

**Departmental Criteria
for Recontracting of Lecturer and ¾ Time Faculty
Department of Writing Arts**

Effective for candidates hired September 1, 2017

Ratified September 25 2020

As per the [Memorandum of Agreement of the Impact of Covid-19 on all Members of Rowan AFT, Local 2373](#):

“Consideration shall be given to all members who include an impact statement in their package and whose review falls within the period where the pandemic may have had an impact on their performance in any of the three areas” of teaching, scholarly and creative activity, and service within Rowan University.

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Departmental Interpretation and Weighting of Evaluation Criteria

INTRODUCTION

This document serves in conjunction with the University's Tenure & Recontracting *Memorandum of Agreement* (TRMOA), the Non Tenure Track Faculty TRMOA 2019 (NTTF), and the Promotion (P) *Memorandum of Agreement* (PMOA). Lecturer candidates should familiarize themselves with the appropriate MOA and their components in conjunction with this document. The current MOA is located on the Provost's web page: (<https://sites.rowan.edu/academic-affairs/aftlocalagreements.html>). If any conflict between this document and either MOA exists, the appropriate MOA shall supersede this document.

The Department's recontracting and promotion 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 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 enhancing students' critical thinking abilities.

While educating students in the fields of communication and the creative arts, our faculty and staff also shape student awareness of the requirements of responsible citizenship, encourage examination of the ethical dimensions of communication and creativity, and contribute to the larger scholarly and professional communities.

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

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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
(<https://ccca.rowan.edu/departments/writingArts/firstyearcorevalues.html>)
- Undergraduate major
(<https://ccca.rowan.edu/departments/writingArts/deptcorevalues.html>)
- M.A. in Writing
(<https://ccca.rowan.edu/departments/writingArts/ma-goals.html>)

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.

RECONTRACTING ADMINISTRATIVE PROCEDURES

Periodic Review of Department Recontracting Procedures for Lecturers

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 TRMOA 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.

Lecturers

Lecturers (non-tenured teaching faculty) will follow performance criteria as outlined in this document and will be on the review cycle detailed below.

Part Time Faculty (three-quarter time)

This document provides part time faculty with general criteria for performance in the areas of teaching, professional development, and service. However, $\frac{3}{4}$ time faculty will follow the streamlined process given in the appendix of this document and will have a separate schedule of review than Lecturers.

GENERAL PRINCIPLES FOR RECONTRACTING COLLEGE OF COMMUNICATION AND CREATIVE ARTS

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As specified by the TRMOA 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 excerpt of college codicil below 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 pro bono PR, graphic design, or internal communication work for Girl Scouts of America may well be, if that is related to the candidate's teaching, scholarship, or creative activity.

¹ Note: Lecturers are not expected to engage in scholarly and creative activity. In their equivalent section of the document covering their professional development activities, which are expected, candidates still need to explain the relevance and value of those activities.

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- 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.

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RECONTRACTING EVALUATION CRITERIA

Department of Writing Arts

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 and that in a department such as ours these achievements can take many forms. In accordance with the TRMOA and PMOA and consistent with department mission and values, Lecturer candidates will be evaluated in three areas:

1. Teaching effectiveness 60%
2. Professional development 10%
3. Contributions to university community 30% OR contributions to the university community and the wider and professional community 25%/5%*

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

To assess these areas, each candidate will compose an extended self-assessment showing how they have met the requirements of each area, as described below. The timeline and procedure to be followed for both Lecturers and Part Time Faculty ($\frac{3}{4}$ time) are presented in the TRMOA sections 2.3 and 2.4. The streamlined procedure for $\frac{3}{4}$ time Faculty is included as an appendix to this document.

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 coordination, that necessitate reassigned time will develop performance criteria in consultation with the department chair and dean.

1.1 Teaching Effectiveness

The application of each candidate for Recontracting must address the following areas:

- Excellence in academic instruction
- Excellence in developing learning activities
- Excellence in developing as a teacher
- Excellence in mentoring

I. Criteria for Evaluating Excellence in Academic Instruction

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

- Engages students as active participants in the learning process, encouraging critical and creative thinking rather than passive retention of material.
- Maintains a class environment that interests and challenges students in the subject matter of the course and cultivates a positive attitude toward lifelong learning.

