

**Department of Creative Writing**  
**University of North Carolina Wilmington**  
**Policies and Procedures Manual**

(Revised 10/13/10, 7/23/12, 4/1/14)

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**i. ORGANIZATIONAL CHART** (*as of 12/15/15*)

**Chancellor**

Jose V. "Zito" Sartarelli

**Provost and Vice-Chancellor for Academic Affairs**

[uncw.edu/aa/people/ProvostSrOfficers](http://uncw.edu/aa/people/ProvostSrOfficers)

**Dean, College of Arts and Sciences**

Aswani Volety

**Chair, Department of Creative Writing**

Michael White

(*through 6/30/16; David Gessner begins 7/1/16*)

**MFA Coordinator**

Mark Cox

**Outreach Coordinator**

Tim Bass

**Coordinator of Undergraduate Programs and Advising**

Tim Bass

**Director of The Publishing Laboratory**

Emily Smith

**Editor of *Ecotone***

Anna Lena Phillips

**Office Administrator**

Megan Hubbard

**Office Assistant**

Lisa Bertini

## **ii. CREATIVE WRITING FACULTY**

### **Professors**

Mark Cox  
Clyde Edgerton  
Philip Furia  
Philip Gerard  
David Gessner  
Malena Mörling  
Michael White

### **Associate Professors**

Wendy Brenner  
Nina de Gramont  
Rebecca Lee  
Robert Siegel

### **Senior Lecturers**

Tim Bass  
Emily Smith

### **Lecturers**

Anna Lena Phillips  
Beth Staples

### **iii. Mission Statement**

The mission of the Department of Creative Writing is to facilitate artistic accomplishment among student writers of fiction, poetry, and creative nonfiction. Guided by the university mission statement (Fall 2008), we strive to stimulate “creative inquiry, critical thinking, thoughtful expression and responsible citizenship in an array of high-quality programs. . . and to enrich the quality of life through scholarly community engagement in areas such as health, education, the economy, the environment, marine and coastal issues, and the arts.”

The Department of Creative Writing at the University of North Carolina Wilmington exemplifies these elements of our university's mission: we seek to provide and maintain an intellectual and artistic community that can best realize the goals of our undergraduate and graduate student writers. We believe that the ultimate measure of our worth is not a faculty's published work - important as that may be - but the artistic, personal, and academic evolution of each of the students in our charge. Our primary profession, in short, is to recruit, support, and nurture the most promising writers and students of letters in the country.

Since our Master of Fine Arts degree was the first terminal degree at UNCW and, when inaugurated, only the second of its kind in the state, we feel a special obligation to continue to uphold our university's strong tradition of teaching and service, while setting new standards for publication and artistic accomplishment. That same obligation extends to our Bachelor of Fine Arts degree, the only such degree at UNCW and one of the few BFA in Creative Writing programs in the nation. We believe that all undergraduate and graduate students should realize their talents not only in their own genre, but throughout the range of imaginative writing as we understand it. We believe, furthermore, that writing is a central part of a broad liberal arts education, fostering creativity, self-expression, analytical thinking, communication, and problem-solving skills, and an intimate, humanistic view of literature. Our writing tracks are designed as entrances to artistic, scholarly and/or professional careers, and they promote interdisciplinary connections throughout the curriculum.

Though our primary mission is to educate our student writers, we realize that our department has many corollary responsibilities to the overall intellectual and cultural state of the campus and our region. We believe that our collective efforts in providing a stimulating environment for our MFA and BFA (major and minor) writers -- which include publishing and performing opportunities well as regular public readings by noted authors -- will help energize the local arts scene and promote literature and literacy throughout the region.

Since the ways in which we function as a professional community are more essential to the realization of our goals than individual successes, this document will attempt to articulate a vision of standards and governance which values and balances the strengths of each of our teaching writers. In order to avoid the unfortunate example of so many creative writing programs -- in which writers are inaccessible, and students sometimes feel they are not getting full educative value -- we seek to establish guidelines for professors of writing that reward teaching as well as publication. As far as our writing is concerned, our guiding principle will be the valorization of literary quality -- as best as we can determine it -- over quantity, both for ourselves and for our students. As intent as we are on succeeding in our various programmatic goals, we must never lose sight of the basic dream we share with our students (and that we feel fulfills societal as well as personal needs): to realize our richly diverse and individual voices and visions on the page.

