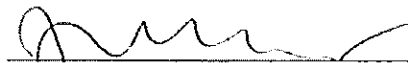


FORM 8

SIGNATURE SHEET FOR EVALUATIVE CRITERIA

Department/Office: Writing Arts

Department Chair: Jennifer Courtney 


Academic Year (circle): 15-16 16-17 17-18 18-19 19-20

Date Sent to Dean/Supervisor: 9/24/18

Signature 
Dean/Supervisor: _____

Date
9/26/18

Approved
 Y P N

Add'l Admin: 

Date
9/17/19

Y/P/N

President/designee: 

Y P N

Y/P/N

V - Approved D - Disapproved W - Withdrawn

For P or N decisions, the departmental committee should be consulted with the process. The committee should also

evaluative standards throughout the entire approval process, and serve as a record that all levels have contributed to

Department/Office.

SUGGESTED TIME TABLE:

DATE

Departmental approval sent to Dean/Supervisor

September 25 (earlier if possible)

Dean provides feedback regarding criteria October 9

Final administrative approval and forwarding to Senate Department, and Dean November 1

**Departmental Criteria
for Tenure, Recontracting & Promotion
Department of Writing Arts**

Effective for candidates hired September 1, 2018

Ratified September 10, 2018

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, non-tenured teaching faculty ("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 non-tenured faculty, it has been agreed that the M.A., S.F.W.A., M.F.A., M.P.A., Ph.D., and Ed.D. serve as appropriate terminal degrees.

Departmental Interpretation and Weighting of Evaluation Criteria

INTRODUCTION

This document is intended to serve in conjunction with both the Terms of Reconstitution and Promotion (TR and P) Memorandums of Agreement (Memorandum). The candidates should familiarize themselves with the appropriate Memorandums and its components in conjunction with this document. The current Memorandums are located on the Provost's web page.

(<http://www.rowan.edu/provost/>). If any conflict between this document and either Memorandum exists, the appropriate Memorandum shall supersede this document.

The Department of Writing Arts is a constituent department of Rowan University, which state: The Department of Writing Arts is a constituent department of Rowan University, the College of Communication and Creative Arts, and the College of Education, which state:

The Rowan Mission (adopted 2017)

Rowan University will become a new model for higher education by being inclusive, agile, and responsive, offering diverse scholarly and creative educational experiences, pathways, environments, and services to meet the needs of all students; maintaining agility by strategically delivering organizational capacity across the institution; and responding to emerging demands and opportunities regionally and nationally.

College of Communication and Creative Arts Mission

The College of Communication & Creative Arts at Rowan University is dedicated to excellence in undergraduate and graduate education, providing our students with an understanding of communication and creative arts theory and practical application that empowers them in their future career, civic, and personal endeavors.

The College is committed to developing and implementing rigorous and stimulating curricula, creating opportunities for student engagement, guiding creative and artistic development, and

While preparing students in the major to communicate and produce their own media, staff also shape student awareness of the requirements of responsible citizenship, encourage

Department of Writing Arts Mission (adopted 2005)

The Department of Writing Arts develops students' academic achievement, professional success

programs, master's degree and graduate certificates. By combining the best of theoretical and

community outreach, the Department forges connections with a wide range of individuals and

institutions. Writing Arts—focused both on the art and craft of writing—meets the needs for an articulate, informed citizenry with enthusiasm, creativity, and vigor.

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

- First-year writing program (http://academics.southern.edu/academic/departmental/writing_arts/firstyearcorevalues.html).

M.A. in Writing

(In process of being processed. Will be posted online when available.)

These further define the goals for the Department

TENURE AND RECONTRACTING ADMINISTRATIVE PROCEDURES

with formal ratification taking place in the fall after the release of the *Memorandums* but prior to the evaluation of candidates.

Election of Committee Members

To ensure the timely evaluation of candidates, the Department Committee members shall be selected preferably during the May meeting prior to the academic year but definitely by the first

elect chairs.

Lecturers

document and will be on the review cycle detailed below.

Three-quarter-time Faculty

separate document that will be ratified by the department annually.

**GENERAL PRINCIPLES FOR TENURE, RECONTRACTING AND PROMOTION
COLLEGE OF COMMUNICATION AND CREATIVE ARTS**

As specified by the memoranda of agreement between Rowan University and the AET, each program in the College of Communication and Creative Arts has developed its own standards for the analysis of recontracting, tenure, and promotion portfolios. The college policies contained herein should be understood to represent overarching principles for all such documents and processes.

DOCUMENT STANDARDS

departmental and university standards, making a well-developed and reasoned case for quality and appropriateness of work in all dimensions under review.

backgrounds. Thus, material should be explained in a manner that is accessible to all readers.