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- Demonstrates a command of the current state of the discipline.
- Remains current in teaching pedagogy and is willing to experiment with innovative teaching approaches.
- Demonstrates knowledge of and enthusiasm for the subject matter and teaching.
- Organizes the subject matter so that it is appropriately paced and adheres to departmental syllabi and policies.
- Identifies appropriate student learning outcomes via course materials.
- Provides opportunities for interaction with students outside of class.
- Articulates and applies fair and consistent standards in designing assignments and in grading student work.
- Approaches students as individuals from diverse backgrounds, and teaches in ways that promote diversity, equity, and inclusion.

The Department 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.

Furthermore the Department recognizes the value of the at times extraordinary labor involved in the activity of teaching writing in any Writing Arts course, for instance, the need to respond to multiple student drafts, conferencing with students, etc. Therefore, candidates may provide further context to account for their labor.

II. Documentation for Evaluating a Candidate's Excellence in Academic Instruction:

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 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 descriptions and analyses by the candidate of all courses taught during the current review period. 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.). Course overviews may describe ways that syllabi and assignments offer students background knowledge and practical experience in problems and solutions for diversity, equity, and inclusion in the course content area.

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

The Writing Arts Department evaluates teaching effectiveness using all data points together, including, for example, teaching philosophy, course descriptions, learning objectives, peer observations, and student course evaluations. The department does not employ student evaluations in isolation when evaluating teaching effectiveness of faculty, nor are they used as a sole or primary measure of teaching effectiveness.

The Writing Arts Department places great emphasis on teaching during the hiring and recontracting 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.

Extensive research of student evaluations has raised questions about their validity and reliability, particularly in terms of how student responses are shaped by biases (often implicit but at times explicit) that discriminate against certain individuals (including women; Black, indigenous, and people of color; LGBTQ+ faculty, and people with disabilities) or in certain course contexts, such as when student interest in the course is low.²

For example, a large body of research has revealed that female faculty are scored lower than their male colleagues, as much as .5 points lower on a 5.0 scale (Peterson et. al, 2019), even when the course content is the same and variations in instructional methods are controlled for (Mitchell & Martin, 2018). Furthermore, students' written comments discuss female and male faculty in different terms (discussing men in terms of intelligence/competence and women in terms of their personality). What this demonstrates is that female faculty are evaluated upon criteria qualitatively different from that used to evaluate male criteria, whether or not that criteria is explicit or implicit.

Additionally, Writing Arts has found that faculty who engage in the university's DEI initiatives and goals and/or approach their courses through a social justice or DEI framework and discuss issues such as white supremacy, racism, race, sexism, gender, class, capitalism, homophobia, heteronormativity, LGBTQ+ identities and issues, ableism, disability, neurodiversity, immigration, etc. are often seen as inappropriately political, opinionated, or biased against conservative students just by virtue of introducing these topics at all. This has shown up even when those faculty withhold their personal beliefs and create space for respectful differences of opinion and points of view of all students. This perception of faculty who engage in DEI work can impact students'

² For an extensive bibliography of research, see Holman, Mirya, Ellen Key and Rebecca Kreitzer. 2019. "Evidence of Bias in Standard Evaluations of Teaching." <https://tinyurl.com/evalbias>.

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ratings of them, which can be amplified by implicit biases against historically underrepresented faculty.

For these reasons, the Writing Arts Department maintains that student course evaluations should never be read in isolation and should not be used as a sole or primary measure of teaching effectiveness.

Procedure for Collecting Course Evaluations

As per the TRMOA section 2.65, candidates must submit at least two student course evaluations per semester (of the candidate's choice and to be placed at the end of the main packet as an appendix or in the supplemental folder) along with summaries and analyses of these evaluations (included in the main packet), for the two consecutive years prior to the current recontracting process. These course evaluations should be collected during the last five (5) weeks of each semester. Courses taught during summer session may also be included, and those evaluations are to be collected during the last week of each summer course.

The candidate's analyses of the student evaluations will be reviewed by the Committee to assist in determining the candidate's teaching effectiveness and growth as a teacher.

- The departmentally approved student evaluation form(s) will be the standard measure of student perceptions.
- All course evaluations from semesters prior to the current period of review should be included in the supplemental folder.
- Where possible, the candidate should submit evaluations demonstrating a range of effective teaching in a variety of courses.

