

FORM 8

SIGNATURE SHEET FOR EVALUATIVE CRITERIA APPROVED CRITERIA SHALL HAVE ALL REQUIRED SIGNATURES

Department/Office: Writing Arts

Department Chair/Head: Jennifer Courbney [Signature]
Print Signature

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

Date Sent to Dean/Supervisor: 9/23/16

Signature [Signature] Date 9/23/16 Approved (Y) P/N
Dean/Supervisor: _____ Y/P/N

Add'l Admin: [Signature] 3/14/17 (Y) P/N
Provost/designee: _____ Y/P/N

President/designee: _____

Y = Approved	P = Approved pending modifications	N = Not approved
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For P or N decisions, the departmental committee should be provided with the reasons for non-approval, as well as suggested changes to the criteria within a reasonable time to ensure timely approval for first year candidates.

DIRECTIONS: Sign each line and print or stamp name below the line. This signature page must accompany the evaluative standards throughout the entire approval process, and serves as a record that all levels have contributed to the approval process. After all levels have approved the evaluative standards, this cover page and the criteria shall be duplicated, and a copy sent to the Senate office for archiving. The original criteria packet is returned to the Department/Office.

SUGGESTED TIMETABLE:	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
Writing Center Director**

Effective for candidates hired September 1, 2015

Ratified: September 21, 2016

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 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 creative writing faculty, it has been agreed that the Master of Fine Arts (MFA) or Ph.D. serve as appropriate terminal degrees.

Preamble to the General Department Criteria:

Evaluation of the Writing Center Director

The Writing Center Director has a unique position that must be reviewed differently from standard faculty positions. While the duties of the Director may normally be considered as an aspect of service, they are counted here as an aspect of teaching effectiveness because they are directly tied to the quality of student learning and writing across the University. Therefore, the evaluation of the Director's teaching effectiveness will include the reassigned time granted the position. The amount of reassigned time will determine its weight in the evaluation.

That said, the Writing Director must demonstrate the ability to

Staff

- Hire, train, and manage all tutors and non-tutor student workers.
- Coordinate with department secretaries to assure hiring packets and timesheets for all staff of the RWC.
- Plan and manage tutoring schedule.

Develop

- Plan and deliver orientation sessions for tutors prior to the beginning of the fall semester.
- Plan and conduct weekly meetings and on-going training for tutors.
- Provide opportunities for professional growth and scholarship for tutors.
- Provide on-going feedback and assessment to tutors.
- Coordinate studio versions of ICCI with chair, instructors, tutors, and students.
- Plan and coordinate group-tutoring sessions for select student populations, such as EOF/MAP and ELP students.

Manage

- Execute weekly, semester, and annual budgets and budget rationales, both for staff and non-salary expenditures. Annual budgets to be submitted to chair and dean prior to beginning of fall semester. Others as needed.
- Create budget and spending reviews for staff and non-salary expenditures at the end of each semester, submitted to chair and dean.

Promote

- Provide leadership in generating and executing a vision for the Writing Center.
- Serve as a liaison for the Writing Center, coordinating its activities with the Department of Writing Arts and other stakeholders, such as the library, Glassboro schools, etc.
- Help to promote activities conducive to the creation of a community of writers across and beyond the campus.

The Writing Center Director's performance must be assessed through means distinct from those applied to other faculty. Specifically, a customized tutor evaluation form is used to capture student perceptions of the Director's effectiveness as a professional development leader; the form, developed by the candidate and the department Tenure and Recontracting committee during 2015-2016 may be found in Appendix A. The Writing Center Director will use the standard department form to collect student perceptions of courses taught. The Writing Center Director may opt for a colleague observation of a Writing Center professional development session in lieu of a standard classroom observation.

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 this document. The current *Memorandums* are located on the Provost's web page (<http://www.rowan.edu/provost/aft/>). If any conflict between this document and either *Memorandum* exists, the appropriate *Memorandum* shall supersede this document.