The college requests a table of contents and executive summary to assist candidates in formulating arguments and readers in finding the required elements.

In the teaching section a teaching philosophy is required. Candidates should discuss the

throughout the document.

Student evaluation summaries included in the packet should contain quantitative results and all verbatim responses to open-ended questions. The candidate's analysis of evaluations should address both qualitative and quantitative student feedback.

In the section on scholarship and creative activity¹, candidates must make a case for the

the journal/conference where the work was presented (e.g., distribution, readership,

should also address whether the work was published, or if not, was solicited by an

editor/curator, sponsored by a committee, solicited by an editor/curator, based on selected by

a senior or guest editor/curator. Corresponding evidence of such, if not publicly available,

Representation and publication categories of scholarly/creative work, and service are not mutually exclusive, but candidates should present their work in the most appropriate category.

Activity should not be independently included in multiple categories.

considered (department, college, university, profession and larger community). Many

not be listed. An example being a civil servant is not likely service, however, doing

pro bono PR, graphic design, or internal communication work for Girl Scouts of America may weigh in if that is related to the candidate's teaching, scholarship, or creative activity.

document, and department committee chairs must initial the check sheet. Final review of the document before submission, including a check that all required items are present, is the obligation of the candidate. Candidates should not assume that missing material can be added after submission.

SCHOLARLY AND CREATIVE WORK BASIC DEFINITIONS

Scholarly Work

Peer-reviewed and publicly disseminated research that contributes to the field by creating,

integrating, and reporting new insights of knowledge, generally, and that may include original research, research in the scholarship of teaching, or applied research and evaluation. Scholarly

work includes:

- Publishing manuscripts/book reviews/abstracts in refereed journals or conference proceedings (print or online).
- Publishing textbooks, refereed scholarly book chapters (not as demanded by publishers or self-publication?).
- Writing grant proposals that are reviewed and funded by an outside source
- Serving as editor of a refereed journal or scholarly book.
- Presenting as an invited speaker or presenting a peer-reviewed paper at a regional, state, or national scholarly/academic/professional meeting
- Participation in research activities sponsored by academic/scholarly organizations.
- Serving as a chair/moderator or discussion on a peer-reviewed panel at a state, regional, national or international scholarly/academic meeting.
- Publishing refereed case studies with teaching notes
- Translating scholarly work.
- Refereeing grant applicants for state, regional, national or international funding bodies
- Providing analysis/evaluation of curriculum, policy, or personnel for academic institutions and agencies.
- Development of digital productions to advance scholarly/educational domains (e.g.,
- Other formats for dissemination may be considered if appropriately vetted at departmental and dean level and with evidence of peer review and approval

Creative Work

Such works include items we consider culturally to be "of the arts" - creative fiction and non-

fiction, music, drama, film, and other creative products. Creative work is defined as original, innovative, and expressive work that is not primarily intended to convey information or to document an existing body of knowledge, but rather to create a new form of expression. Creative work is not limited to the arts and is often utilized in the development of public creative products.

² On demand or self-published items may be considered to fit this category if they show conditions of self-published items may be considered to fit this category if they show

Creative work must be judged by experts in the area and disseminated to be contributory. When evaluating the contribution of creative work, attention should be given to the reputation and

of the publishing/institutional distribution venue, as this provides a mark of

work, with attention to reputation of the awarding agencies and level of competition. Because

creative works are often distributed in the general public, rather than to more restricted

scholarly communities, attention should be paid to marks of public approval (e.g., sales

figures, awards, critical reviews, etc.) which indicate the level of public acceptance

and the quality of the work. Creative work includes:

- Presenting juried off-campus creative exhibits or performances, whether group or solo for recognized organizations.

• Publishing creative works (e.g., poems, stories, novels, creative non-fiction, screenplays, etc.) in print or digital formats.

• Publishing creative works in print or digital formats.

• Serving as an editor for a peer-evaluated creative volume.

• Curating art, design, or media exhibits or shows.

• Receiving awards, sponsorships, and/or fellowships for creative work.

• Creative work produced under contract for off-campus organizations, if that work is then publicly disseminated.

• Other formats for dissemination may be considered if appropriately vetted at the departmental and/or college level and with evidence of peer review and additional

Contribution to the University, Community,

of the university, beyond teaching and scholarly/creative work. Such service occurs at the departmental, college, and university level. Contribution to the university includes:

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of the university, beyond teaching and scholarly/creative work. Such service occurs at the departmental, college, and university level. Contribution to the university includes:

- 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

Communities beyond the university. It is reasonable guideline for evaluation of service to the community of whether the effort is off-campus and contributes to the discipline in some way.

Service to the wider and professional community generally falls into four categories

contributions to disciplines and professional associations and societies.

