Departmental Criteria
for Tenure and Recontracting, and Promotion
of Tenure-Track Faculty
Department of Writing Arts

Effective for candidates hired September 1, 2020

Ratified September 25 2020

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

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.

AY 20-21

Departmental Interpretation and Weighting of Evaluation Criteria

INTRODUCTION

This document is intended to serve in conjunction with the Tenure & Recontracting (TR) *Memorandum of Agreement* (TRMOA) and the Promotion (P) *Memorandum of Agreement* (PMOA). The candidates should familiarize themselves with both the TRMOA, the PMOA, and their components in conjunction with this document. The current TRMOA and PMOA are located on the Provost's web page (https://sites.rowan.edu/academic-affairs/aftlocalagreements.html). If any conflict between this document and the TRMOA and/or PMOA exists, the TRMOA and/or PMOA 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 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 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)

The core values further define the goals for the Department of Writing Arts as they relate to teaching. Candidates are encouraged to reference the mission statement and core 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 and Promotion Procedures
The Department of Writing Arts will review and, if necessary, revise this document each year, with formal ratification taking place in the fall prior to the evaluation of candidates.

Election of Committee Members
To ensure the timely evaluation of candidates, the Department Committee members shall be selected during the May meeting prior to the academic year. Within a week of the election, the Committee shall elect chairs.

AY 20-21

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 evaluation 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 activity, candidates must make a case for the significance and impact of the work if it is a requirement of job performance to do so. 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.
- 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-publication). 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.
- 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.

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 the 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 work),[1] 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 task forces.
- 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.

[1] In some instances, practitioner work may be counted as scholarly/creative activity; however, this is rare, and consequently should be a minor portion of a candidate portfolio, and should be vetted on a project-by-project basis at the departmental and college levels.

AY 20-21

TENURE AND RECONTRACTING and PROMOTION 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 as professors and that in a department such as ours these achievements can take many forms. In accordance with the TRMOA and the PMOA and consistent with the department mission and core values, candidates will be evaluated in four areas, weighted as follows:

1. Teaching effectiveness (40%)
2. Scholarly and creative activity (35%)
3. Contributions to university community (20%)
4. Contributions to the wider and professional community (5%)

The percentages designated 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. Regardless, the Department Committee will regard excellent teaching as the most basic achievement. Furthermore, 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.

Candidates have the option of choosing the most current ratified Department Tenure and Recontracting and Promotion Criteria or the criteria that was operative at the year of their hire.

Each candidate's evaluation will be based on the expectations of their hire as stated in their job advertisement, or will be based on any subsequent formal negotiated agreement between the candidate and the department as regards the candidate's professional expectations. This document (or documents) must be included in the candidate's tenure and recontracting packet. These documents should be placed before the departmental criteria that the TRMOA or the PMOA requires to be included in the packet.

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 Tenure and Recontracting and/or Promotion 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.
- 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.

AY 20-21

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 since hiring. 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.

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]

[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.

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' 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

For tenure and recontracting, candidates must submit at least two student evaluations per semester, along with analyses of these evaluations, for the recontracting period under review. As per the TRMOA section 2.65, student perception of the teaching/learning experience (student evaluations) will be collected in at least two course 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 (courses taught during summer session may also be included, and those evaluations are to be collected during the last week of each summer course). These student evaluations will be placed in the supplemental folder.

In accordance with the PMOA section 4.1123, student perception of the teaching/learning experience (student evaluations) 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 **for two academic years preceding the promotion application**.

- 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.
- 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

Tenure track faculty, as stated in the TRMOA 2.6422, must arrange for one peer observation per semester during the probationary period: "Candidates should include reports of one peer observation for every semester since their previous evaluation." The TRMOA also states in 2.6424 that candidates must sign and date the observation and candidates will respond to the observation. Observations may be from fall, spring, or summer courses taught.

Candidates for promotion should refer to section 4.11234 of the PMOA, which states that "Each candidate must be observed by a colleague at least once within the twelve-month period prior to the committee's evaluative deliberations."

Peer observations 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 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 and the PMOA, 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 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 and PMOA (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 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.

AY 20-21

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 and PMOA (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: 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.