The Department's TR and P procedures are designed to support the mission of Rowan University, the College of Communication and Creative Arts, and the Writing Arts Department, which state:

The Rowan Mission (adopted 2003)

A leading public institution, Rowan University combines liberal education with professional preparation from the baccalaureate through the doctorate. Rowan provides a collaborative, learning-centered environment in which highly qualified and diverse faculty, staff, and students integrate teaching, research, scholarship, creative activity, and community service. Through intellectual, social, and cultural contributions, the University enriches the lives of those in the campus community and surrounding region.

College of Communication and Creative Arts Mission

The College of Communication and Creative Arts combines liberal learning with professional education to prepare students to assume positions of leadership in the field of communication. In addition to providing students with rigorous academic experiences in writing, critical thinking, speaking, and media production, the College prides itself on providing students with a variety of opportunities for growth outside the classroom, including memberships in professional organizations, participation in student publications, and creative involvement with radio, television, and film productions. Central to the College is the commitment to nurture imagination, spark creativity, cultivate strategic thinking, and provide opportunities for students to succeed in artistic, scholarly, and commercial venues. The College seeks to reward excellence in all facets of instruction and advisement, and envisions a future where technology extends, enhances, and transforms the process of communication.

Department of Writing Arts Mission (adopted 2005)

The Department of Writing Arts develops students' academic achievement, professional success, and personal growth through its first-year writing program, undergraduate major and affiliated programs, master's degree and graduate certificates. By combining the best of rhetorical and educational traditions with appropriate state-of-the-practice technology and innovative teaching, the Department advances students' understanding of written communication within our dynamic culture. Through scholarly and creative activity, interdisciplinary collaboration 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 rigor.

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://www.rowan.edu/colleges/ccca/departments/writingArts/firstyearcorevalues.html>)
- Undergraduate major
(www.rowan.edu/colleges/communication/departments/writingArts/undergraduate.html)
- M.A. in Writing
(In process of being reassessed. Will be posted online when available.)

These further define the goals for the Department of Writing Arts as they relate to teaching within the department. Candidates may point directly to these mission statements and values as evidence of how their application aligns with the departmental mission and values.

TENURE AND RECONTRACTING ADMINISTRATIVE PROCEDURES

Periodic Review of Department Tenure and Recontracting Procedures

The Department of Writing Arts will review and, if necessary, revise this document each year, 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 Department meeting of the academic year. Within a week of the election, the Committees shall elect chairs.

Three-quarter-time Faculty

Three-quarter-time faculty members will follow the Processes and Procedures outlined in a 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 AFT, each program in the College of Communication and Creative Arts has established a set of standards for the analysis of recontracting, tenure, and promotion portfolios. The college codicil contained herein should be understood to represent overarching principles for all such documents and processes.

DOCUMENT STANDARDS

Whether for recontracting, tenure, or promotion, the document is a rhetorical argument, not a simple recitation of facts. Candidates are expected to clearly align the document with the departmental and university standards, making a well-developed and reasoned case for quality and appropriateness of work in all dimensions under review.

All candidates should be aware that their packets will be read by evaluators with widely differing 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 underlying philosophy that guides creation and planning of course materials and assignments. That philosophy should then be connected to specific discussion of teaching 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 significance and impact of the work. This argument should include information regarding the journal/conference/venue in which the work was presented (e.g. distribution, readership, attendance, acceptance/rejection rates, membership levels, longevity). This discussion should also address whether the work was subjected to blind peer review, solicited by an editor/curator, reviewed by a committee, evaluated by an editorial/jury board, or selected by a senior or guest editor/curator. Corresponding evidence of such, if not publicly available, should be supplied in supplemental materials.

Presentation and publication categories of scholarly/creative work, and service are not mutually exclusive, but candidates should present their work in the most appropriate category. Activities should not be redundantly included in multiple categories.