- Membership, participation and leadership in scholarly organizations.

Practitioner in contracted/collocated field related research, policy analysis, consulting, technical assistance for an organization (public or private), with results presented to that organization.

practitioner publication.

- Editorial work completed for off-campus local, regional, or national discipline-related publications.
- Serving as a chair or discussant on a panel during an off-campus practitioner conference/meeting.
- Writing or maintaining a practitioner blog or social media site.
- Presenting lectures and seminars for general audiences

In some instances, practitioner work may be counted as scholarly/creative activity, however this is rare, should be a minor portion of a candidate portfolio, and should be vetted on a project-

Department of Writing Arts

In the text below, italicized font designates that the wording of the text is drawn from elsewhere either in one of the Memorandums or in online college and departmental documents.

Expected Balance Among Areas to Be Evaluated

The Department of Writing Arts believes that our department functions best when faculty bring their diverse talents to their multifaceted roles as professors and that in a department such as ours these achievements can take many forms. In accordance with the Memorandums and consistent with department mission and values, candidates will be evaluated in four areas:

1. Teaching effectiveness
2. Scholarly and creative activity for tenure track faculty; Professional Development
3. Contributions to the University Community
4. Contributions to the wider and professional community

Balance or Mix Among the Criteria

The Department Committee will regard excellent teaching as the most important achievement.

However, for each position, Assistant Instructor, Lecturer and 2/1A time faculty, the

the section entitled "Promotion Expectations" at the end of this document.

NOTE: The percentages designated below serve as relative weights rather than absolute values. They provide general guidelines to help a candidate understand what to focus on in his/her packet. These are not to be used to calculate a rating or score.

Assistant Professor

Teaching Effectiveness: 40%

Scholarly and Creative Activity: 35%

Contributions to the University Community: 20%

Contribution to the Wider & Professional Community: 5%

Instructors and Lecturers

Teaching Effectiveness: 60%

*Scholarly and Creative Activity: 10%

**Contributions to the University Community: 25%

Contributions to the University Community: 5%

*Lecturers may elect to re-allocate their scores from the Wider & Professional Community to

the University Community, making the contribution 20%. In that case, they may omit the discussions of wider & Professional Contributions from their recontracting documents. Altering

the percentage from 25/5 needs to be approved by the chair of Tenure and Recontracting in advance of the portfolio submission and needs to be noted in the packet.

TO ASSESS THESE SKILLS, EACH CANDIDATE WILL SUBMIT AN EXAMPLE OF WORK DEMONSTRATING HOW HE OR SHE HAS MET THE REQUIREMENTS OF EACH AREA AS DESCRIBED BELOW.

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. Faculty hired to fulfill unique responsibilities, such as program leadership or curriculum development, will develop performance criteria in consultation with department chair and dean.

1.1 Teaching Effectiveness

The application of each candidate for Tenure and Reappointment 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
- III. Excellence in developing as a teacher

I. Criteria for Excellence in Academic Instruction

Excellence in academic instruction is demonstrated by a combination of several of the following characteristics, by which the candidate:

1. Engages students as active participants in the learning process, encouraging critical thinking and the development of independent learning activities.
2. Maintains current knowledge of the discipline and the current literature.
3. Demonstrates a commitment to ongoing professional development.
4. Remains current in teaching pedagogy and is willing to experiment with innovative teaching approaches.
5. Demonstrates knowledge of and enthusiasm for the subject matter and teaching.
6. Organizes the subject matter, including appropriate pacing and adherence to departmental syllabi and policies.
7. Identifies appropriate student learning outcomes via course materials.
8. Provides opportunities for interaction with students outside of class.
9. Articulates and applies fair and consistent standards in designing assignments and in grading student work.

The department of Writing Arts recognizes that different teaching methodologies should be applied depending on the context, goals of the class, and reason. The standards must demonstrate the skill to navigate effectively several different approaches to teaching, including pedagogical technique by the diverse needs of various student populations. For example, students in a three-year writing course require a different level of instruction and program management than a two-year writing course requires a different level of instruction and program management.

techniques than Writing Arts majors in a senior-level course or those taking courses in the M.A. in Writing. Whatever the approach, effective teaching should encompass the characteristics discussed above.

Documentation for Evaluating a Candidate's Excellence in Academic Instruction

Factors that will be considered in the Committee's review include but are not limited to

A. Self-reflective narrative

necessarily need to be composed in this order:

1. Philosophy of Teaching
2. Summary of the candidate's teaching responsibilities and activities
3. Description and analysis of pedagogical strategies
4. Discussion of modalities of student assessment utilized by the candidate

B. Course content analysis

The course content analysis should include detailed analyses for the candidate of all

courses taught since hiring in the case of Tenure and Recontracting and since the last promotion in the case of Promotion. The candidate may locate his or her discussion within

program, major courses, graduate courses, etc.)

