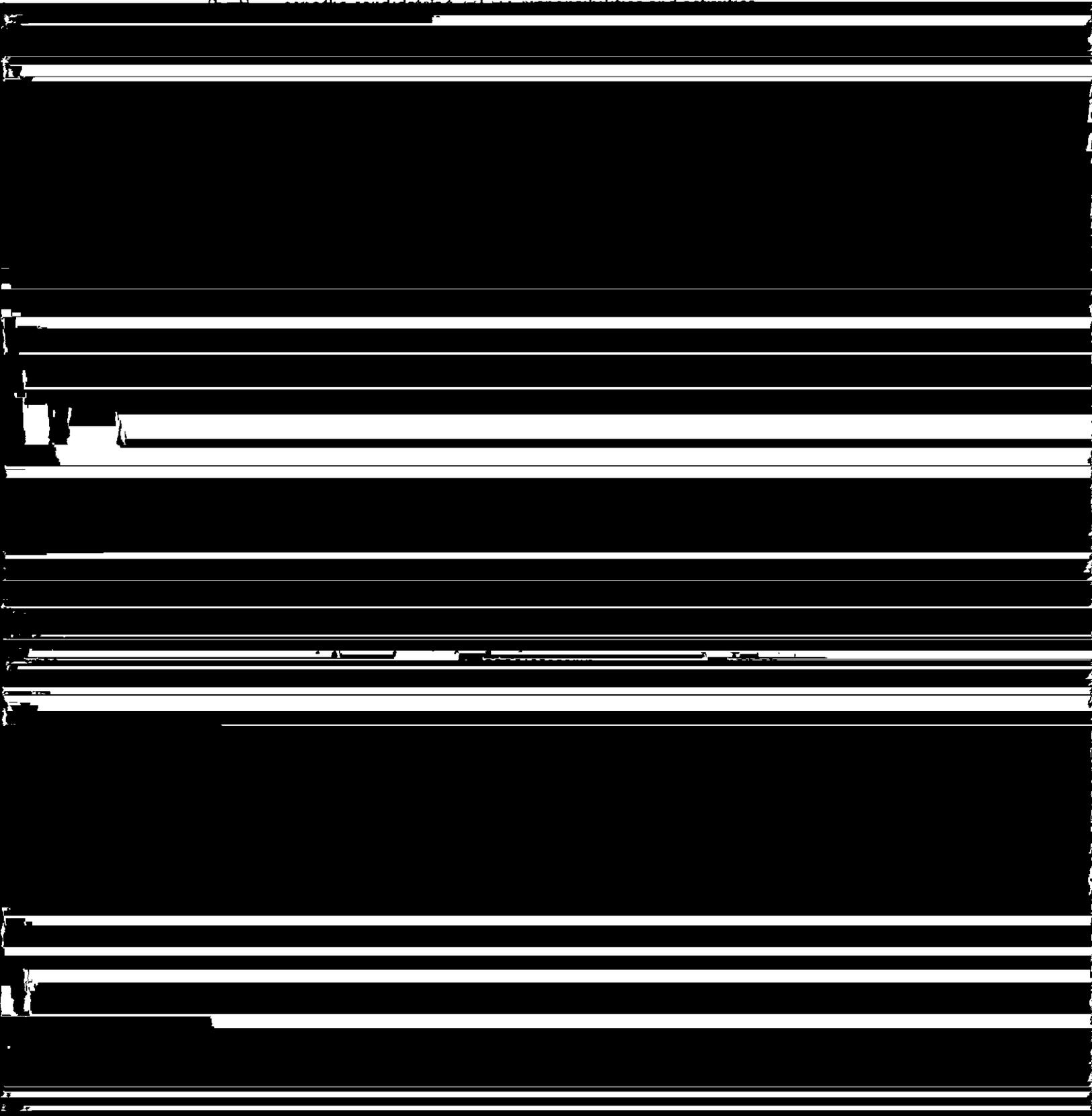
II. Excellence in developing learning activities

A. Self-reflective narrative

The candidate's self-reflective narrative should include the following, but does not necessarily need to be composed in this order:

1. Philosophy of Teaching

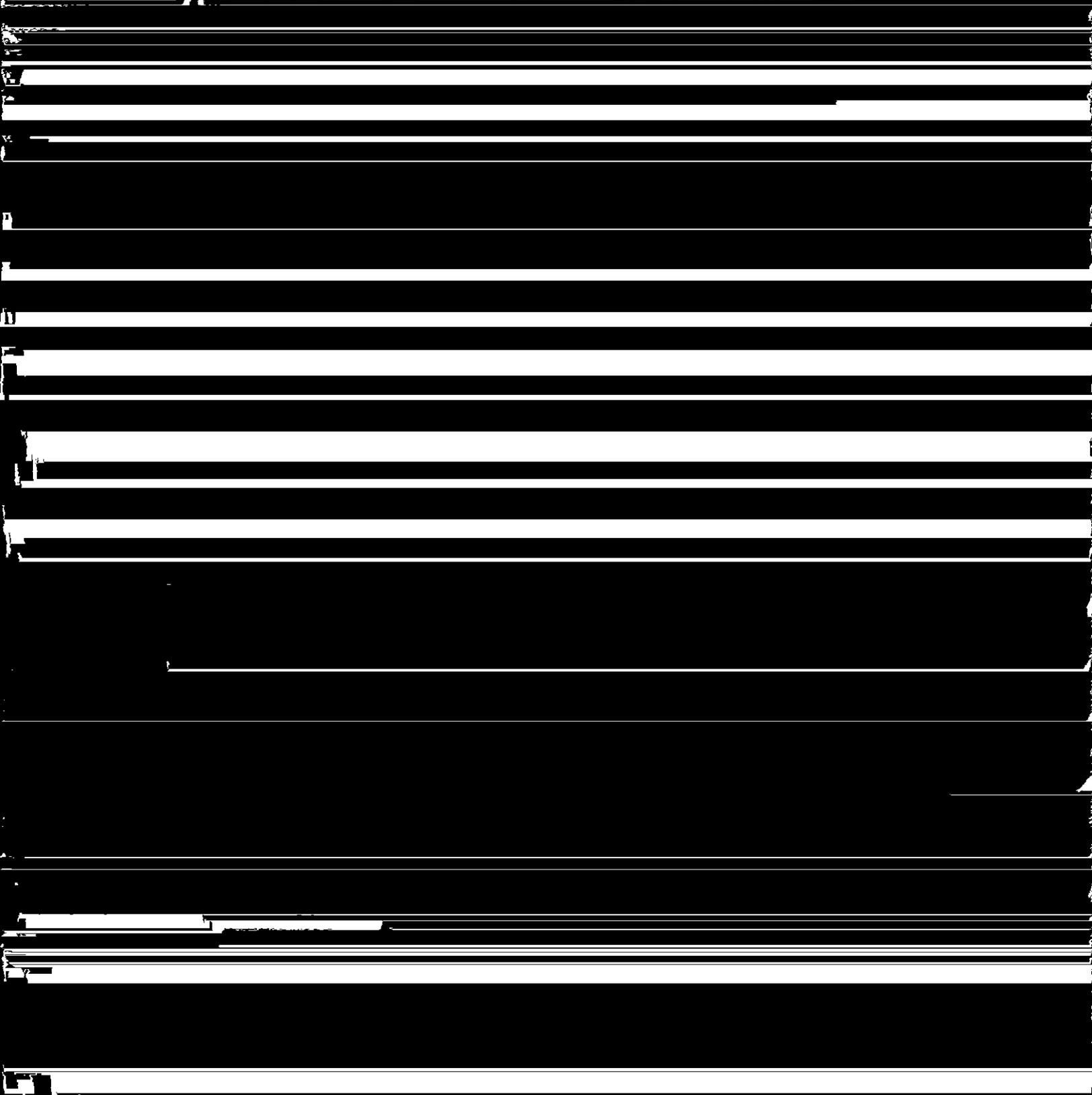
2. Summarize the candidate's teaching experiences and activities