In discussion of service, all levels expected for the specific candidate's job title should be considered (department, college, university, profession and larger community). Many activities can be considered as service, but if the connection to the field is not obvious, the candidate must make the case. Non-related community service, while commendable, should not be listed. As an example, being a girl scout leader is not likely service; however, doing

¹ In the case of candidates for whom this is a requirement of job performance, as specified by the university memoranda of agreement for recontracting and tenure, 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 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 opening new areas of knowledge. Scholarly work may take the form of basic 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 books, or book chapters (not on-demand publishers or self-publication²).
- 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 discussant 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. websites, webinars, videos).
- 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, poetry, video and audio productions, visual art, and music. Creative works validated by appropriate experts serve as exemplars of excellence that become part of our understanding of those fields and are then utilized in the education of future creative artists.

² On-demand or self-published items may be considered to fit this category *if/when* they show marks of peer review and approval, such as renewing course adoptions, sales, and awards.

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 selectivity of the publishing/exhibiting/ distributing/airing agency, as this provides a mark of expert evaluation. Strong consideration should be given to awards or honors bestowed upon the 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 (i.e. sales, readership, critical reviews, awards), which indicate cultural approval and impact on cultural understandings of the arts. 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, visual artworks) in off-campus peer/expert-evaluated venues.
- Presenting at invitational off-campus artistic shows, exhibits, readings, or performances.
- Participating in panel discussions and forums related to the creative process.
- Writing/producing creative media works then screened at competitive off-campus artist festivals or showcases
- Writing/producing creative media works disseminated via web, DVD, or other digital formats.
- Editing a literary journal/other editorial substance (not proofreading) work on a creative publication.
- Serving as an editor for a peer-evaluated creative volume.
- Authoring journalistic work published in non-practitioner books, magazines, newspapers, on-line, or through television and radio broadcasting.
- Curating art, design, or media exhibits or shows.
- Receiving awards, sponsorships, and/or fellowships for creative work.
- Invited lectures regarding creative work presented at museums, galleries, and other fora.
- 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 departmental and dean level and with evidence of peer/expert review and approval.

SERVICE BASIC DEFINITIONS

Contribution to the University Community

Contribution to the university community represents the tasks that are necessary to the function of the university, beyond teaching and scholarly/creative work. Such service occurs at the departmental, college, and university level. Contribution to the university includes:

- Serving on departmental, college, and university committees, task forces, etc.
- Participation in events such as open houses, career fairs, and major workshops.
- Departmental leadership, including course direction and coordination, and chairing.
- Presenting scholarly and creative work to colleagues at departmental/college/university events.

- 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.

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

Dissemination of discipline-related knowledge (including practitioner work³), creation of new products and practices in the discipline, discipline-related partnerships with other agencies, and contributions to disciplinary and professional associations and societies.

- Membership, participation and leadership in scholarly organizations.
- Serving on accreditation bodies, governing boards, and taskforces.
- Organizing and/or reviewing submissions for conferences, exhibitions, workshops and publications sponsored by professional and scholarly organizations.
- Engaging in contracted/solicited field-related research, policy analysis, consulting, technical assistance, for an organization (public or private), with results presented to that organization.
- Writing articles, columns, editorials for an off-campus local, regional, or national practitioner publication.
- Editorial work completed for off-campus local, regional, or national discipline-related publications.
- Producing works in print, digital, or broadcast form by request for an off-campus organization.
- 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.
- Discipline-related voluntary community service.
- Other discipline related efforts in service to the general profession and wider community.

³ 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-by-project basis at departmental and college level.

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, 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 recognizes 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
3. Contributions to 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, and 3/4-time faculty—the breakdown is different. For criteria concerning promotion to Associate and Full Professor, see 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%

Contribution to the University Community: 20%

Contribution to the Wider & Professional Community: 5%

Instructors

Teaching Effectiveness: 60%

*Scholarly and Creative Activity: 10%

Contribution to the University Community: 25%

Contribution to the Wider & Professional Community: 5%

*For instructors, the category “Scholarly and Creative Activity” should discuss professional development activities. For an extended discuss of this, see section 1.2-F.