Summaries in the Checklist and Candidate Analyses

Teaching Goal Checklist and Analyses should reflect the Memorandum of Assessment Criteria

the course in the review of the periods of review.

In accordance with the *Memorandum*, student perception of the teaching/learning experience will be collected in at least two sections of the candidate's choice once per semester during

probationary service. Candidates may also collect student perceptions during the last week of the summer session of the current recontracting period.

teaching in a variety of courses.

The candidate must include a statement reflecting on the outcomes of the student evaluations.

The Committee will carefully assess the candidate's student evaluations and the accompanying analyses of student responses in the determination of teaching effectiveness.

The departmentally approved student evaluation form(s) will be the standard measure of student perceptions.

Note: The Writing Arts Department places great emphasis on teaching during the hiring, tenuring, and promotion processes. We recognize that teaching is both a skill to be learned

show evidence of being gifted teachers; therefore, we do not expect or require a record of
 in this area.

II. Peer Observation and Candidate Analysis

The candidate should refer to the Memorandum of Agreement Section 1.6.1 for appropriate

periods of review. Lecturers and 7/4 faculty need one peer observation per year.

effectiveness of pedagogical techniques, and
 conductance of classroom environment to learning

AS SHOWN IN ATTACHMENT A 1.1.1.1 OF THE MEMORANDUM candidates are required to respond to

I. Peer Evaluation must:

II. Criteria for Evaluating Excellence in Developing Learning Activities

The candidate must demonstrate excellence in developing learning activities that enhance

Factors that will be considered in the Committee's review include, but are not

limited to, the following in the memorandum Attachment A 1.1.1.1

- Participation in developing and revising curriculum
- Developing teaching materials, manuals, syllabi, and academic exercises
- Developing online courses
- Contributing to study abroad programs
- Contributing to service learning programs
- Participating in development of learning outcomes assessment tools and analysis of assessment results
- Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

III. Criteria for Evaluating Excellence in Developing as a Teacher

The candidate must demonstrate excellence in developing as a teacher. Factors that will be

I.11, C):

- 1. Reflecting on one's instruction and classroom to benefit the teaching-learning experience

2. *Attending and participating in development activities at Rowan or through professional organizations*
3. *Maintaining currency in discipline-specific concepts*
4. *Maintaining currency in pedagogical practices*
5. *Collaborating with colleagues in course development, pedagogical research, and team-teaching*
6. *Observing and providing feedback related to the teaching of colleagues as such 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*

Note: A further result of the department's concentration on excellence in teaching from the outset for candidate success in that professional development activities should be tailored to the individual candidate's situation. For example, we do not expect or require candidates to attend many of the workshops. Each candidate will be asked, for their own benefit, to provide documentation in their file and to discuss the various ways in which they have taken advantage of professional development activities.

Note for Instructor and Lecturer candidates: This is the area that overlaps most significantly with the Professional Development category under Scholarship and Creative Activity for instructors and such activity under the Professional Development section. We refer to some similar activities under the current section, while not repeating mention of any one activity in both sections.

IV. Criteria for Evaluating Excellence in Mentoring

The candidate must demonstrate excellence in mentoring students on disciplinary or professional teaching, the candidate will submit a statement of self-assessment addressing perceived performance in four possible areas:—

1. *Serving as the second reader of a graduate project* Students in the department's MAW complete a Masters Project. All Masters Projects require second readers with an emphasis on the highly skilled and labor-intensive nature of Masters Project advising. The candidate is encouraged to outline the advising processes he or she uses when working with students on their statements.
2. *Developmental advising, or helping students to explore career and/or graduate school options that best fit their goals and interests*

4. One-on-one help with personal or academic questions (with the acknowledgment that such the best "help" is referred to the Counseling Center, Academic Success Center, or Writing Center)

Note: As previously stated, the Writing Arts Department places great emphasis on excellence in teaching and the best "help" is referred to the Counseling Center, Academic Success Center, or Writing Center; we do not expect or require a pattern of improvement in this area.

1.2 Scholarly and Creative Activity

The only department in the country with the name Writing Arts, our department brings together a diverse group of faculty from disciplines that are variously referred to as writing studies, composition studies, composition and rhetoric, media studies, creative writing, and writing program administration, among others. This diversity presents its own most clearly in the scholarly and creative activities—the intellectual work—of faculty.

Further, the Department understands that writing contributes to faculty member's disciplines in many different ways and that writing contributes to the intellectual work of faculty members in many different ways. For TD and P purposes, faculty must list scholarly and creative activities in this area, we acknowledge the influence these endeavors may have on the classroom.