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 Scholarly and Creative Activity

As one of the few academic departments in the country with the name Writing Arts, we bring together a diverse group of faculty from disciplines that are variously referred to as rhetoric and writing studies, composition studies, creative writing, media studies, 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 values that a candidate's writing activities may both contribute to their discipline as well as provide insights relevant to their teaching.

I. Criteria for Evaluating Excellence in Scholarly and Creative Activity

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 TRMOA and PMOA. These characteristics include:

The activity requires a high level of discipline-related experience

- The activity can be replicated or elaborated (research activity)
- The work and its results can be documented
- The work and its results can be peer-reviewed
- The activity is innovative, breaks new ground, or demonstrates other types of significance or impact, including creative work.

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
- Their teaching and department responsibilities
- Their university responsibilities

The five categories of scholarly and creative activities are defined in Appendix A of the TRMOA and PMOA:

A. Basic Research

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

There is no hierarchy implied by the A-E order of this listing; however, candidates are expected to seek external funding. Furthermore, faculty are not expected to necessarily make contributions in all areas. For instance, a candidate hired in Writing Studies would be expected to make contributions primarily, though not necessarily exclusively, in research areas involving scholarly endeavors; a candidate hired in Creative Writing would be expected to make contributions primarily, though not necessarily exclusively, within the world of creative writing.

Scholarly and creative work will be assessed based on a range of successful activities as well as the weight of specific accomplishments.

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 values 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, the Department recognizes collaboratively authored work as valuable scholarly contributions. Candidates are not expected to achieve success in every category of basic research.

Scholarly Work through Print and Non-Print Media

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

Presentations

- Delivering a plenary address
- Presenting a refereed paper
- Delivering a non-refereed paper
- Serving as a panel moderator or commentator
- 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. Faculty should note Institutional Review Board (IRB) approval, if such approval has been obtained.

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

- 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

Presentations

- Giving a reading of literary works
- Performances by others of the candidate's 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

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

D. Applied research and evaluation

Examples of applied research include but are not limited to:

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

This work may manifest itself in the following ways:

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

E. Funded research and creative projects

While certainly funded 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.

Examples of funded research and creative projects include but are not limited to:

- Grant-seeking and proposal development to public and private sponsoring agencies for research
- Supervision and management of sponsored creative and artistic projects
- Applying for and winning grants to further the candidate's scholarship and/or creative activity
- Applying for and winning competitive fellowships related to the candidate's field
- 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
    - Reviewing grant proposals for funding

Note: 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.

II. Documenting Scholarly and Creative Activities

The candidate is expected to contextualize their scholarly and creative activities for multiple audiences at the department, college, and administrative levels, beginning with identifying the type of scholarly and creative activity using the following categories:

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

For each scholarly or creative activity the candidate should provide a narrative that addresses the following aspects of the work, when appropriate, which will assist reviewers in understanding and evaluating the activity.

- 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.
- Also, understanding the time and energy commitments required of collaborative scholarly and creative activities, the Department recognizes collaboratively authored works as valuable contributions. As such, the candidate should provide an estimate of their degree of contribution to materials that are co-authored.
- The candidate may help the Committee assess the value of the scholarly and/or creative activity by providing pertinent information regarding the venue in which the activity appears or occurs, including:
    - the quality and appropriateness of the venue in which research and creative activities appear
    - the usefulness of such activity in serving the needs of particular audiences
    - the information on criteria for publication, stringency of acceptance, and distribution.
- The candidate should also explain the value of the activity in terms of its contribution to the field and teaching activities. This may include discussing its value in disseminating knowledge, its significance in terms of contribution to the profession or to the community of learners, its importance within a popular or literary context, etc.
- When applicable, provide a representative description or sampling of creative work, as well as an explanation or documentation of the value and quality of the work.

- When applicable, provide 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.
- When reflecting on the significance and impact of scholarly and creative work, candidates may include discussion on the social impact of their work in terms of diversity, equity, and inclusion for their audience, their discipline, the university, research subjects, and for communities beyond the university.
- When applicable, provide explanations and/or documentation of activities related to grants, sponsored or contracted research.
- Provide appropriate supporting documentation in Supporting Documentation folder, such as:
    - Copies of publications (print or non-print), editorial work, or integration of scholarship and teaching. URLs may be provided for non-print work.
    - Copies of programs for presentations
    - Reviews of the candidate's work
    - 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 is expected to show a pattern of growth in service throughout their tenure review period, as stated in Appendix A section 1.3. of both the TRMOA and PMOA.