D. Peer Observations and Candidate Analyses

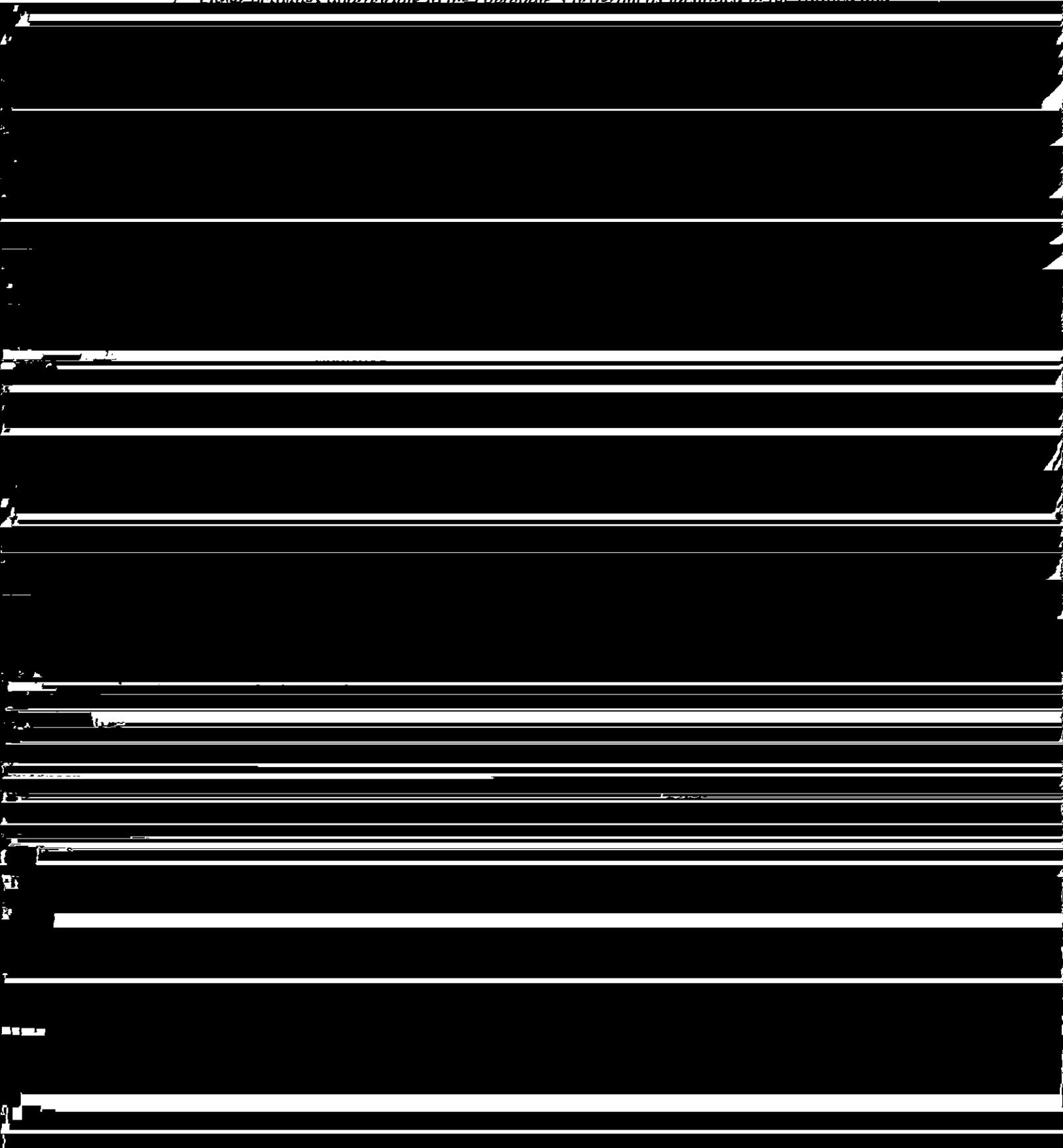
Tenure track faculty and lecturers should refer to the Memorandum of Agreement Section