#### iv. Statement of Values and Practices

**Statement of Values and Practices for the Department of Creative Writing**  
**University of North Carolina Wilmington**  
<http://www.uncw.edu/writers/>

1. *We are practicing literary artists: our authority to teach arises directly from the discoveries we make in our own writing, daily and over a lifetime.*

**Values:** According to diverse aesthetics, we use words to engage the world and create works of beauty and significance. We cultivate an artistic sensibility through language, on the page and out loud, both for its accuracy and for its music. We strive for artistic excellence through the diligent practice of craft. Our collective goal is to inspire each other and our students to our best creative work— expressed in writing that is technically proficient, clean, and professionally presentable. Grammar, diction, and syntax are the paint and brushstrokes by which we build drama and artistic meaning. We believe in helping our students establish sound, professional working habits so they will approach their craft with respect. We also actively encourage their engagement with other arts.

**Practices:**

- CRW offers courses in the creative process, which incorporate other arts.
- Faculty members integrate film, music, and visual art into craft classes, workshops, and performances.
- Faculty members write and teach across genres.
- All faculty instructors and GTAs grade undergraduate work both for “artistic merit” and “presentation,” the latter including all aspects of grammar and usage.
- A required course in Editing for Publication is now offered for our BFA majors.

2. *We believe in the book as an essential endeavor.*

**Values:** The book expresses a whole, sustained vision. Short forms all have their undeniable virtues, but the literary marketplace is first a marketplace of books. We write them and teach our students to write not only short stories, essays, and poems, but unified books. Reading, a lifelong engagement with books of literary quality, is central to the writer’s life and our individual and collective identity. Reading books helps a writer calibrate an original aesthetic and challenges the writer to grow beyond comfortable certainties and habits.

**Practices:**

- All BFA seniors produce a chapbook or anthology in the Pub Lab.
- The MFA curriculum includes semester- and year-long courses in the book-length prose narrative and poetry collection.
- The Publishing Laboratory explores the artistic as well as the practical facets of designing, editing, and printing books.
- All tenure-track faculty members are expected to publish books for promotion and tenure.

3. *We value research as a creative act.*

**Values:** Broadly conceived, research means going into the world and finding out what is

necessary to know in order to write about a chosen subject perceptively, knowledgeably, and imaginatively. The value of research lies not only in its product but in the very act of discovering one's truest self in the context of public subjects. Research at its best enlarges the writer's vision and the scope of subjects available, challenging the writer to develop new structures and forms with which to address them. Finally it helps a writer achieve an effective balance between self-awareness and awareness of the world.

**Practices:**

- CRW offers a graduate course in "Research for Writers" organized around direct experience pursuing creative projects.
- CRW integrates the practice of research—as a deliberate attempt to enlarge and deepen knowledge of a subject—into writing in all genres.
- CRW requires BFA students in Creative Nonfiction to write beyond memoir and autobiography, using what they already know to explore subjects they passionately want to find out about.
- CRW supports the research of MFA students and CRW faculty members with travel grants.

**4. *Teaching is a complementary and parallel art.***

**Values:** Our faculty members are engaged and available. For us all, teaching our craft and mentoring new writers is an important way to become better writers ourselves, for the act of articulating one's aesthetic requires exploring it, continually testing basic assumptions, and evolving as an artist. We are part of a tradition, and our students' experience and work are a significant part of our collective legacy. This legacy extends to the larger community of writers and readers beyond campus.

**Practices:**

- All faculty members share the teaching and mentoring of BFA and MFA students and rotate by turn serving as master teachers in CRW 201, our Basic Studies introductory course.
- The CRW Department has developed a culture of community and ongoing informal mentoring.
- Teaching is closely observed; excellence and innovation are rewarded.
- Through outreach programs such as Writers in Action, the Young Writers Summer Camp, the Bald Head Island Writers Retreat, and workshops sponsored by the Osher Lifelong Learning Center, we expand opportunities for MFA students and faculty members to teach in non-traditional settings and reach writers who normally would not have access to a university.

**5. *A work of Poetry, Fiction, or Creative Nonfiction completes itself in the imagination of the reader.***

**Values:** Creative Writing is, at heart, an act of extraordinary communication. Just as we as faculty writers strive to find the right audience for our work, so too we encourage our students to find their readership, rather than write merely for therapy or self-expression. The publishing process is one more stage in the writer's apprenticeship.

**Practices:**

- CRW conducts workshops for MFA and BFA students in performing creative writing for an audience.
- The Publishing Laboratory offers a Publishing Certificate for BFA majors. Other courses for BFA and MFA students de-mystify the process of shepherding work into published form and address both artistic concerns and practical challenges.
- Faculty mentors help their advisees—when they are ready— to find representation and to place their best work in appropriate venues.