Criteria

Under "Evaluating Scholarly and Creative Activities" found below the "Characteristics of Excellence" for scholarly and creative activity that will be applied to candidate folders are defined. The Department expects scholarly and creative activity to be appropriate to at least one of the following:

- a. the faculty member's academic or research field

Appendix A of the *Memorandum* describes five categories of scholarly and creative activities

- A. Basic Research
- B. Research in the scholarship of teaching
- C. Creative activity
- D. Applied research and evaluation
- E. Funded research and creative projects

Below, the *Memorandum's* wording appears in italics followed by elaboration as it applies to the Department of Writing Arts. There is no hierarchy implied by the A-E order of this listing. Nor are faculty expected to make contributions in all areas. Those hired in Writing Studies are expected to make contributions primarily, though not necessarily exclusively, in research areas involving scholarly endeavors. Those hired in Creative Writing are expected to make contributions primarily, though not necessarily exclusively, in research areas involving creative activities.

U. In addition, the categories of professional activity (teaching effectiveness, university service, etc.), the criteria for evaluating a candidate's scholarly and creative activity vary according to the candidate's classification:

- Assistant-level faculty: The department expects Assistant-level faculty to participate in and provide documentation for activities in categories A-F. In the category of scholarly and creative activity, the department expects instructors and lecturers to demonstrate excellence in *Professional Development* as discussed in 1.2-F, which may include participation in and documentation of activities and categories in A-F. The department's evaluative rubric will use the term *Professional Development* for the purposes of clarity.

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.

In addition, the Department recognizes collaborative research and creative activities. The Department of Western Arts recognizes collaboratively authored work as

Examples of Scholarship

Candidates will be assessed based on a range of successful activities as well as the weight of specific accomplishments. Candidates are not expected to achieve success in every category.

The department understands that composing scholarly and creative work for publication and presentation is an extended process. Though publication and presentation are, of course, desired end-points, the Committee values and the candidate should provide context for work that is in-progress or has been rejected.

The candidate may have the Committee assess the value of the scholarly and/or creative activity by consulting empirical information on criteria for publication, stringency of acceptance, and distribution.

The candidate should also explain the value of the activity in terms of its place in his or her overall body of scholarly work and teaching activities.

I. Scholarly Work through Print and Non-Print Media

- a. Writing, submitting, and publishing a book (including monograph, scholarly edition, or collection of scholarly essays)
- b. Writing an article, whether authorship is single or collaborative, for a refereed journal or collection of essays.
- c. Writing, submitting, and publishing a book of collected scholarly essays
- d. Editing or guest-editing a journal
- e. Writing, submitting, and publishing an article, whether authorship is single or collaborative, in a non-refereed journal or collection of essays
- f. Writing, submitting, and publishing an article, whether authorship is single or collaborative, in a professional/scholarly newsletter
- g. Writing, submitting, and publishing an entry for a reference work
- h. Writing, submitting, and publishing a book review

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

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

in the Supplemental Folder.

C. Creative activity

Creative activity is an expression of the relationship of faculty with an original faculty engaged in disciplines for which research, as it may be traditionally defined, may not apply. Creative activity may include disciplines in the fine performing or communicative arts. Genres of creative activity include but are not limited to poetry, novel, novella, memoir, essay, play, screenplay, and short story.

Examples of creative activities include but are not limited to

I. Creative Work through Print and Non-Print Media

- Writing, submitting, and publishing creative book-length works

appropriate venues

- Writing, submitting, and publishing creative works in collections

- Republishing work in annuale and anthologies that has previously appeared in

authorship of literary genres

Note Concerning Literary Publication: Literary magazines, even those sponsored by universities often do not use "peer review" in the sense of using outside, independent experts to evaluate the

will be subjected to multiple rounds of review as it moves from the first readers, to an editor

focused on a specific genre, and on to a final review by an editorial board or the editor in chief. Some factors that might establish the quality of a magazine include but are not limited to

- national distribution or the importance of the magazine to a region or a particular readership
- indexing by databases such as Academic Premier
- the magazine's ability to place what they publish in "best of" or thematic anthologies
- support of the magazine by the NEA, foundations, or universities
- specific reputation of an editor
- art of imaginative writing
- quality and reputation of authors the magazine attracts

II. Presentations

- Giving a reading of literary works
- Performances by others of created works

Examples of applied research and pedagogical research include but is not limited to

1. Applied study or applied pedagogical or scientific research (e.g., work in Professional Development Schools)
2. Sponsored or contracted study or research (e.g., Engineering clinic projects)
3. Diagnostic, policy, or programmatic evaluation, study, or research for the local campus or other institutions or agencies
4. Leadership in multidisciplinary centers and task forces

Examples of applied research and pedagogical research include but are not limited to

- A. Providing external evaluations of curricular programs
- B. Publishing in or being responsible for publishing professional, academic, and non-academic bulletins, brochures, newsletters, etc.
- C. Speaking or presenting at professional, civic, or community engagements
- D. Reviewing articles, books, textbooks, and other professional materials

E. Funded scholarly and creative projects

Funded scholarly and creative projects include but are not limited to

- 1. Grant-seeking and proposal development to public and private sponsoring agencies for research*
- 2. Supervision and management of sponsored creative and artistic projects.*

values the effort required to seek out grant opportunities and to develop the grant application.