2.6.49



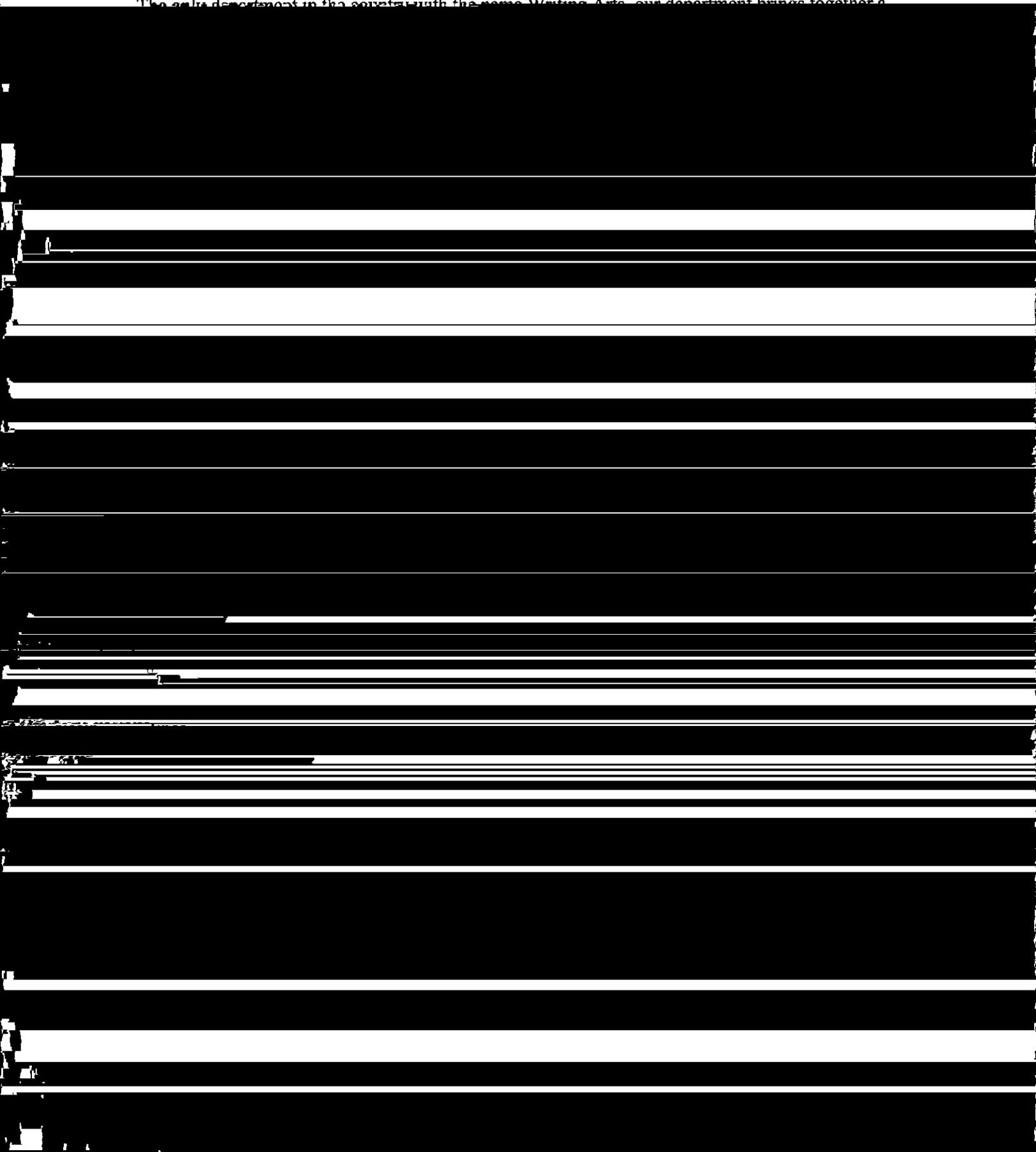
observations contribute to one's own development in the classroom

7. Other activities appropriate to the candidate's program as identified in the ratified and



1.2 Scholarly and Creative Activity

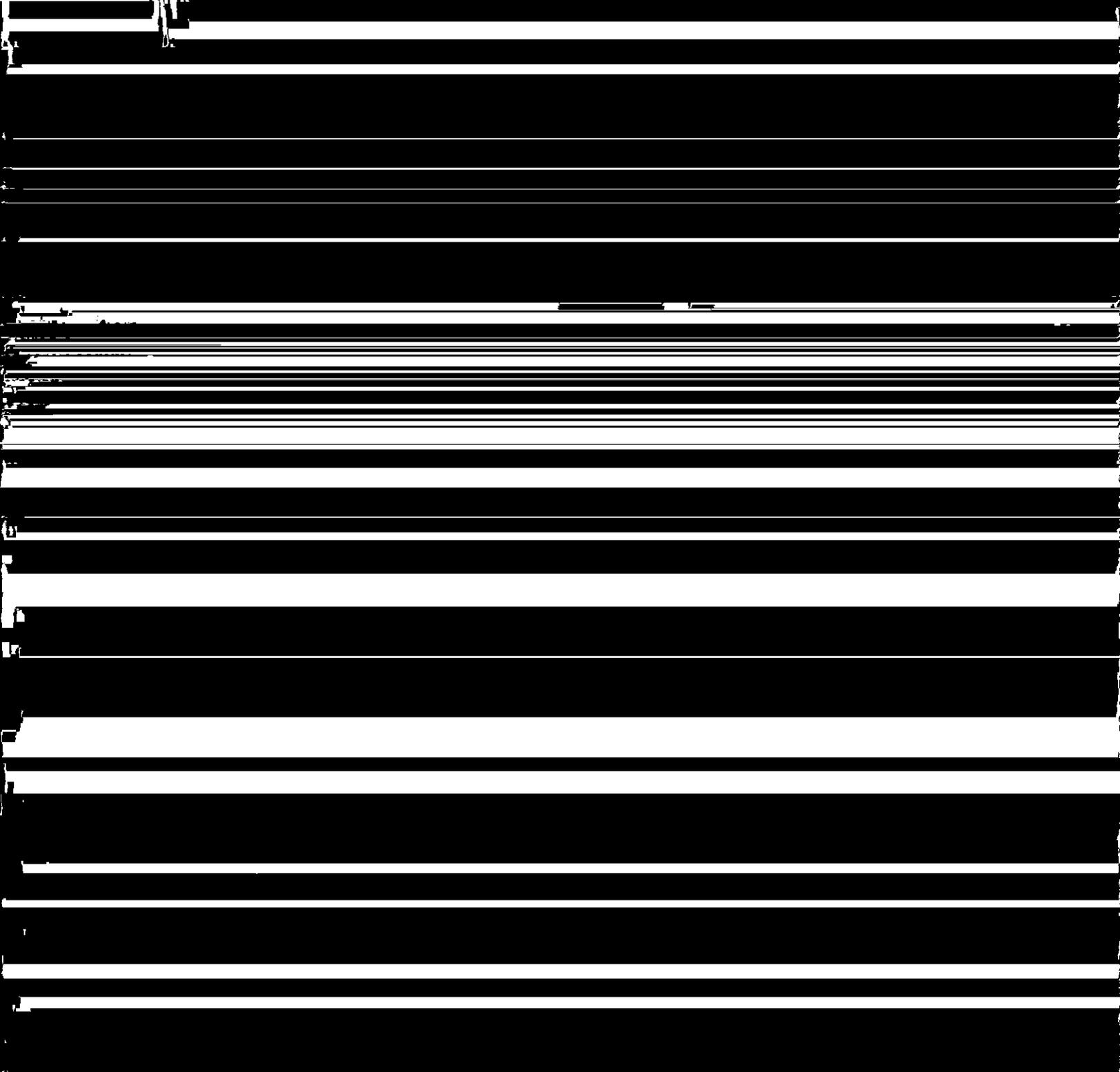
The only department in the country with the name Writing Arts, our department brings together a



Professional Development as discussed in 1.2-F, which may include participation in and documentation of activities in categories A-E.