### **v. Hallmarks of Successful teaching in Creative Writing**

The Creative Writing faculty at UNCW bring diverse talents and impressive literary accomplishments to their teaching. And while each designs his or her classes to make the best use of particular strengths and experience, all share important virtues in common. The following is meant to be neither comprehensive nor prescriptive, except in the sense of encouraging our Graduate Teaching Assistants to emulate the best practices of their mentors, and faculty those of their peers. Rather it is meant to be descriptive of the kind of worthwhile experience we offer our undergraduate and graduate students and remind us always of our aspirations to make that experience as inspiring, substantive, and valuable as possible.

- Instructor is always well-prepared, prompt, and organized.
- Instructor inspires confidence by his/her knowledge of the subject matter.
- Instructor teaches the class at the appropriate level of sophistication (i.e., 200, 300, 400, or 500 level).
- Instructor holds students to an appropriately high level of effort and achievement.
- In all aspects of presentation and demeanor, instructor acts in professionally appropriate ways.
- Students and instructor enjoy a sense of shared enterprise, rather than an adversarial relationship.
- Students develop a sense of camaraderie and mutual cooperation with each other.
- Students feel respected and included in all aspects of the class; they trust the instructor to keep their best interests in mind.
- All students actively participate in all aspects of class—writing, reading, critiquing, discussion, reader's theater, group work, etc.
- Instructor makes a substantial effort to persuade all students to participate.
- The subject matter of each class session is substantive and relevant to the study of Creative Writing: Discussion is lively but focused—not just a round-robin of opinions and gossip but substantive in addressing the art and craft of writing.
- Class session strikes a good balance between planning and discovery—instructor takes advantage of extemporaneous opportunities that arise in discussions, workshops, and assignments, to extend or deepen the lesson.
- Instructor incorporates innovative techniques, activities, and assignments (e.g., imaginative use of multi-media, improvisation, genre-crossing, field work, guest lecturers, etc.).
- Students feel inspired to do their best work.
- Grading is fair, based on specific criteria of effort and accomplishment, not talent or personality.
- At the end of the semester, instructor and students share a sense of accomplishment.

### **vi. CAS and AAUP Statement on Professional Ethics**

#### **Professional Conduct:**

The College of Arts & Sciences is a community of scholars engaging in a common task that is articulated in the mission statement. In addition to the various duties and responsibilities of the faculty outlined in the *UNCW Faculty Handbook*, the college has the expectation that the faculty member's behavior towards colleagues, staff, and students be consistent with professional

standards. Therefore, the College of Arts and Sciences faculty are expected to abide by national standards for professional conduct as identified in the “American Association of University Professors Statement on Professional Ethics” as follows:

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning by their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations reflect each student’s true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their students’ academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of artists and scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers, artists, and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Suspected violations of these standards for professional conduct may be referred to the Faculty Professional Relations Grievance Committee for possible mediation or to other reporting authorities for possible disciplinary action as specified in the [UNCW Faculty Handbook](#)

## I. DEPARTMENTAL STRUCTURE, SYSTEMS, AND PROCESSES

### Organizational Structure

#### Administration:

The administration of the department consists of the following positions: Chair, MFA Coordinator, Coordinator of Undergraduate Programs, Director of The Publishing Laboratory, and Outreach Coordinator. As head of the department, the Chair is responsible for the appointment of, and evaluation of, all other administrative positions.

#### Staff:

Departmental staff consists of a full-time office administrator and an office assistant. A variety of part-time staff positions may be filled by graduate assistants and work-study students.

#### Faculty Committees, Meetings, and Voting Rights:

Excluding part-time faculty, all continuing faculty at whatever rank or status have a vote in matters of undergraduate curriculum, program policy, and hiring. Graduate faculty have voting rights in matters concerning the MFA program. Meetings are scheduled monthly and consistently, normally during a time that can also be used for monthly committee meetings. All votes are advisory to the Chair, who bears ultimate responsibility for personnel, policy, academic, and fiscal decisions.

Departmental governance and committee structure are developed with the following objectives and spirit: governance should allow time for all faculty to balance service, artistic activity, and teaching; it should allow all faculty to feel investment in departmental goals; it should rotate participation without loss of continuity; and it should help newly-hired faculty gain experience and leadership skills for future service. The department currently functions with five standing committees: the BFA committee, the MFA committee, the Advisory committee, The Publishing Laboratory Board, and the Events & Visiting Writers committee. Search committees are constituted by the chair for individual hires. Department policy is to work consensually as a faculty whenever possible, though *ad hoc* committees may be developed whenever needed.