Procedure for Responding to Course Evaluations

Candidates should provide a 1-2 page analysis for each course represented by the student evaluations included in the packet, even if there are evaluations from multiple sections of the same course included in the packet.

- The Writing Arts Department does not require candidates to respond to racist, sexist, homophobic, ableist, or other identity-based derogatory comments from students.
- Candidates are encouraged to discuss the particular circumstances of the course in relation to the teaching philosophy and learning objectives of the course as a way of framing and interpreting student responses.
- Candidates are strongly encouraged to reflect on patterns they observe in students' written comments, positive or negative.
- While Writing Arts does not use numeric scores to compare faculty, candidates are encouraged to reflect on the questions for which they receive higher vs. lower scores as one means of assessing areas of success and areas for growth, particularly in terms of their teaching goals and their courses' learning goals.

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- Response to teaching evaluations may highlight successes and challenges related to diversity, equity, and inclusion.

Since the Writing Arts Department does not read student course evaluations in isolation nor use them as a sole or primary measure of teaching effectiveness, candidates may wish to place greater emphasis on other measures of teaching effectiveness. In the event that a faculty member receives student evaluations that are in tension with other measures of teaching effectiveness or otherwise do not accurately reflect the quality of their teaching, they should consult with the T&R chair or another committee member to put a plan in place for collecting additional documentation of teaching effectiveness. For example, the T&R committee may suggest additional peer observations, peer evaluations of course materials, or analysis of student work.

Candidates are always welcome and encouraged to seek mentoring from the T&R chair or another committee member for support with analyzing and responding to student comments, particularly if the evaluations contain inappropriate comments from students or are otherwise problematic in nature.

D. Peer Observations and Candidate Analyses

While the TRMOA 2.6422 states that candidates must arrange for one peer observation per semester during the recontracting period, “and at least once each year for the first three years of part time candidates (and once every three years after that),” the department of Writing Arts (having secured agreement from the Dean) requires only one peer observation per year for Lecturers, which may be from fall, spring, or summer courses taught. Furthermore, in 2.6424, it states that candidates must sign and date the observation and candidates have the opportunity to respond to the observation when necessary.

Peer observations are accomplished when a member of the Department T&R Committee, or faculty designated by the committee, observes a class session taught by the candidate and then writes a report of that observation. The peer observation 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 TRMOA, packets “should include the candidate’s analysis of colleagues’ statements.” While candidates are required to respond to the peer evaluation(s), they will not be expected to respond at length, unless the evaluation warrants such treatment. The peer observation, together with the candidate’s response, will be reviewed by the Committee to assist in determining the candidate’s teaching effectiveness and growth as a teacher.

The candidate and peer observer will negotiate the deadline by which the candidate will receive the written observation. The candidate can reasonably expect the observation no

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later than six weeks following the date of the observation. Issues regarding arranging a peer observation or receiving the written observation should be referred to the chair of the Tenure and Recontracting committee and if the chair is the observer, then the issue should be referred to another member of the committee.

III. Documentation 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 TRMOA (Appendix A, 1.11, B):

- Participating in development, review, and redesign of courses and programs
- Participating 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 the development of learning outcomes assessment tools and analysis of assessment results
- Promoting responsiveness to diversity, equity, and inclusion through curriculum development, building of course materials, identification of relevant learning outcomes, implementation of innovative assessment practices, or in design of accessible learning spaces, both online and in person, among others.

IV. Documentation 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 TRMOA (Appendix A, 1.11, C):

- Reflecting on one's instruction and classroom to benefit the teaching-learning experience
- Attending and participating in development activities at Rowan or through professional organizations
- Maintaining currency in discipline-specific concepts
- Maintaining currency in pedagogical practices
- Collaborating with colleagues in course development, pedagogical research, and team-teaching
- Observing and providing feedback related to the teaching of colleagues as such observations contribute to one's own development in the classroom
- Developing in the areas of diversity, equity, and inclusion through self-reflection, attending professional development workshops, through application of disciplinary best practices, through grant-related teaching innovations, and in collaborative development with colleagues in and beyond the Rowan community.

Note: 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

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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.