A. Basic research

Basic research includes scholarly efforts leading to presentation and publication as defined in the candidate's discipline. The Department recognizes technology's effect on contemporary research, writing, and publication processes. Thus the Department acknowledges the value of non-print publication and evaluates publications, such as Web-based journals, by the same standards it uses to judge print forms of publication



II. Presentations

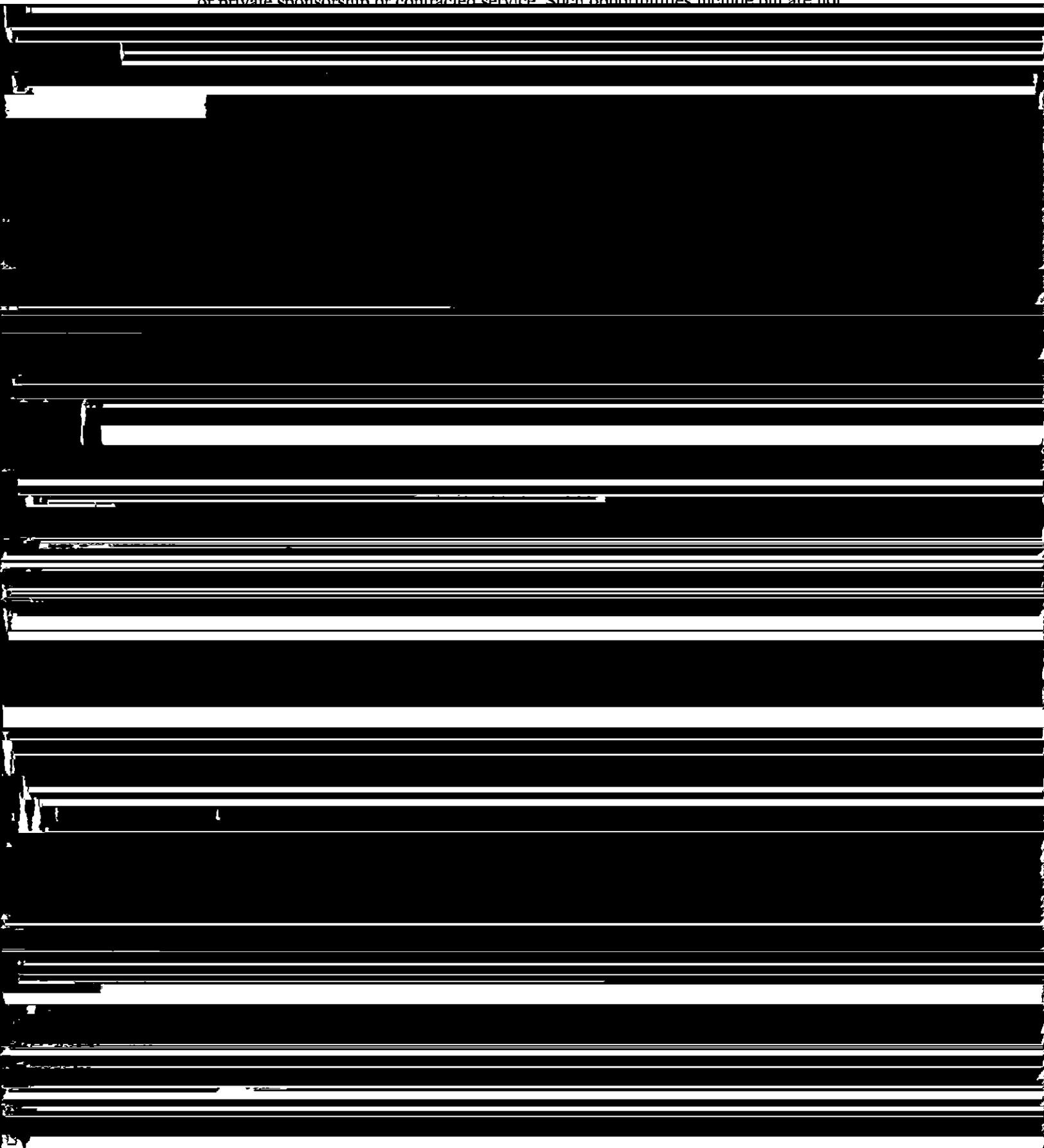
- a. Delivering a plenary address
- b. Presenting a refereed paper
- c. Delivering a non-refereed paper
- d. Serving as a moderator or commentator of a session
- e. Organizing a session or panel

B. Research in the scholarship of teaching

Research in the scholarship of teaching includes but is not limited to conducting instructional and classroom research to benefit the teaching-learning experience. Faculty who engage in classroom research will be responsible for discussing the methodologies used to conduct such research. When appropriate, faculty should include Institutional Review Board (IRB) approval