To assess these areas, each candidate will compose an extended self-assessment showing 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 criteria found in the preamble. .

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
- III.Excellence in developing as a teacher
- IV.Excellence in mentoring and advising.

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 and creative thinking rather than passive retention of material.
2. Maintains a class environment that interests and challenges students in the subject matter of the course and cultivates a positive attitude toward lifelong learning.
3. Demonstrates a command of the current state of the discipline.
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 lesson. The candidate should demonstrate the skill to handle effectively several different approaches to teaching, tailoring pedagogical technique to the diverse needs of various student populations. For example, students in a first-year writing course require a different level of instruction and different pedagogical 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

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. Summary 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 descriptions and analyses by 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 relevant values and outcomes corresponding to each collection of courses (first-year writing program, major courses, graduate courses, etc.).

C. "Student Evaluation of Teaching Effectiveness Reports" (referred to as Student Summaries in the Checklist) and Candidate Analyses

Tenure track faculty should refer to the Memorandum of Agreement Section 2.65 for charts showing the frequency of when student evaluation should be performed over the course 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 the last five (5) weeks of each semester of the current recontracting period throughout probationary service. Candidates may also collect student perceptions during the last week of the summer session of the current recontracting period.

Where possible, the candidate should submit evaluations demonstrating a range of effective 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 honed through accumulation of knowledge and an art to be perfected through practice and adaptation of various methodologies. It has been our policy to hire individuals who already show evidence of being gifted teachers; therefore, we do not expect or require a record of increasingly higher scores on student evaluations, or a record of increasing praise on peer evaluations. In the same way, we expect that all department members will serve as reliable, conscientious mentors and advisors from the outset; we do not expect or require a pattern of improvement in this area.

D. Peer Observations and Candidate Analyses

Tenure track faculty should refer to the Memorandum of Agreement Section 2.642 for charts showing the frequency of when peer observations should be performed over the course of the periods of review.

Peer evaluations are accomplished when a member of the department committee observes a class session taught by the candidate and writes a report of that observation. The peer evaluation should include a summary of material presented in the class as well as an evaluation of the candidate's organization of the material, ability to communicate, currency of subject matter knowledge, variety and effectiveness of pedagogical techniques, and conduciveness of classroom environment to learning.

As stated in Appendix A 1.13 C of the *Memorandum* candidates are required to respond to the peer evaluation(s).

II. Criteria for Evaluating Excellence in Developing Learning Activities

The candidate must demonstrate excellence in developing learning activities that enhance students' learning outcomes. This excellence can be demonstrated at the classroom and curricular levels. Factors that will be considered in the Committee's review include but are not limited to those outlined in the *Memorandum* (Appendix A, 1.11, B):

- *Participation in development, review, and redesign of courses and programs*
- *Participation in developing and revising curriculum*
- *Developing teaching materials, manuals, software, and computer 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 considered may include but are not limited to those outlined in the *Memorandum* (Appendix A, 1.11, 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 approved department criteria.*

Note: A further result of the department's concentration on excellence in teaching from the outset of a candidate's career is that professional development activities should be tailored to the candidate's needs and orientations. For example, we do not expect or require candidates to attend workshops devoted to improving teaching, but candidates who have, for their own benefit rather than for the purpose of fulfilling a requirement, attended such workshops are welcome to include documentation in their file and to discuss the various ways in which they have taken advantage of professional development activities.

Note for Instructor candidates: This is the area that overlaps most significantly with the Professional Development category under Scholarly and Creative Activity. It is recommended that candidates include the bulk of such activity under the Professional Development section, leaving some smaller part to mention under the current section, while not repeating mention of any one activity in both sections.