To this list of funded projects, both internal and external, the Department also adds, but does not

activity.

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 limited to

- leadership in multidisciplinary centers and task forces
- or higher education
- grant-seeking and proposal development to public and private sponsoring agencies

D. Reviewing grant proposals for funding

known as the Scholarship of Engagement. Those faculty who are involved in the Scholarship of Engagement as part of their application packet will need to present criteria for evaluation of this type of scholarship the year prior to coming up for tenure and recontracting. The appropriate department committee and the Dean will have to approve these criteria

1. Professional Development (instructor level and Lecturer/Assistant Professor)

Professional Development is defined as those activities which improve an Instructor's or

Assistant Professor's or Lecturer's professional standing, maintain their standing within a discipline, discipline or expand their area of expertise. Such activities include, but are not limited to:

Instructor or Lecturer should engage in activities which:

A. Assist them in maintaining currency in their discipline, profession, and/or improving their abilities as teachers

1. Acquiring and maintaining specific forms of certification and/or licensure that are mandatory for their discipline or profession

B. Deepen and/or broaden their knowledge of discipline specific content

1. Attending and participating in professional conferences where the focus is the dissemination of new knowledge within a field of inquiry

C. Strengthen their understanding and application of the pedagogy of particular disciplines

Attending and participating in professional conferences where the focus is the pedagogy associated with a specific discipline or content area

D. Improve their knowledge of the teaching and learning processes

1. Attending and participating in workshops focusing on the teaching and learning processes

2. Developing or enhancing skills in the assessment of the teaching and learning

The activity shall be designed to prepare the candidate for the area of instruction

B. The activity prepares the instructor for future teaching assignments

instruction or for the practice of teaching within a specific discipline

The activity is designed to maintain or maintain standing within a profession or discipline

Examples of Professional Development include but are not limited to:

A. Participation in professional conferences, including attendance, organizing or chairing sessions and presentations

B. Participation in professional organizations, including service and leadership in

C. Participation in workshops, training sessions and other courses of study in the scholarship and pedagogy of writing instruction

D. Participation in and organizing of community outreach efforts with other teachers of writing—or writers—at the K-12 or higher education levels

Publication, Scholarship and Creative Activities

As with these candidates in any specialization, but especially with the diversity of faculty interests in the Department of Writing Arts, it is incumbent upon the candidate to contextualize administrative levels. The candidate should provide and the Committee will consider information regarding the

- quality and appropriateness of the venue in which research and creative activities appear
- usefulness of such publication in serving the needs of particular audiences
- candidate's contribution to materials that are co-authored

The candidate shall be evaluated based on the "Characteristics of Excellence in Scholarship

- A. The activity requires a high level of discipline-related experience
- B. The activity can be replicated or elaborated (research activity)
- C. The work and its results can be documented
- D. The work and its results can be peer-reviewed

or impact, including creative work.

Documentation for Evaluating a Candidate's Scholarship and Creative Activity

I. Required Documentation

A. A list of the candidate's scholarly and creative activities using the six A-F categories discussed above:

- A. Basic Research
- B. Research in Scholarship of Teaching
- C. Creative Activity
- D. Applied Research
- E. Funded Projects
- F. Professional Development

B. Statement concerning the candidate's scholarly and creative activities that

activities

contribution to the profession or to the community of learners; their importance within a popular or literary context, etc.

C. When applicable, a representative description or sampling of creative work, as well as an explanation or documentation of the scope and quality of the work.

D. When applicable, evidence of a broader dissemination of knowledge, whether drawn from the broader community or from a community of learners, participants, viewers and/or readers.

E. For a candidate to whom such work applies, explanation and/or documentation of activities

Supporting Documentation (to be placed in Supporting Documentation folder)

B. Copies of programs or presentations

C. Reviews of the candidate's work

1.3 Contributions to the University Community

Candidates are expected to demonstrate full engagement as a member of the University community. Candidates should specify the dates, nature, and demands of the work they have performed in service to the University community. These distinct contributions should be regular and ongoing.

The Department Committee will further take into account the candidate's leadership roles and

discuss the impact of their roles on the committee and/or larger context surrounding the activity.