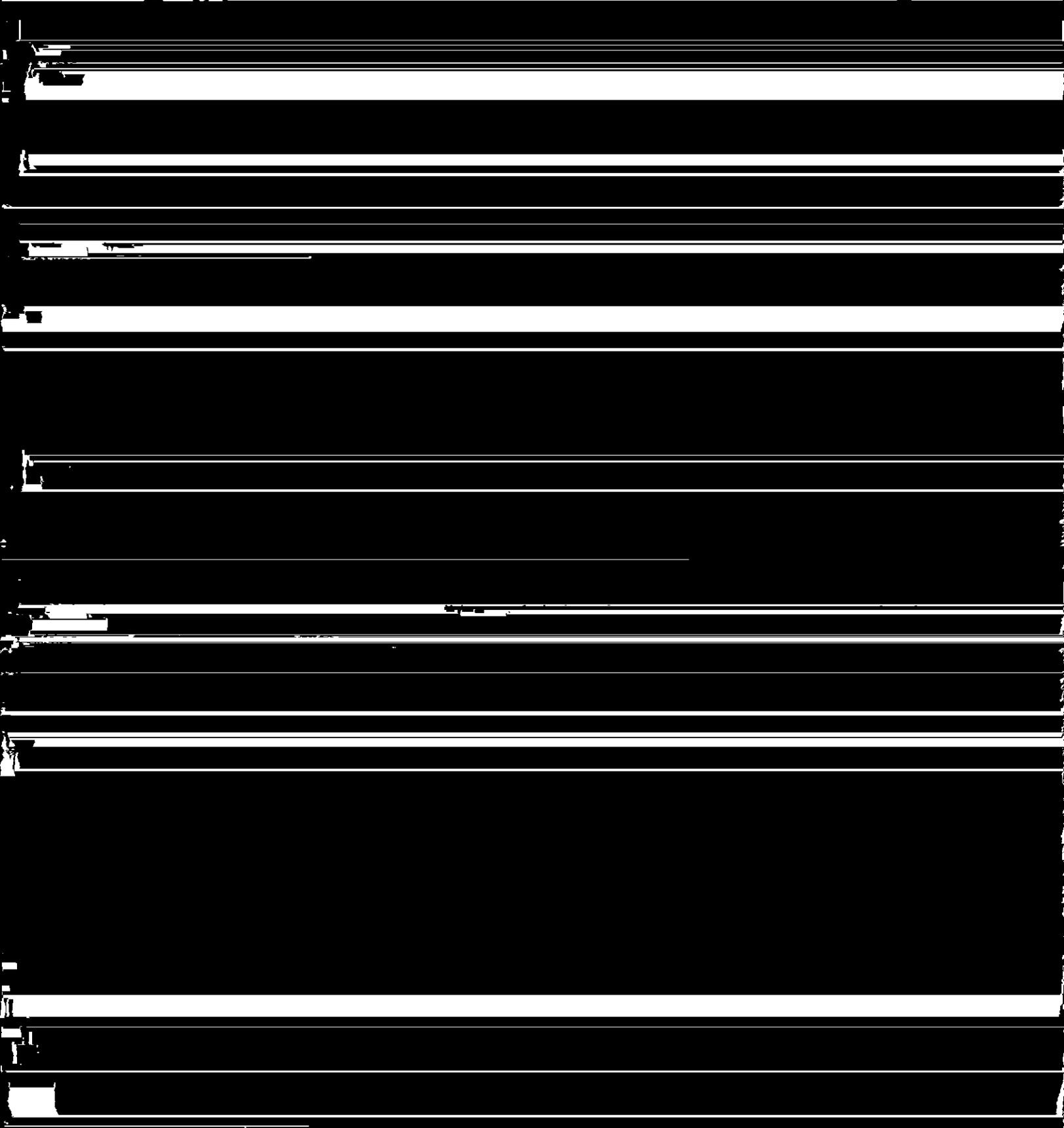
- the magazine's ability to place what they publish in "best of" or thematic anthologies, including The Pushcart Prize and similar collections
- support of the magazine by the NEA, foundations, or universities
- specific reputation of an editor

C. Applying for and receiving funded research and creative projects may result from public or private sponsorship or contracted service. Such opportunities include but are not

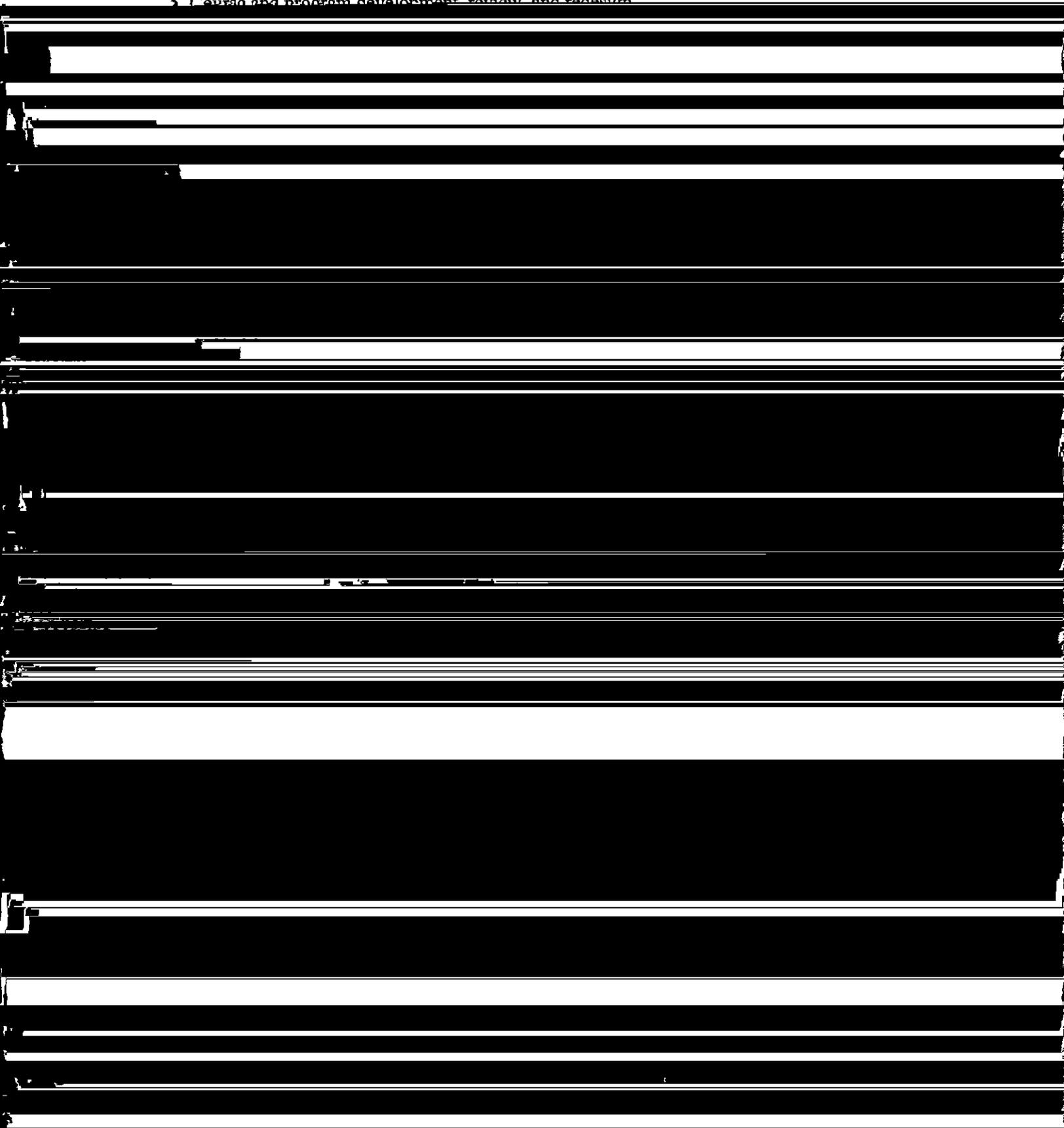


activities which:

- A. Assist Instructors and Lecturers in maintaining currency in their discipline, profession, and/or improving their abilities as teachers*
- B. Deepen and/or broaden their knowledge of discipline-specific content*



3. Helping the department meet the expectations of the College and the University
4. Assisting with other campus-wide activities; e.g., Homecoming, Rowan Day, advising student groups
5. ~~Course and program development, review, and redesign~~



Service to the profession may include but is not limited to

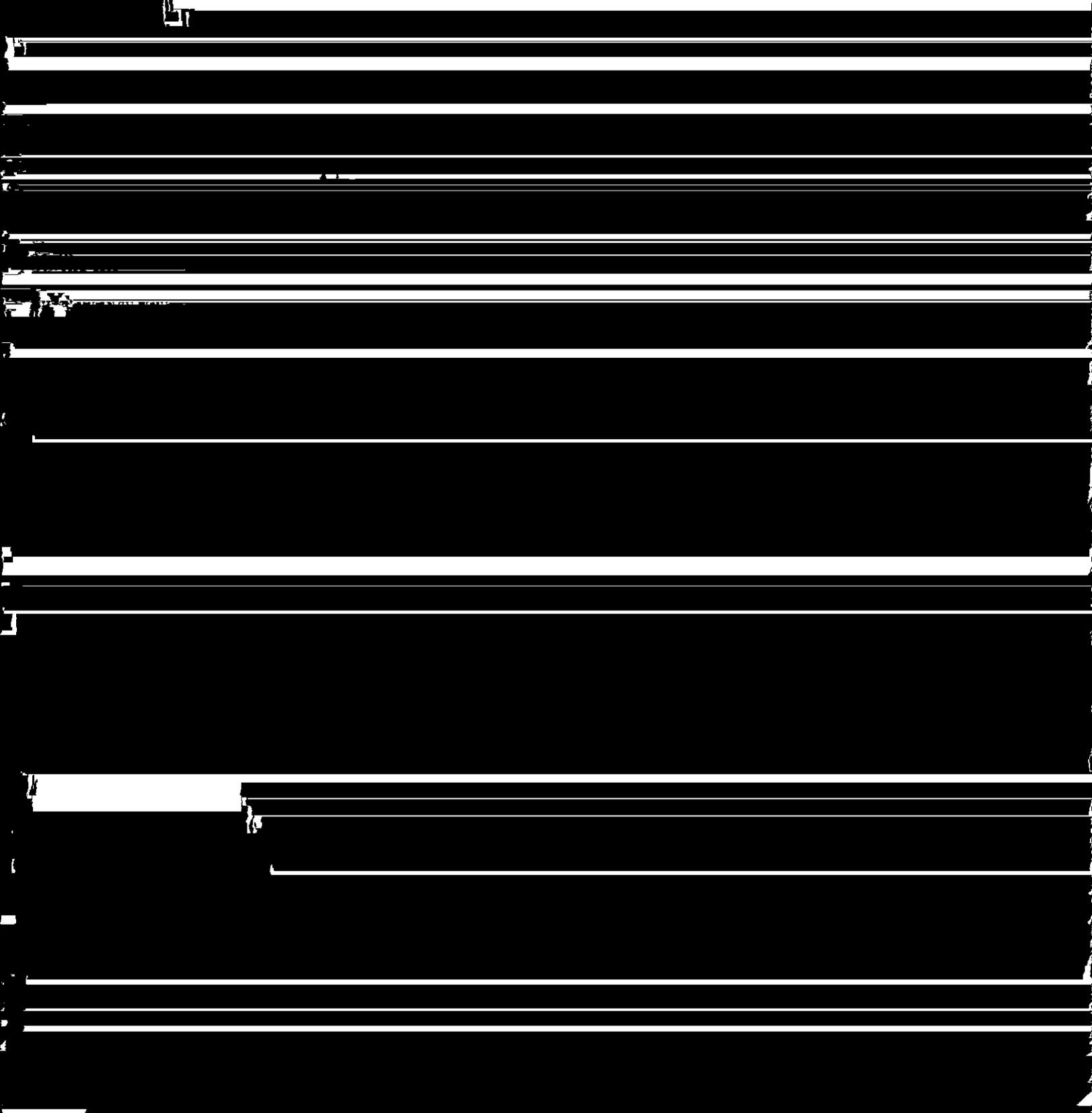
and holding leadership positions in professional associations