V. Documentation for Evaluating Excellence in Mentoring

The candidate must demonstrate excellence in mentoring students on disciplinary or professional issues. Academic advising (helping students create schedules or select courses) is not expected, though candidates should be familiar with all department programs sufficient to provide students general guidance as necessary. Because mentoring is an important corollary to classroom teaching, the candidate will submit a statement of self-assessment addressing perceived performance in any of four possible areas:

- Developmental advising, or helping students to explore career and/or graduate school options that best fit their goals and interests.
- 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)
- 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.
- 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
- Promoting diversity, equity, and inclusion through: mentoring students of a particular identity group through a club, campus office, or in informal settings; advising practices that promote diversity and inclusion for under representing groups in a given field; in supporting students in securing internships, employment, and further education in ways that value diversity, equity, and inclusion; and in one-on-one mentoring relationships where diversity, equity, and inclusion play a meaningful role.

Note: It has been the policy of the Department to hire individuals who already show evidence of being reliable, conscientious mentors; therefore we expect this pattern to continue, but we do not expect or require a pattern of improvement.

1.2 Professional Development

As one of the few departments 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, technical writing, professional writing, and writing program administration, among others. This diversity will appear in the variety of professional development activities in which lecturers engage.

I. Criteria for Evaluating Excellence in Professional Development

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Professional Development is defined as those activities which improve a Lecturer's currency in a field of expertise or teaching, expand their area of expertise, or prepare them for future teaching assignments. While lecturers are not expected to engage in scholarship or creative activity, the Department understands that writing and/or research contributing to a faculty member's discipline may also provide insights relevant to their teaching and thus serve as professional development. Lecturers should engage in activities which do at least one of the following:

- Assist them in maintaining currency in their discipline, profession, and/or improving their abilities as teachers. Examples:
 - Acquiring and maintaining specific forms of certification that are appropriate for their discipline or profession
 - Engaging in scholarship or creative work that contributes to new knowledge and connects them to the discipline, field, or literary community
- Deepen and/or broaden their knowledge of discipline-specific content

Example:

- Attending and participating in professional conferences where the focus is the dissemination of new knowledge within a field of inquiry
- Strengthen their understanding and application of the pedagogy of particular disciplines.

Example:

- Attending and participating in professional conferences/workshops where the focus is the pedagogy of writing instruction; these events can take place at Rowan or in the region (they do not need to be national)
- Improve their knowledge of the teaching and learning processes.

Examples:

- Attending and participating in workshops/training that focuses on the teaching and learning processes
- Developing or enhancing skills in the assessment of the teaching and learning processes within a discipline
- Demonstrate teaching leadership by deepening and improving the teaching of others.

Examples:

- Delivering and/or developing presentations, workshops, or training
- Organizing or chairing conference panels, workshops, training, etc.
- Participating in professional organizations, including service and leadership in committees, working groups or task forces
- Participating in and organizing of community outreach efforts with other teachers of writing—or writers—at the K-12 or higher education levels

- Supporting the discipline, department, or other community through funded projects.

Examples:

- Seeking, writing applications for, and/or reviewing applications for grant funding, fellowships, or sponsorships for projects related to learning activities, research, or creative works

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II. Documenting Professional Development

It is important for the candidate to contextualize his or her professional development activities for multiple audiences at the department, college, and administrative levels. For each professional development activity, the candidate should provide context/explanation that addresses the following aspects of the work, which will assist reviewers in understanding and evaluating the activity.

- The candidate should provide a descriptive summary of the activity, the nature of their participation in that activity (e.g. if they were an organizer, an attendee, a facilitator, etc.), and what they actually did in that role.
- The candidate may help the Committee assess the value of the activity by providing pertinent information regarding:
 - the appropriateness of the professional development activity and its relationship to their teaching activities or other duties/service
 - the impact on the candidate's own teaching or professional skills, on student learning, and/or on the teaching and professional skills of others
 - the value of this activity to the program, department, university, or relevant professional community's mission, productivity, or initiatives
- Provide appropriate supporting documentation in the Supplemental folder, as available, such as:
 - Copies of programs or links to relevant web sites for organizations/events
 - Copies of publications (print or non-print), editorial work, or integration of scholarship and teaching. URLs may be provided for non-print work.
 - Any other relevant artifacts for the event/activity
- When reflecting on the significance and impact of professional development activities, candidates may include discussion on the social impact of their work in terms of diversity, equity, and inclusion for their teaching, their students, their colleagues, their discipline, the university, research subjects, and communities beyond the university.