#### MFA Committee

The MFA committee oversees, coordinates, and advises the Chair on all curricular changes at the graduate level. The committee is also responsible for MFA exam development and oversight, DIS and internship approval, yearly student progress reviews, grievances and appeals (when required), program reviews, outcomes assessment, and a variety of paperwork. It is understood that policy changes must always be brought by the committee to the entire graduate faculty for approval. Proposals are submitted according to the system of approvals enforced by the College of Arts & Sciences, the Graduate School, and the university.

#### MFA Committee Chair:

- Oversees MFA committee approval of forms for transfer credit.

- Oversees MFA committee review and approval of forms for CRW 591 (Directed Independent Study) and CRW 598 (Internship in Applied Creative Writing).
- Oversees MFA committee review and approval of forms for substitutions to the degree program when appropriate.
- Oversees MFA committee review and approval of curriculum changes.
- Oversees graduate faculty application process within the college/school or department and sees that applications are signed by the MFA coordinator or chair and academic dean and forwarded to the Graduate School for action.
- Oversees committee's advisor assignments and the advising of graduate students by graduate faculty.
- Works with the Graduate School, Registrar's Office, and Chair in preparing degree audits and making programmatic changes.
- Oversees committee approval of forms for transfer credit.
- Oversees review and approval of forms for substitutions to the degree program when appropriate.
- Oversees committee's yearly thesis defense scheduling process.
- Oversees committee's MFA comprehensive exam development and grading.
- Oversees committee's yearly student progress reviews.
- Oversees committee's grievances and appeals review (when required).
- Oversees committee's responsibilities in program reviews.
- Oversees yearly outcomes assessment as prescribed in departmental policy.
- Oversees committee's review and nomination regarding scholarship requests that come from the Graduate School, including the New Scholar Award, Champion McDowell Davis Scholarship, Jane Logan Lackey Scholarship, Schwartz Graduate Fellowship, Summer Research Award, graduate student travel awards and Graduate Teaching Excellence Award. In addition, the departmental Byington, Gerard, Furia, and Adams awards.

### **BFA Committee**

The BFA committee oversees, coordinates, and advises the Chair on all curricular changes at the undergraduate level. The committee is also responsible at the undergraduate level for senior thesis reviews, BFA admissions, DIS and internship approval, yearly student progress reviews, grievances and appeals (when required), program reviews, outcomes assessment, and a variety of paperwork. It is understood that policy changes must always be brought by the committee to the entire faculty for approval. Proposals are submitted according to the system of approvals enforced by the college, and the university. The Coordinator of undergraduate programs is chair of the committee.

### **Advisory Committee**

The advisory committee is constituted on a rotating basis, always consisting of at least four faculty members. The membership rotation should strive to maintain representation from all ranks of continuing departmental faculty. While departmental planning is ultimately the responsibility of the faculty as a whole, the advisory committee is designed to relieve the entire faculty of the burden of departmental oversight, while avoiding the consolidation of power in a small interest group of faculty members.

It is the responsibility of the advisory committee to advise the Chair in defining short and long-term departmental objectives and to examine the ways in which available resources can be best distributed so as to achieve those objectives effectively. Organizational, programmatic, and budgetary issues may be brought to the advisory committee by the Chair before policy proposals are presented to the department as a whole for discussion and action. Though responsibilities for peer review and appropriate mentoring of junior faculty rest squarely with the faculty at large, the advisory committee may serve in a variety of review-oriented and advisory ways.

### **The Publishing Laboratory Board**

The Publishing Laboratory Board, headed by the Director of The Publishing Laboratory, works with her to establish policy, choose and develop publishing projects, integrate the publishing certificate curriculum and other courses into the MFA and BFA programs, conduct short and long-range planning, and provide outcomes assessment.

### **Events Committee**

The Chair appoints the events committee on a yearly basis. This committee is responsible for overseeing and coordinating faculty recommendations for visiting writers, scheduling annual educational panels on publishing, job hunting, and application to graduate schools, and coordinating publicity and scheduling with the department office.

## **II. ADMINISTRATIVE RESPONSIBILITIES AND EVALUATION**

### **Chair**

The department chair is elected from the members of the department's senior faculty, and, with the approval of the Dean of the College of Arts and Sciences, serves a three-year term. The chair may be re-elected to a contiguous three-year term, thus serving up to six consecutive years. The faculty reserves the right to request that a new chair be hired utilizing a national search.

### **Duties of the Office**

#### **Summary of Position:**

The chair serves as the department's leader, organizer, facilitator, and spokesperson; acts as the department's representative to the Dean of the College of Arts and Sciences, to other university administrators, and to the public; administers department programs; and supervises department staff.