A. Active participation and leadership in campus activities and programs includes but is not limited to

1. Chairing a department, college, or university committee
2. Contributing to tasks central to the department's day to day activities serving both students and faculty
3. Helping the department meet the expectations of the College and the University
4. Assisting with other campus-wide activities, e.g. Homecoming, Bazaar Day, advising student groups
5. Course and program development, review, and redesign
6. Chairing a department
7. ...
8. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

B. Mentoring other faculty or staff within the candidate's own Department or College or University-wide includes but not limited to taking part in the established department or college mentoring programs or working with the Faculty Center mentoring programs.

C. Representing the institution for its advancement includes but is not limited to

1. Participation in open houses
2. ...
3. Outreach to bring more students or resources to the University
4. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

Professional activities vary in type and importance. The candidate should not just list but detail the nature and demands of the work for each activity or assignment, as well as discussing

the nature and demands of the work for each activity or assignment, as well as discussing

committee chairs, colleagues, students, or other appropriate individuals.

14. Contributions to the Wider and Professional Community

The Candidate should specify the dates, nature, and demands of the work they have performed in service to the wider and professional community. The candidate's contributions

should be included and discussed

Faculty members will demonstrate significant activity in practice and professional service at

local, state, or national level. Candidates should discuss the impact of their activities on the

community and the profession. Candidates should discuss the impact of their activities on the

community and the profession. Candidates should discuss the impact of their activities on the

Outstanding performance in this area may be demonstrated by the following characteristics:

1. Membership and service in appropriate professional organizations and participation in their governing process.
2. Commitment to community service and civic responsibility in ways that draw upon the candidate's area of professional expertise.

Service to the profession may include but is not limited to

holding leadership positions in recognized professional organizations

organizing or participating in workshops

serving as chairs, organizers, reviewers, or discussants at professional meetings

serving on accreditation bodies or national examination boards

managing, creating or maintaining professional web sites or discussion groups

maintaining membership in professional organizations

subscribing to professional journals or other relevant publications

Service to the community may include but is not limited to

education professionals and other organizations

serving as a visiting writer, such as a Poet in the Schools

contributing to local, civic and other community groups

consulting activities with other educational organizations or universities

serving as a peer reviewer or field bibliographer for a journal or publishing company

writing or editing newsletters

contributing to community groups and projects

holding public office or assuming important roles in civic and other nonprofit organizations

community service in a field that draws on the candidate's expertise

community service in a field that draws on the candidate's expertise

community service in a field that draws on the candidate's expertise

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community service in a field that draws on the candidate's expertise

II. Optional Documentation

- A. Any supporting documentation to clarify the candidate's statement (e.g., posters, professional or community groups)
- B. Any supporting evidence to clarify the candidate's statement.

Goals and Plans

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

Copies of Previous Evaluations

Following 2.1113 of the *Memorandum*, copies of the previous cycle's evaluations, including evaluations by the Department/Office Committee, the University Senate Recontracting and Tenure Committee, the Dean, the Provost, and the President,

Summaries of prior student responses should also be included

General description of expectations for faculty:

The following descriptions identify the Writing Arts Department's general expectations for each assistant professor. Questions about tenure and recontracting may be addressed to either the department chair, the chair of the department tenure and recontracting committee, or both.

Lecturer-level recontracting expectations by years of service

Years of Service	Teaching	Professional Development	Contributions to the University/Community	Contributions to Wider and Professional Community (optional)
First and Second	Faculty should focus primarily on refining their teaching skills, developing classroom materials, syllabi, etc. They should also learn about department programs and initiatives. When appropriate, they should provide mentoring on disciplinary or professional issues.	Faculty should refine a Professional Development agenda and begin preliminary work on it.	Service should be primarily on departmental committees. However, this does not preclude the individual from serving on college or university committees.	Faculty should seek ways to contribute to the wider and professional community.
Fourth	Faculty should be able to demonstrate their effectiveness as teachers and mentors.	Faculty must minimally demonstrate work on a clear and detailed agenda for their professional development.	Faculty should continue to perform department-level service, but should also become involved in service that goes beyond the department.	Faculty should make limited contributions to the wider and professional community.
Fifth	Faculty should demonstrate evidence of outreach efforts.	Faculty should present evidence of participation in a variety of areas as	Faculty should be expanding their service to include a variety of areas as	Faculty should demonstrate

			defined in Scholarly and Creative Activity	leadership at the departmental level	
			and Creative Activity, section F, above or a more concerted effort in one of these areas of those areas.	above or a reported effort in those areas.	
			Faculty should show evidence of continued success in Professional	Faculty should continue to serve	Faculty should
					take notice
					contributions to
					the wider and
	requint	as teachers and mentors.	Development (as defined above)	demonstrate participation	professional community
			beyond the departmental level		