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 is expected to show a pattern of growth in service throughout their service at their current rank; this growth may be in terms of responsibility and initiative as opposed to volume.

The Department Committee will further take into account the candidate's leadership roles and other factors, including whether they have received reassigned time for service that is included here.

I. Criteria for Evaluating Contributions to the University Community

Active participation and leadership in campus activities and governance includes but is not limited to

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- Chairing a department, college, or university committee
- Contributing to tasks central to the department's day to day activities serving both students and faculty
- Helping the department meet the expectations of the College and the University
- Assisting with other campus-wide activities; e.g., Homecoming, Rowan Day, advising student groups
- Developing, reviewing, and/or redesigning courses
- Serving as a program coordinator
- Serving as a member, committee chair, or senator on the Faculty Senate or participating in Union activities.

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.

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

- Participation in open houses
- Recruiting students
- Outreach to bring more students or resources to the University

II. Documenting Contributions to the University Community

Service 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.

In developing a narrative around service activities, candidates may consider the value of their service commitments for promoting and sustaining equity and inclusion for Rowan's diverse students, faculty, and staff, as well as for the larger community.

1.4 Contributions to the Wider and Professional Community

Candidates have the option to engage in service activities as a member of the wider and professional community. Out of 30% total for service, candidates may put 5% of Service to the Wider and Professional Community toward that total. Candidates should specify the dates, nature, and demands of the work they have performed in service to the wider and professional community.

I. Criteria for Evaluating Contributions to the Wider and Professional Community

Lecturers will demonstrate meaningful activity in practice and professional service at local, state, or national levels. Such activities shall be appropriate to

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- The faculty member's academic field;
- Their teaching assignments and department;
- Their university responsibilities.

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

- Membership and service in appropriate professional organizations and participation in their governing process.
- 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 that relate to candidate's professional expertise
- 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

II. Documenting Contributions to the Wider and Professional Community

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. Candidates should discuss the impact and context of their service.

For each activity listed, the candidate must clearly identify the organization, its purpose and include specific dates of participation and details of demands. In addition, the candidate may

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include supporting documentation including but not limited to letters of recommendation, appreciation, or support from administrators, committee chairs, colleagues, students, or other appropriate individuals.

In developing a narrative around service activities, candidates may consider the value of their service commitments for promoting and sustaining equity and inclusion for Rowan's diverse students, faculty, and staff, as well as for the larger community.

1.5 Goals and Plans

Following 2.1112 of the TRMOA Preamble, candidates must provide a description of goals and plans for future development in each of the four professional areas being evaluated for Recontracting: teaching effectiveness, professional development, contributions to the university community, and contributions to the wider and professional community. Candidates should discuss their plans in a way to allow the candidate's success to be measured throughout their review period.

1.6 Copies of Previous Evaluations

Following 2.1113 of the TRMOA preamble, copies of the previous cycle's review letters from the Department Committee and the Dean.

Also, candidates will include previous peer observations and student evaluations from previous recontracting periods.

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General description of expectations for faculty for recontracting and promotion:

The following descriptions identify the Writing Arts Department's general expectations for each of the areas identified above by year of service (Lecturers). Questions about recontracting may be addressed to either the department chair, the chair of the department tenure and recontracting committee, or both. Note: those Lecturers opting to maintain all service activity within the University community may disregard the column concerning contributions to the wider and professional community.