#### **A. Internal Duties:**

The chair represents the department's interests to the college and university administration and serves as an advocate for the collective wishes and decisions of the department.

The chair is responsible for program coordination, curriculum development, and review for the department's degree programs.

The chair is responsible for developing and maintaining--with the advice and consent of

the faculty--departmental objectives, long-term planning, and on-going evaluation procedures.

The chair must be aware of and attentive to departmental, college, and university deadlines.

The chair manages the department's annual budget, trust funds, departmental scholarships, and fund-raising activities with the objective of meeting the instructional and research needs of the faculty and students.

The chair prepares departmental schedules and teaching assignments with the objective of balancing the needs of individual faculty members with those of the department and the college. The chair assigns all other duties, consistent with the departmental mission.

The chair makes committee assignments within the department and schedules departmental meetings in a timely manner.

The chair conducts departmental meetings and represents the department at the college chairs meeting.

The chair leads departmental ceremonies and represents the department at various departmental events such as Center for Teaching Excellence events, Honor Society meetings, and guest speakers.

The chair is accessible to faculty, staff, students, and the public.

The chair teaches courses in the department curriculum. The teaching load is negotiated with the dean.

The chair is responsible for hiring, supervising, and evaluating departmental staff and student workers.

The chair is responsible for coordinating the annual peer review of faculty, post-tenure review of faculty, and classroom observations of untenured faculty members and faculty members requesting promotion.

The chair monitors the quality of teaching, professional activity, and service of faculty members and works with faculty, individually and collectively, to maintain the standards of the department.

The chair is responsible for the hiring process for tenure-track faculty [see "Hiring Procedures for Tenure-Track Faculty"].

The chair is responsible for orienting and assigning mentors to new faculty.

The chair encourages faculty professional development and collaborative research.

The chair is responsible for submitting recommendations to the dean on hiring, reappointment, tenure, promotion, and post-tenure review decisions and for making merit pay recommendations (in accordance with university guidelines).

The chair is responsible for the acquisition, supervision, and security of departmental inventory and manages the physical space assigned to the department.

The chair is responsible for the supervision of the recruiting of students for graduate programs.

The chair is a primary mediator in disputes involving faculty and students relating to academic policies or professional behavior.

## **B. External Relations:**

The chair is responsible for providing reports and recommendations requested by the college or university administration.

The chair works with coordinators of other major and minor programs in the university, especially with regard to scheduling departmental courses that support these interdisciplinary programs.

The chair works with the directors of the Honors Program and the Center for Teaching Excellence.

The chair is responsible for relaying information and directives from the administration to the department. The chair should keep faculty members informed of opportunities for curriculum development and support for research.

The chair advocates for funding internally and externally, including public relations and departmental publications.

### **Departmental Evaluation of the Chair**

At the end of every spring semester, each member of the faculty is asked to evaluate the chair. A multi-item instrument called "Faculty Perceptions of Administrative Performance" has been used for this purpose since April 1989. The results of these evaluations are made available to the chair, dean, and the provost and are intended to provide information for self-improvement as well as for evaluation of the chair's performance by the dean.

In addition, the chair is evaluated by department faculty as part of the annual faculty review process. As with all faculty, senior faculty at or above the chair's rank review the chair's teaching, research, and service, retaining all copies of dossier, teaching portfolios, IDEA report etc, as departmental records. Additionally the appropriate senior faculty will be provided a form from the dean's office outlining the duties of the chair. The senior faculty evaluates the leadership of the chair in reference to these duties, paying particular attention to the challenges and situations faced by the department over the past year. All chair evaluations are relayed directly to the dean.

### **College Evaluation of the Chair**

During the third year of a three-year, but renewable term (see page 14), the department may request that the chair be reviewed more formally by the dean. As a part of the review process, department faculty and staff may be invited to meet with the dean or to provide narrative feedback about the performance of the chair.

The *UNCW Faculty Handbook* states that "The deans conduct performance reviews of chairpersons periodically." (IIE) In the College of Arts & Sciences the dean conducts performance reviews of chairpersons annually. Each department completes an evaluation of its chair as part of the annual faculty review process. The procedures for such reviews are outlined at the departmental level according to departmental policy (above). This evaluation becomes part of the personnel file of the chair.