		INSTRUCTOR-LEVEL FACULTY RATING CAPSA		
		Contributions to	Community	PROFESSIONAL
period	Activity	Community	PROFESSIONAL	
	on refining their teaching skills, developing classroom	Service should be primarily on		
	should provide	or university		
	disciplinary or professional issues			
		Faculty must		
		Faculty should		
	a clear and detailed	perform	Faculty should	
	During the second	agenda for their	department-level	make limited
	year faculty members	of service	commitments to	contributions to
	effectiveness as teachers and mentors.	participation in workshops, conferences or outreach efforts.	that goes beyond the departmental level.	community.
		Faculty should present evidence of success in scholarly	Faculty should be expanding their	
		Professional		
	During the third year, faculty should be able	Development. This may include	service to include university-wide committees and	Faculty should make limited contributions to

			Faculty should show	Faculty should continue to serve	Faculty should
FOURTH REVIEW	to demonstrate continuing excellence as teachers and mentors.	success in Professional Development (as defined above) beyond the		variety of venues and should demonstrate participation departmental level.	contributions to the wider and professional community.

				Contributions to	
NEW	First-year faculty should focus primarily on refining their teaching skills, developing classroom materials, syllabi, etc.	Faculty should refine a		Service should be primarily on departmental committees.	Faculty should seek ways to
REVIEW	about department	agenda and begin		not preclude the	wider and
	mentoring on disciplinary or professional issues.				

		Faculty should present evidence of success in scholarly and/or creative activity. This	Faculty should be expanding their	
		Faculty members should acceptances for several	committees and	contributions is
SEC	teachers and mentors	Faculty members should be submitting materials	leadership at the departmental level.	
EW	to demonstrate excellence as teachers	Faculty should show evidence of continued	continue to serve the university in a	Faculty should make noticeable
RDR	faculty should be able to demonstrate	(as defined above) and should have publications accepted or published.	demonstrate participation	the wider and professional community
		Faculty must clearly demonstrate evidence of sustained scholarly	Faculty should be able to demonstrate that	Faculty should be
EV	faculty should be able to demonstrate	including having published several	contribution to the	they have made a
R	teachers and mentors		colleges and universities	the wider and professional
		for future research endeavors,	activities.	

REVIEW CYCLES: FACULTY AND LIBRARIANS**
 CANDIDATES HIRED ON OR AFTER July 14, 2014

FIRST	SECOND	DEPARTMENT SPRING	SENATE FALL	and *
DEPARTMENT	SENATE DEAN PROVOST, PRESIDENT		FALL	3 rd & 4 th
FOURTH	DEPARTMENT SENATE DEAN PROVOST, PRESIDENT		FALL	5 th & 6 th
DEPARTMENT SENATE				
SIXTH	DEPARTMENT SENATE DEAN PROVOST/PRESIDENT		FALL	7 th & Tenure

NOTES:

*Faculty and librarians are evaluated after they are reappointed to a second-year contract by the Board of Trustees in February.

(CMSRU) with 18-year faculty and Probationary Librarians applying for Recontracting beginning in Spring 2012 as per the side letters of agreements for AET members at CMSRU.

Promotion expectations

Teaching	Scholarly/Creative Activity	Contributions to the University Community	Within and Beyond Professional Community	Contributions to
Tenure-track	Tenure-track	Tenure-track	Tenure-track	
TCL	demonstrate	potential for scholarly	on Department,	demonstrate
TF	excellence as	the level expected of	University	service at local.
AS	teachers and mentors.	assistant professor hires.	acceptable activities.	national levels.
E	Faculty must be able to	consistent pattern of scholarly or creative	participation on, or	Faculty must clearly demonstrate
SOC	patterns of excellence as	including several significant pieces of	College, and University	in practice and professional
teachers and mentors.	creative work—since attaining the rank of assistant professor.	committees or other acceptable activities.	state, and/or national levels.	
Faculty must clearly demonstrate a	consistent pattern of scholarly or creative accomplishments	Faculty must clearly	Faculty must	
PROFES	able to demonstrate consistent patterns of	application for promotion to associate professor.	leadership in Department, College and University	demonstrate leadership in practice and professional
I	excellence as	represent a significant and recognized body of research or creative		Faculty must clearly demonstrate

~~Role of the Department Chair for Tenure and Recontracting~~

~~Consistent with 2.11 of the Memorandum, the Department Chairperson shall be included in the evaluative process; the role and specific function of Department Chairperson in the evaluation of probationary faculty will be established by the faculty of the Writing Arts Department each year.~~

~~For AY 18-19, the chair of the department is chairing the T&R committee.~~