IV. Criteria for Evaluating Excellence in Mentoring and Advising

The candidate must demonstrate excellence in mentoring and advising. Because advising and mentoring are important corollaries to classroom teaching, the candidate will submit a statement of self-assessment addressing perceived performance in six areas:

1. Academic advising, or assisting students in selecting their courses and completing their curriculum in a timely manner
2. Serving as the second reader of a graduate project. Students in the department's MAW program complete a Masters Project. All Masters Projects require second readers with an expert knowledge of the advisee's chosen genre(s). The department recognizes and values 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 serving as a second reader.
3. Reading and assessing undergraduate Portfolio Seminar statements. The candidate is encouraged to outline the advising processes he or she uses when working with students on their statements.
4. Developmental advising, or helping students to explore career and/or graduate school options that best fit their goals and interests
5. One-on-one help with personal or academic questions (with the acknowledgment that often the best "help" is a referral 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 from the outset. Similarly, we expect that all department members will serve as reliable, conscientious mentors and advisors; 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 itself most clearly in the scholarly and creative activities—the intellectual work—of faculty.

Further, the Department understands that writing contributing to a faculty member's discipline may also provide insights relevant to their teaching. Thus, although the Department realizes that for TR 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:

- the faculty member's academic or research field
- his or her teaching and department responsibilities
- his or her university responsibilities

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.

Unlike for the other 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-E.
- Instructors: In the category of scholarly and creative activity, the department expects instructors to demonstrate excellence in *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.

Also, understanding the time and energy commitments required of collaborative research and creative activities, the Department of Writing Arts recognizes collaboratively authored work as valuable scholarly contributions.

Examples of Scholarship

Scholarly and creative work 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, under review, or has been rejected.

The candidate may help 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. Editing, 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

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 in the Supplemental Folder.

C. Creative activity

Creative activity is an expression of the scholarship of discovery and integration for those faculty engaged in disciplines for which research, as it may be traditionally defined, may not apply. Such faculty may sometimes, but not always, focus on 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
- Editing, submitting, and publishing literary or creative collections or journals
- Writing, submitting, and publishing shorter creative works in literary journals or appropriate venues
- Writing, submitting, and publishing creative works in collections
- Republishing work in annuals and anthologies that has previously appeared in literary journals
- Writing, submitting, and publishing non-peer reviewed works in appropriate venues
- Writing, submitting, and publishing articles related to craft, aesthetics, and 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 scholarship or quality of a submission. Instead, they often use a standing editorial staff composed of experts and practitioners in the genres that the magazine publishes. Typically, a submission 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, including The Pushcart Prize and similar collections
- support of the magazine by the NEA, foundations, or universities
- specific reputation of an editor
- the importance of the magazine in terms of establishing innovative approaches to the 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
- Participation in panel discussions and forums (for example, at literary conferences and festivals)
- Interviews in both print and non-print media as interviewee

D. Applied research and evaluation includes 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. *Program, policy, or personnel 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 Evaluation include but are not limited to

- A. Writing, submitting, and publishing textbooks, teaching anthologies, handbooks, guides, etc.
- B. Providing external evaluations of curricular programs
- C. Publishing in or being responsible for publishing professional, academic, and non-academic bulletins, brochures, newsletters, etc.
- D. Speaking or appearing at professional, civic, or community engagements
- E. Reviewing articles, books, textbooks and other curricular 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.*

While certainly successful grants are held more highly than rejected applications, the department 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 limit itself to:

- A. Applying for and winning grants to further the candidate's scholarship and/or creative activity.
- B. Applying for and winning competitive fellowships related to the candidate's field

- 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
 - contributions of expertise to public or private institutions of elementary, secondary, or higher education
 - grant-seeking and proposal development to public and private sponsoring agencies
 - supervision and management of sponsored creative and artistic projects
- D. Reviewing grant proposals for funding

The Department also recognizes the work faculty are doing in the burgeoning research field 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 committees and the Dean will have to approve these criteria. See <http://scholarshipofengagement.org/> for more information.