The entire department should evaluate the chair using the "Faculty Evaluation of Department Chair's Administrative Performance" conducted online each spring by the Office of Institutional Research. The results of this anonymous survey are provided to the dean, the provost, and the chair. The chair provides the dean with a brief self-evaluation, based on the

duties outlined in this manual. “Criteria for Annual Chair Evaluation” can be found at <http://www.uncw.edu/cas/policy%20&%20procedures/1232chaireval.htm>

### **Hiring of the Chair**

On the recommendation of the provost and dean, the chancellor appoints all chairpersons. The *UNCW Faculty Handbook* delegates to the dean the responsibility for determining the process leading to the recommendation. Each department must develop a policy on chair recruitment procedures and obtain the approval of the dean. The dean initiates the recruitment process and has final approval of the recommendation.

#### **Procedure:**

In the spring semester prior to a current chair’s last year of service, the dean will consult with the department’s faculty regarding the option for a national search for the chair’s replacement. That option is determined primarily by the availability of salary resources and a new position to support the outside hire. Should those resources be available and no other factors preclude an external search, the matter will be discussed by the permanent faculty of the department and voted by secret ballot. The search process is then determined by the nature of the search:

#### **National Search:**

The dean initiates the search by appointing a search committee comprising members of both the senior and junior faculty in the department and one member-at-large at the senior rank from a comparable discipline; the current department chair does not serve on the search committee. The search committee should also include at least one junior member of the faculty and, in so far as possible, reflect the diversity in the department (gender and otherwise). The committee is charged with drafting a position announcement for the dean’s approval, screening all applications, and recommending a pool of finalists for the dean’s approval for presentation to the department’s permanent faculty. Internal candidates may apply, but all applicants in a national search, whether external or internal, must hold the rank of tenured associate or full professor and should have some administrative experience. Applications must include (1) a statement of administrative philosophy, (2) a summary of the applicant’s research, (3) evidence of teaching effectiveness, (4) *curriculum vitae*, (5) official copies of all university transcripts, and (6) the names, addresses, and telephone numbers of five references. They should also include a statement of the applicant’s vision for chairing the Department of Creative Writing.

External candidates are normally invited to campus for a three-day interview that includes initial and closing meetings with the dean, a formal presentation to the full department, a meeting with the search committee, a departmental reception, and other opportunities to interact informally with faculty and students, as well as other activities deemed appropriate by the department. Internal candidates for the chair’s position must submit the same application materials and participate in the same interview activities as external candidates. The outgoing chair of the department will not attend any formal departmental interviews but will be scheduled for a private interview with each finalist.

At the conclusion of the last interview, the department will have seven days to make its recommendation to the dean. The permanent faculty of the department, minus any internal candidates and the current chair, will discuss all candidates in a special meeting and select a finalist by secret ballot. The department will recommend its choice of chair based on a majority

vote of 50% plus 1. The tenured and tenure-track faculty will then vote by secret ballot on the question of recommending the finalist, if an external candidate, for tenure and the rank of full professor.

During the same seven-day period, all permanent faculty members are invited to send their individual assessments of the finalists directly to the dean for consideration. The dean will then consult with appropriate persons, such as an external finalist's dean or chair. If the dean concurs with the departmental recommendation, he or she will inform the department that the candidate's appointment is being forwarded for approval by the provost and chancellor. Should the dean discover serious problems with the finalist, the dean will meet with the department to discuss those problems and then solicit the faculty's recommendation for either an alternative choice or a reopened search the following year and the appointment of an interim chair.

### **Internal Search:**

The dean will invite all tenured associate and full professors in the department to apply formally for the chair's position. All applicants should submit the same kind of application materials required for a national search (see above), with the exception of official transcripts (copies of which should already be on file in the department) and references, though the inclusion of external references is optional. Internal applicants must also include a statement of their vision for the department's future with their applications.

The dean will appoint a search committee, similar to the committee appointed in an external search (with the exception that it include no member from an outside department), chaired by a senior faculty member in the department. The search committee will conduct a search as close as possible to an outside search so that all candidates are treated fairly and consistently. It is the aim of the department that the process should be as transparent as possible. The chair of the search committee will remind faculty of the process as outlined herein and communicate with the search committee and the faculty as appropriate. The search committee will generate a list of questions to be asked of each candidate at a series of interviews in which each candidate meets with the department faculty. After these interviews, the department will discuss the candidates and vote on a finalist by secret ballot. The department will recommend its choice of chair based on a majority vote of 50% plus 1.