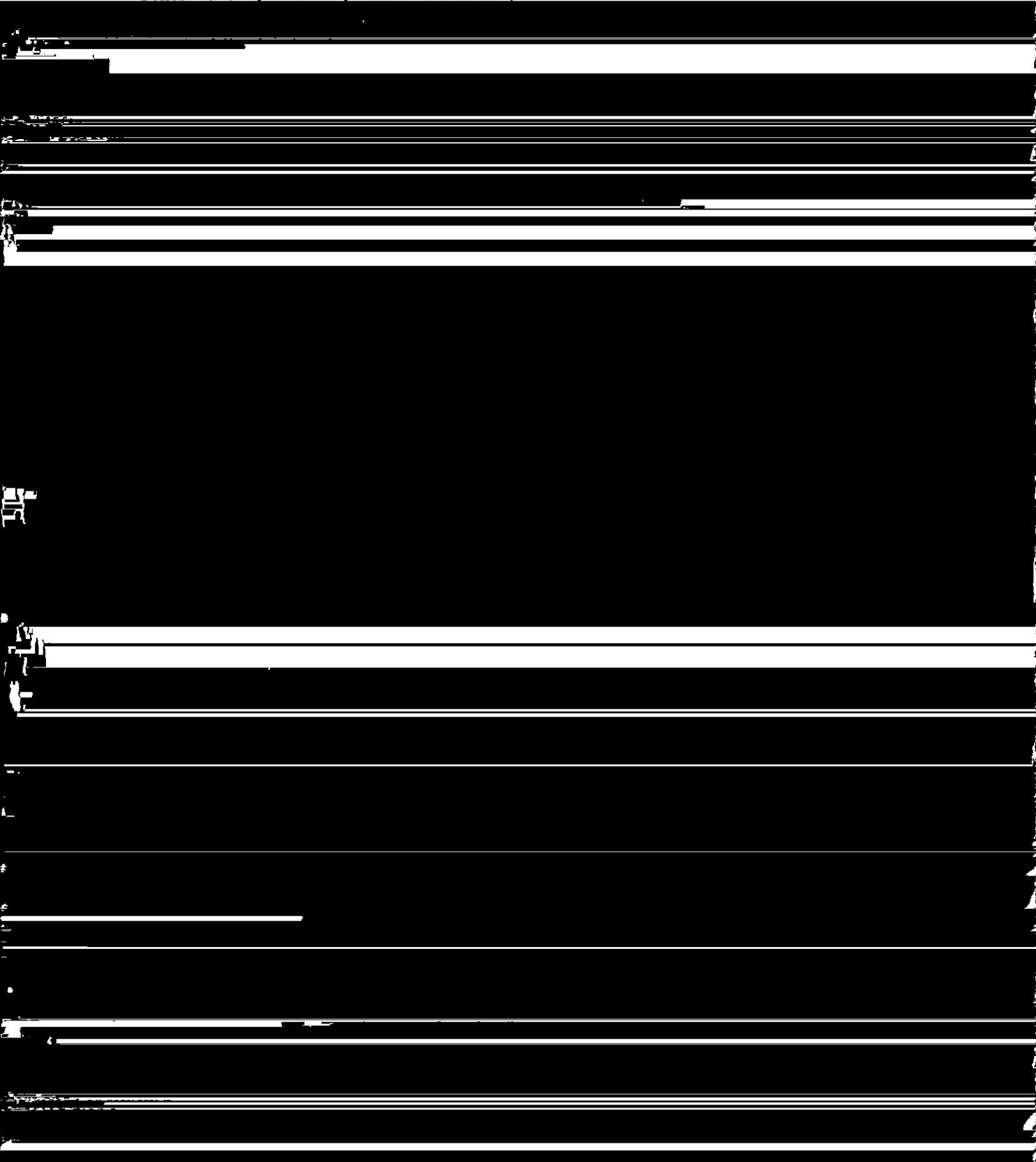
Goals and Plans

Following 2.1112 of the *Memorandum*, candidates must provide a description of goals and plans for future professional development in each of the four areas discussed above and provide an evaluation plan to measure the candidate's success in reaching these goals.

Copies of Previous Evaluations



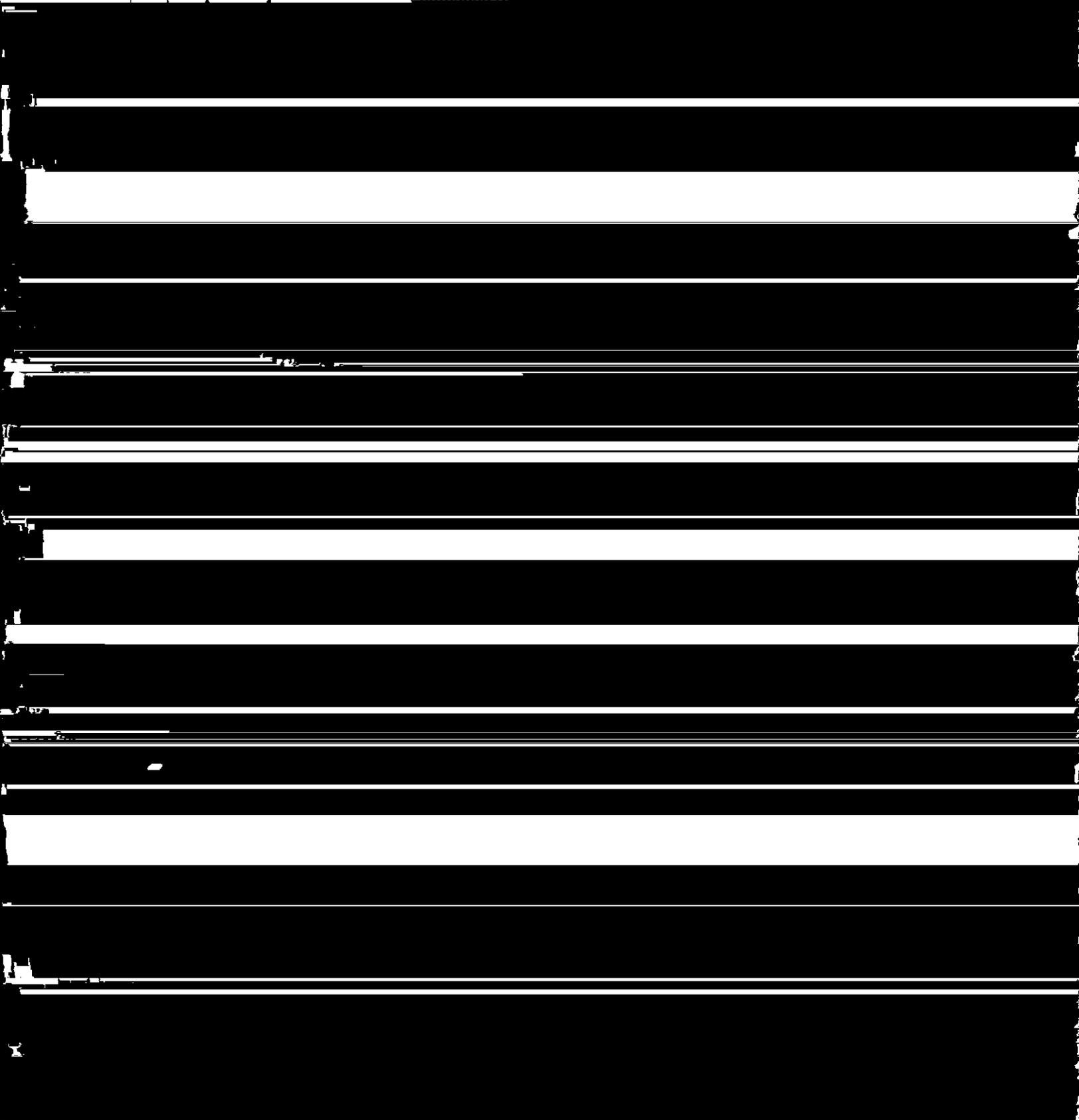
General description of expectations for faculty:



<p>Fourth through Seventh</p>	<p>Faculty should be able to demonstrate excellence as teachers and mentors.</p>	<p>Faculty should present evidence of success in Professional Development. This may include participation in a variety of areas as defined in Scholarly and Creative Activity, section F, above or a more concerted effort in one of these areas.</p>	<p>Faculty should be expanding their service to include university-wide committees and activities, and should begin demonstrating leadership at the departmental level.</p>	<p>Faculty should make limited contributions to the wider and professional community.</p>
<p>Subsequent</p>	<p>Faculty should be able to demonstrate continuing excellence as teachers and mentors.</p>	<p>Faculty should show evidence of continued success in Professional Development (as defined above).</p>	<p>Faculty should continue to serve the university in a variety of venues and should demonstrate participation beyond the departmental level.</p>	<p>Faculty should make noticeable contributions to the wider and professional community.</p>

<p style="text-align: center;">THIRD REVIEW</p>	<p>During the third year, faculty should be able to demonstrate excellence as teachers and mentors.</p>	<p>Faculty should present evidence of success in scholarly Professional Development. This may include participation in a variety of areas as defined in Scholarly and Creative Activity, section F, above or a more concerted effort in one of these areas.</p>	<p>Faculty should be expanding their service to include university-wide committees and activities, and should begin demonstrating leadership at the departmental level.</p>	<p>Faculty should make limited contributions to the wider and professional community.</p>
<p style="text-align: center;">S</p>	<p>teachers and mentors.</p>	<p>conferences or workshops, outreach efforts.</p>	<p>the departmental level.</p>	

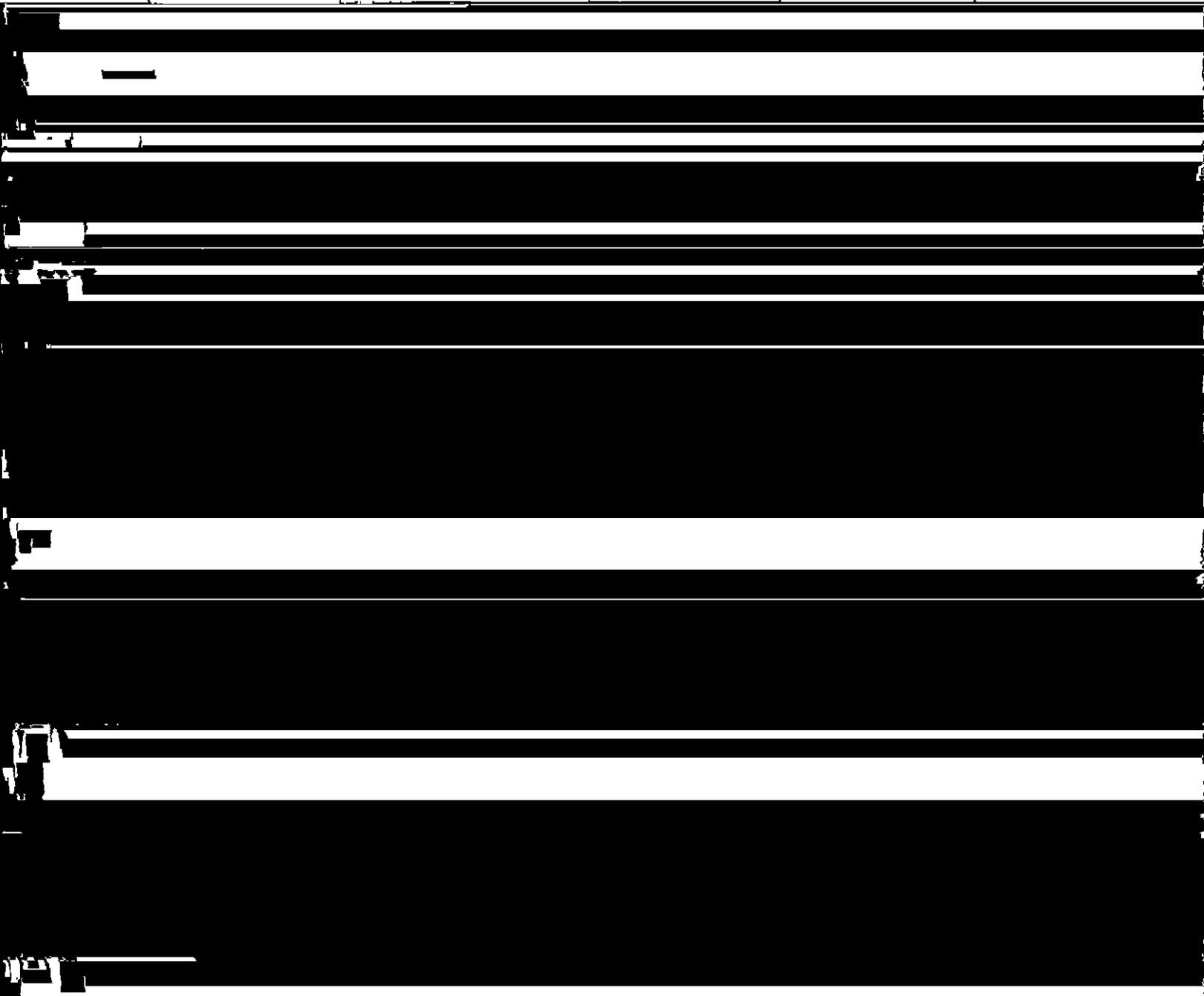
VIEW	Faculty should be able	Faculty should show evidence of continued	Faculty should continue to serve the university in a	Faculty should make noticeable
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CW		Faculty should present evidence of success in scholarly and/or creative activity. This may include	Faculty should be expanding their service to include	Faculty should
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REVIEW CYCLES: FACULTY AND LIBRARIANS**
 CANDIDATES HIRED ON OR AFTER July 14, 2014

YEAR OF SERVICE	WHO REVIEWS	WHEN	FOR WHAT CONTRACT
FIRST	DEPARTMENT DEAN	SPRING	2 nd *
SECOND	DEPARTMENT SENATE DEAN PROVOST, PRESIDENT	FALL	3 rd & 4 th
	DEPARTMENT		



Promotion expectations

		Teaching	Scholarly/Creative Activity	Contributions to the University Community	Contributions to Wider and Professional Community	
ASSISTANT		Tenure-track instructors must be able to demonstrate consistent	Tenure-track instructors must demonstrate the potential for scholarly or creative	Tenure-track instructors must clearly demonstrate active participation on Department, College, and	Tenure-track instructors must clearly demonstrate activity in practice and professional	

Role of the Department Chair for Tenure and Recontracting