F. Professional Development (Instructor-level candidates)

Professional Development is defined as those activities which improve an Instructor's currency in a field of expertise or teaching, maintain their standing within a profession or discipline, or expand their area of expertise. Probationary faculty with the rank of Instructor 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 appropriate 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
 - 1. Attending and participating in professional conferences/workshops 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/training that focuses on the teaching and learning processes
 - 2. Developing or enhancing skills in the assessment of the teaching and learning processes within a discipline

Characteristics of Excellence in Professional Development for Instructors are:

- A. The activity is directly related to the area of expertise or area of instruction.
- B. The activity prepares the instructor for future teaching assignments
- C. The activity results in certification or licensure that is appropriate for the area of instruction or for the practice of teaching within a specific discipline
- D. The activity is recognized as maintaining standing within a profession or discipline
- E. The activity permits the demonstration of leadership within a profession or discipline

Professional Development for faculty with the rank of Instructor involves the activities which:

- A. Assist Instructors 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*
- C. Strengthen their understanding and application of the pedagogy of particular disciplines*
- D. Improve their knowledge of the teaching and learning processes*

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 committees, working groups or task forces
- 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

Evaluating Scholarly and Creative Activities

As with those 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 his or her scholarly and creative activities for multiple audiences at the department, college and 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 (scholarly and creative activity) at Rowan,” as defined in 1.22 of the *Memorandum*. These are:

- 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
- E. The activity is innovative, breaks new ground, or demonstrates other types of significance or impact, including creative work.

Documentation for Evaluating a Candidate's Scholarship and Creative Activity

I. Required Documentation

A. Listing of the candidate's scholarly and creative activity 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 activity that
 - summarizes separately or together each of the candidate's scholarly and creative activities
 - contextualizes the quality and appropriateness of the venue in which the scholarly and creative activities appear
 - discusses their value in disseminating knowledge; their significance in terms of 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 value and quality of the work.
- D. When applicable, evidence of a broader dissemination of knowledge, whether drawn from the Rowan community or a more general community of learners, participants, viewers and/or readers.
- E. For a candidate to whom such work applies, explanation and/or documentation of activities related to grants, sponsored, or contracted research.

Supporting Documentation (to be placed in Supporting Documentation folder)

- A. Copies of publications (print or non-print), editorial work, or integration of scholarship and teaching. URLs may be provided for non-print work.
- B. Copies of programs for presentations
- C. Reviews of the candidate's work
- D. Any other form of support acceptable to the Committee, such as unsolicited comments, mention of or citation of the work by others, etc.

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. The candidate's contributions should be regular and ongoing.

The Department Committee will further take into account the candidate's leadership roles and other factors, including whether he or she has received reassigned time for service that is included here. Because leadership does not mean simply chairing committees, candidates should 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 governance 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, Rowan Day, advising student groups
5. Course and program development, review, and redesign
6. Chairing a department
7. Program coordination/Senate participation/Union participation
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 including 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. Recruiting students
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 leadership roles and other factors, such as if reassigned time was provided for such service.

The candidate must include specific dates of participation and details of demands of each activity in the statement. In addition, the candidate may include supporting documentation including but not limited to letters of recommendation, appreciation, or support from administrators, committee chairs, colleagues, students, or other appropriate individuals.

1.4 Contributions to the Wider and Professional Community

Candidates are expected to demonstrate engagement as a member of the wider and professional community. Candidates 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 regular and ongoing.

Faculty members will demonstrate significant activity in practice and professional service at local, state, or national levels. Such activities shall be appropriate to (1) the faculty member's academic or research field or (2) to his or her teaching and department or (3) his or her university responsibilities.