Faculty members will also be invited to send their own individual assessments directly to the dean. The outgoing chair will not attend the formal departmental interviews but will have a separate, informal interview with the applicant(s) and will submit a separate written assessment of the candidate(s) to the dean. Should the dean approve the department's recommendation, the dean will recommend the applicant to the provost for approval. Should the dean discover problems that threaten a preferred applicant's potential effectiveness as the next chair, the dean will meet with the department to discuss the search and to determine a mutually acceptable resolution. If no resolution results, the dean will indicate his/her recommendation to the provost, but will also communicate the fact that the recommendation does not have full support of the department. The chair of the search committee may also write to the provost on behalf of the department.

### **Renewal:**

If the current chair wishes to renew for an additional term, any tenured associate or full professor may also be nominated for the position. Any such nomination will trigger an election to which

the foregoing hiring policies will apply. If no other nominations obtain, the dean will solicit the advice of the department faculty in determining the renewal of the chair. Should sufficient support for the renewal exist within the department, construed as a majority vote of 50% plus one, the faculty will recommend renewal to the dean. Otherwise, the foregoing procedures for hiring the chair (external or internal) will apply, and the current chair may participate as a candidate for the position.

### **The MFA Coordinator**

#### **Summary of Position:**

The MFA coordinator is the faculty member assigned by the chair to oversee the admissions and administrative processes of the Master of Fine Arts in Creative Writing Program. The MFA Coordinator is primarily responsible for admissions, administration, and the training and oversight of graduate teaching assistants. The coordinator also chairs the MFA Committee, helping the committee meet deadlines for curricular and administrative actions.

#### **Expectations:**

- Serves as primary instructor for CRW 201 and CRW 503.
- Helps to train teaching assistants. Conducts fall workshop. Works closely with faculty and GTAs to assess needs and address them. Assembles evaluations of GTAs, and identify strengths and or weaknesses. Assesses suitability of GTAs for re-appointment. Recommends GTA reappointments to the chair.
- Serves as liaison between graduate program and the Graduate School.
- Oversees admissions review process.
- Signs applications to accept or deny admission.
- Oversees advising of graduate students by graduate faculty.
- Oversees the mentorship and review of GTAs.
- Monitors MFA Committee's thesis defense and comprehensive exam procedures.
- Reviews and approves graduation applications.
- Attends graduate coordinators' meetings held by the Graduate School.
- Monitors MFA Committee review of scholarship requests that come from the Graduate School, including the New Scholar Award, Champion McDowell Davis Scholarship, Jane Logan Lackey Scholarship, Schwartz Graduate Fellowship, Summer Research Award, Hartsook Fellowship, graduate student travel awards and Graduate Teaching Excellence Award, as well as the departmental Byington, Gerard, Furia, and Adams awards.
- Provides reports to the Dean of the Graduate School such as the annual "Report on the Monitoring and Training of Graduate Teaching Assistants," required by General Administration; and annual reports of graduate students' activities. The coordinator also requests and justifies teaching assistantships and tuition remission needs.
- Brings graduate issues to the attention of the department and Graduate Committee and reports on the status of the program to the department.
- Oversees updating of the MFA handbook, graduate catalogue copy, reading lists, and inquiry responses.
- Keeps graduate students informed of deadlines re: thesis defense, examinations.
- Keeps graduate students informed of opportunities for funding, conferences, etc.
- Monitors the scheduling of thesis defenses.

- Brings graduate issues to the attention of the Senate, the Graduate School, etc.
- Reports on the status of the program to the Graduate School.
- Oversees recruitment efforts.
- Oversees office space for GTAs.
- Facilitates the completion of paperwork to be forwarded to Graduate School regarding completion of comprehensive exams, defenses, GTA employment, acceptance or rejection of candidates, withdrawals, temporary withdrawals, and re-admissions.

The MFA coordinator's principal working relationships are with the Graduate School, the MFA committee, and the department chair. The chair oversees and approves all decisions regarding budgetary or financial aid matters. The MFA committee is responsible for curricular actions, student reviews, and outcomes assessment, making recommendations regarding grievances and appeals, and a variety of decisions that may require the input of the entire faculty.

The principal challenges have to do with admissions. Approximately 400 applications are received yearly. Each must be routed for review and assessment by faculty members before a decision can be reached. Precise informational databases and detailed rankings must be kept. Recruitment is highly competitive, requiring a great deal of phone and email contact time. UNCW competes with well-known graduate programs that have far greater resources. Making offers, maintaining waiting lists, and corresponding with all applicants on numerous occasions are very time-intensive tasks. In addition, the department now has more than twenty-five GTAs, two-thirds of whom will have primary teaching responsibilities at any given time. The oversight of these teachers and their evolution are in part entrusted to the MFA coordinator.