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
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.
Third and 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. 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.
Fourth through Seventh	Faculty should be able to demonstrate excellence as teachers and mentors.	Faculty should present evidence of success in Professional Development. This may include participation in a variety of areas as defined in Scholarly and Creative Activity, section F, above or a more concerted effort in one of these areas.	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.
Subsequent	Faculty should be able to demonstrate continuing excellence as teachers and mentors.	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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Lecturer-level Promotion expectations by rank				
Rank	Teaching	Professional Development	Contributions to the University Community	Contributions to Wider and Professional Community
Lecturer	Faculty demonstrate their effectiveness as teachers and mentors.	Faculty demonstrate a commitment to professional development through participation in activities that align with and enhance their areas of instruction	Faculty demonstrate a record of service to the program, department, and/or university that supports the well-being and productivity of those respective communities.	If they elect to do so, faculty make limited contributions to the wider and professional community that support the well-being and productivity of those communities.
Senior Lecturer	Faculty demonstrate a consistent pattern in excellence as teachers and mentors and that they are innovating curriculum in addition to delivering curriculum, whether in courses the individual continuously teaches or in new courses.	Faculty demonstrate ongoing commitment to their own professional development through participation in activities that align with and enhance their areas of instruction and/or administration. Faculty also demonstrate leadership in professional development; that is, the individual has taken on some responsibility for the professional development of colleagues at Rowan or beyond and/or makes contributions to their field or writing community	Faculty demonstrate an ongoing record of service to the program, department, and/or university and have taken on some leadership roles as part of that service. Faculty also have produced deliverables that benefit the program, department, college, or university community.	If they elect to do so, faculty make limited contributions to the wider and professional community that support the well-being and productivity of those communities. As part of this work, faculty might produce deliverables that benefit those communities.
Master Lecturer	Faculty demonstrate continuing excellence as teachers and mentors, and make significant, innovative contributions to learning activities, whether those are in courses the individual continuously teaches or in new courses.	Faculty demonstrate strong, continuous commitment to their professional development. Faculty also demonstrate leadership and initiative in creating new professional development activities/opportunities for colleagues at Rowan or beyond and/or make contributions to their field or writing community.	Faculty demonstrate leadership and initiative in their service activities, providing significant deliverables that benefit the program, department, college, or university community.	If they elect to do so, faculty make noticeable contributions to the wider & professional community. As part of this work, faculty produce deliverables that benefit those communities.

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Role of the Department Chair for Tenure and Recontracting

Consistent with 2.44 of the TRMOA, 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 20-21, the chair of the department is chairing the T&R committee.

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Appendix 1

Year End Review Process

¾ Faculty are reviewed every spring in their first three years of service, and then every third year of subsequent continuous service.

The process for ¾ faculty review requires a teaching portfolio comprised of the following:

- A teaching philosophy
- A current resume/CV with the courses taught this academic year indicated clearly
- Executive summary that provides brief but specific descriptions of teaching, service, and professional development activities
- A peer observation (current year); candidate may include a response if desired
- One set of student evaluations (current year); candidate may include a response if desired
- Course syllabi from the current year
- One major assignment sheet

The Writing Arts tenure and recontracting committee will complete a form (see below) providing brief feedback to the candidate. The candidate will have the opportunity to respond to any feedback, if desired, before sending the portfolio to the Dean.

Optional Drafts: March 1 (with room for negotiation)

Due to Department: April 1

Due to Dean of College: May 1

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3-4 Faculty Review

Instructor: _____ **Date:** _____

Portfolio Components

- ___ A teaching philosophy
- ___ A current resume/CV with the courses taught this academic year indicated clearly
- ___ An executive summary of teaching, service, and professional development
- ___ A peer observation (current year); optional candidate response
- ___ One set of student evaluations (current year); optional candidate response
- ___ Course syllabi from the current year
- ___ One major assignment sheet

Teaching Materials

___ Teaching materials provide evidence of excellence in instruction and demonstrate highly reflective practice aligned with the Core Values of the Writing Arts department and/or First Year Writing program. Student evaluations and peer observation attest to instructor's effectiveness.

___ Teaching materials provide evidence of strong instruction and demonstrate reflective practice aligned with the Core Values of the Writing Arts department and/or First Year Writing program. Student evaluations and peer observation largely attest to instructor's effectiveness.

___ Teaching materials provide evidence of competent instruction largely aligned with the Core Values of the Writing Arts department and/or First Year Writing program. Pedagogy and/or reflective practice could be further developed. Student evaluations and/or peer observation largely attest to instructor's effectiveness.

___ Teaching materials do not provide evidence of effective instruction or reflective practice, and/or are not aligned with the Core Values of the Writing Arts department and/or First Year Writing program. Student evaluations and/or peer observation do not attest to instructor's effectiveness.

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Professional Strengths

___ Teaching philosophy skillfully connects teaching practices with relevant theories and program values

___ Service contributions significantly contribute to the teaching, curricular, and/or intellectual and creative goals of the department

___ Professional development activities appreciably enhance the candidate's teaching

Committee Comments