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 meetings and conferences sponsored by professional organizations
- participating in professional organizations, including attending conferences, chairing panels, organizing or participating in workshops
- serving as chairs, organizers, reviewers, or discussants at professional meetings
- serving 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

- presenting or participating in panel discussions, workshops, and seminars delivered to K-12 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
- offering professional consultancies to the University and the external community
- contributing to community groups and projects
- holding public office or assuming important roles in civic and other nonprofit organizations
- providing lectures for and making guest appearances at external gatherings in a way that draws on candidate's expertise

The Department Committee will further take into account the candidate's leadership roles and other factors, such as receiving reassigned time for service that is included here. Because leadership does not mean simply chairing committees, candidates should discuss the impact of their roles on the committee and/or larger context surrounding the activity.

Documentation for Evaluating a Candidate's Contributions to the Wider and Professional Community

I. Required Documentation

- A. Statement of candidate's fulfillment of professional responsibilities.

II. Optional Documentation

- A. Any supporting documentation to clarify the candidate's statement (e.g., posters advertising professional or public events, thank you letters for service provided to 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 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

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:

Instructor-level recontracting expectation by period of review				
Review period	Teaching	Scholarly/Creative Activity	Contributions to the University Community	Contributions to Wider and Professional Community
FIRST REVIEW	First-year faculty should focus primarily on refining their teaching skills, developing classroom materials, syllabi, etc. They should also learn about the advising process and begin advising students by the end of the year.	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.
SECOND REVIEW	During the second year, faculty members should be able to demonstrate their effectiveness as teachers and advisors.	Faculty must minimally demonstrate work on a clear and detailed agenda for their Professional Development. This may include participation in workshops, conferences or outreach efforts.	Faculty should continue to perform department level service, but should also become involved in service that goes beyond the departmental level.	Faculty should make limited contributions to the wider and professional community.
THIRD REVIEW	During the third year, faculty should be able to demonstrate excellence as teachers and advisors.	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.	Faculty should be expanding their service to include university-wide committees and activities, and should begin demonstrating leadership at the departmental level.	Faculty should make limited contributions to the wider and professional community.

FOURTH REVIEW	Faculty should be able to demonstrate continuing excellence as teachers and advisors.	Faculty should show evidence of continued success in Professional Development (as defined above).	Faculty should continue to serve the university in a variety of venues and should demonstrate participation beyond the departmental level.	Faculty should make noticeable contributions to the wider and professional community.
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The following descriptions identify the Writing Arts Department's general expectations for each of the areas identified above by year of service. Questions about adequate progress toward tenure may be addressed to either the department chair, the chair of the tenure and recontracting committee, or both.

Assistant Professor-level recontracting expectations, by period of review				
Review period	Teaching	Scholarly/Creative Activity	Contributions to the University Community	Contributions to Wider and Professional Community
FIRST REVIEW	First-year faculty should focus primarily on refining their teaching skills, developing classroom materials, syllabi, etc. They should also learn about the advising process and begin advising students by the end of the review period.	Faculty should refine a research or creative 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.
SECOND REVIEW	Faculty members should be able to demonstrate their effectiveness as teachers and advisors.	Faculty should present evidence of success in scholarly and/or creative activity. This may include presentations at or acceptances for several presentations, as defined in Scholarly and Creative Activity above. Faculty members should be submitting materials for publication in suitable venues.	Faculty should be expanding their service to include university-wide committees and activities, and should begin demonstrating leadership at the departmental level.	Faculty should make limited contributions to the wider and professional community.

THIRD REVIEW	Faculty should be able to demonstrate excellence as teachers and advisors.	Faculty should show evidence of continued success in presentations (as defined above) and should have publications accepted or published.	Faculty should continue to serve the university in a variety of venues and should demonstrate participation beyond the departmental level.	Faculty should make noticeable contributions to the wider and professional community.
FOURTH REVIEW	Faculty should be able to demonstrate continuing excellence as teachers and advisors.	Faculty must clearly demonstrate evidence of sustained scholarly and/or creative accomplishment, including having published several significant pieces of scholarship or creative work in suitable venues. In addition, faculty should document a plan for future research endeavors.	Faculty should be able to demonstrate that they have made a significant contribution to the department, college, and university via committees or other acceptable activities.	Faculty should be able to demonstrate that they have made a contribution to the wider and professional community.