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.

<u>I. Criteria for Evaluating Contributions to the University Community</u>

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

- 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
- Chairing a department
- 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

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.

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 are expected to demonstrate engagement as a member of the wider and professional community as stated in the TRMOA and PMOA Appendix A section 1.4. 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.

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

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

- The faculty member's academic or research field;
- Their teaching 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

The Department Committee will further take into account the candidate's leadership roles and other factors, such as receiving reassigned time for extraordinary service to the wider and professional community.

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 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, and 5.25 of the PMOA, candidates must provide a description of goals and plans for future development in each of the four professional areas being evaluated for Tenure and Recontracting: teaching effectiveness, scholarly and creative activity, 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, the University Senate Recontracting and Tenure Committee, the Dean, the Provost, and the President.

1.7 Reports from External Reviewers

Candidate's seeking tenure must follow the procedure outlined in the TRMOA to collect the report or reports from any external reviewers. 2.1114 of the TRMOA explains the nature of the external reviewer's role and the processes for securing such a report. Also see sections 2.4 and 2.5 of the Recontracting and Tenure Procedures.

Candidates seeking promotion to full professor must follow the procedure outlined in the PMOA to collect the report or reports from any external reviewers. 3.143 of the PMOA states that "The approved external evaluator(s) from outside the institution must attest to the significance of the individual's Scholarly and Creative Activities (as defined in Appendix A; see 5.24 for more information).

In outline: The candidate for tenure or for promotion to full professor will work with the chair of the Department committee to generate a list of acceptable and potential external reviewers. Acceptable reviewers should be in the same field and working within a similar institutional structure (size of institution, teaching load, research expectations, etc.). The committee chair will then confer with the Dean of the College of Communication and Creative Arts to select the reviewer(s). The committee chair will collect the report and then give the report to the candidate to include in their packet.

General description of expectations for faculty:

The following descriptions identify the Writing Arts Department's general expectations for each of the areas identified above by year of service (lecturers) or review period (instructors and assistant professors). Questions about tenure and recontracting may be addressed to either the department chair, the chair of the department 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**

AY 20-21

FIRST REVIEW	First-year 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 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	During the second year, faculty members should be able to demonstrate their effectiveness as teachers and mentors.	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. During the third year, faculty should be able to demonstrate excellence as teachers and mentors.	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 mentors.	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.

AY 20-21

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

YEAR OF SERVICE	WHO REVIEWS	WHEN	FOR WHAT CONTRACT
FIRST	DEPARTMENT DEAN	SPRING	2nd *
SECOND	DEPARTMENT SENATE DEAN PROVOST, PRESIDENT	FALL	3rd & 4th
FOURTH	DEPARTMENT SENATE DEAN PROVOST, PRESIDENT	FALL	5th & 6th
SIXTH	DEPARTMENT SENATE EXTERNAL REVIEWER DEAN PROVOST/PRESIDENT	FALL	7th & Tenure

NOTES:
*Faculty and librarians are evaluated after they are reappointed to a second-year contract by the Board of Trustees in February.
**Untenured Faculty and Librarians at the Cooper University Medical School at Rowan (CMSU) with 1st year faculty and Probationary Librarians applying for Recontracting beginning in Spring 2013 as per the side letters of agreements for AFT members at CMSRU.

AY 20-21

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 mentors.	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 mentors.	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 mentors.	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 and Promotion

Consistent with 2.44 of the TRMOA and PMOA, 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.

AY 20-21

Appendix 1: Evaluation of the Writing Center Director

The Writing Center Director is a unique position that must be treated differently from the review of other faculty. 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,

AY 20-21

Appendix 2: Student Perception of Learning Survey for 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.
12. What professional development sessions were useful for your tutoring practices?
13. Tell a future tutor what it is like to work in the Rowan Writing Center.

---

[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.
[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.
[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.