Tenure-track (Assistant and Instructor-level) recontracting cycles, by year
For faculty hired before 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
THIRD	DEPARTMENT SENATE DEAN PROVOST/PRESIDENT	SPRING	5 TH
FIFTH	DEPARTMENT SENATE DEAN PROVOST/PRESIDENT	FALL	6 th

Tenure-track (Assistant and Instructor-level) recontracting cycles, by year

For those hired 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
FOURTH	DEPARTMENT SENATE DEAN PROVOST/PRESIDENT	SPRING	5 th & 6 th
SIXTH	DEPARTMENT SENATE DEAN PROVOST/PRESIDENT	FALL	7 th & Tenure

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

Promotion expectations

	Teaching	Scholarly/Creative Activity	Contributions to the University Community	Contributions to Wider and Professional Community
INSTRUCTOR TO ASSISTANT	Tenure-track instructors must be able to demonstrate consistent patterns of excellence as teachers and advisors.	Tenure-track instructors must demonstrate the potential for scholarly or creative accomplishments at the level expected of assistant professor hires.	Tenure-track instructors must clearly demonstrate active participation on Department, College, and University committees or other acceptable activities.	Tenure-track instructors must clearly demonstrate activity in practice and professional service at local, state, and/or national levels.
ASSOCIATE	Faculty must be able to demonstrate consistent patterns of excellence as teachers and advisors.	Faculty must clearly demonstrate a consistent pattern of scholarly or creative accomplishments--including several significant pieces of scholarship or creative work—since attaining the rank of assistant professor.	Faculty must clearly demonstrate active participation on, or leadership in, Department, College, and University committees or other acceptable activities.	Faculty must clearly demonstrate significant activity in practice and professional service at local, state, and/or national levels.
FULL PROFESSOR	Faculty must be able to demonstrate consistent patterns of excellence as teachers and advisors.	Faculty must clearly demonstrate a consistent pattern of scholarly or creative accomplishments since the date of application for promotion to associate professor. Faculty should provide evidence that these accomplishments represent a significant and recognized body of research or creative activity.	Faculty must clearly demonstrate leadership in Department, College and University via committees or other acceptable activities.	Faculty must clearly demonstrate leadership in practice and professional service at local, state, and/or national levels.

*Candidates for Full Professor must also obtain external reviews of their contributions to the field.

Role of the Department Chair for Tenure and Recontracting

Consistent with 2.44 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 AY16-17, the interim chair of the department is chairing the T&R committee.

Appendix A

Student Perception Survey for Writing Center Director

Student Perceptions of Learning: Writing Center Director

Scale:

Strongly Disagree: 1

Strongly Agree: 5

Each question is followed by the opportunity for students to comment and additional open-ended questions. The survey is distributed via Google Forms.

1. The topics we discuss in professional development align with real issues that arise in my tutoring sessions.
2. The director treats tutors with fairness and respect appropriate for a professional relationship.
3. The director provides useful feedback on your tutoring.
4. The director addresses your questions, comments, and concerns.
5. The director encourages tutors to express their ideas and opinions.
6. The director is prepared for training sessions.
7. The director communicated professional development goals.
8. The director helps you to make connections between your tutoring and your personal or professional lives.
9. The director is open to tutor feedback about the training and instructional methods used.
10. The director encourages a collaborative work environment.
11. Professional Development sessions adequately prepared me for my role as a tutor.

What professional development sessions were useful for your tutoring practices?

Tell a future tutor what it is like to work in the Rowan Writing Center.