The MFA coordinator is empowered by the faculty to make offers in recruiting graduate students but must make all financial decisions in consultation with the chair. The MFA coordinator may have signature authority with regard to Graduate School and graduate student paperwork but in most cases is expected to sign after review and being empowered by the MFA committee.

**Qualifications:**

**Education:**

- Minimum: M.F.A. in Creative Writing; Ph.D. in Creative Writing or English.
- Preferred: M.F.A. in Creative Writing; Ph.D. in Creative Writing or English.

**Experience:**

- Minimum: three years of full-time teaching and advising, graduate faculty status.
- Preferred: five years of full-time teaching and advising, tenure.

**Knowledge, Skills, & Abilities:**

- Minimum: Good organizational abilities, good communications skills, adequate experience with curriculum development and assessment, adequate teaching experience.
- Preferred: Excellent organizational abilities, extraordinary communications skills (especially with students and parents), long experience with curriculum development and assessment, a variety of teaching experiences.

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**Specific Breakdown of MFA Program's Academic Year**

**August**

- New Student and GTA orientation.
- Develop buddy system for new students and GTAs.
- Oversee GTA offices and facilities set up (GL 100).

- Set accessible office hours at least four days per week.
- Set monthly meetings with chair.
- Monitor MFA Committee's advisor assignments.
- Set GTA mentor/observation assignments.
- Monitor committee review of transfer credit, DIS, and internship requests.
- Oversee replies to all queries. All answered within 7-10 days.

### **September**

- Monitor committee's first-year student review process.
- Set brown bag lunch with MFA students.
- Monitor MFA committee's review of graduate curriculum.
- Curriculum changes due to graduate council by late September.
- Set up stress workshop.
- Monitor committee's set up of publication panel for MFA students.
- Monitor committee's AWP INTRO award nomination process.
- Oversee replies to all queries. All answered within 7-10 days.

### **October**

- MFA Assessment due to CAS.
- GTA report for previous year due to Graduate School.
- Monitor committee's development of MFA exam and grading.
- Monitor Committee's review of DIS and internship proposals.
- Call for applications for graduation (due November 15)
- Remind mentors of observation obligations.
- Monitor committee nominations for Hartsook fellow(s).
- Oversee administration of MFA examination.
- Oversee replies to all queries. All answered within 7-10 days.

### **November**

- Monitor committee's thesis committee preference process.
- Make necessary changes to the graduate catalogue w/chair.
- Monitor committee's dispersal of course performance evaluations.
- Prepare observations of trainee GTAs teaching CRW 201.
- Oversee replies to all queries. All answered within 7-10 days.

### **December**

- Report of comprehensives exams to graduate school.
- Oversee replies to all queries. All answered within 7-10 days.
- Review timeframe re any leaves of absence or extension of degree time limits.

### **January**

- Meet with chair to discuss spring admissions numbers and funding.
- Oversee thesis committee assignments and deadlines.
- Oversee MFA application review.
- Oversee replies to all queries. All answered within 7-10 days.

## **February**

- Oversee routing of MFA applications.
- Early bird phone calls and emails to exceptional applicants re acceptance and aid offers.
- Monitor committee's review of DIS and internship proposals.
- Call for applications for DIS positions in CRW 201 and for Writing Center Tutorial Awards
- Oversee replies to all queries. All answered within 7-10 days.

## **March**

- Phone calls and emails to applicants re acceptance and aid offers.
- Monitor committee's nominations process for graduate school scholarships and Byington, Furia, and Adams awards.
- Monitor committee's development of MFA exam and grading.
- Remind mentors of observation obligations.
- Thesis Proposals due in mid-March.
- Theses due to second readers.
- Oversee scheduling of thesis schedule defenses.
- Oversee replies to all queries. All answered within 7-10 days.

## **April**

- Phone calls and emails to applicants re acceptance and aid offers.
- Scribner's Best of Workshops nominations.
- Monitor committee's dispersal of course performance evaluations.
- Prepare observations of GTAs and others teaching CRW 201.
- MFA thesis defense deadlines.
- Oversee nominations for Graduate Teaching Assistant and other Graduate School awards.
- Monitor committee process to choose thesis awards.
- Admission process finalized.
- Oversee replies to all queries. All answered within 7-10 days.

## **May**

- Report of comprehensives exams to graduate school.
- AWP questionnaire re student body.
- Housing, orientation info out to new students.
- Coordinator requests MFA student creative activity reports.
- Coordinator requests MFA graduate exit surveys.
- GTAs moved from GL 100, furniture stored away.
- Oversee replies to all queries. All answered within 7-10 days.

## **June**

- Handbook changes and revisions.
- Graduate school report re May graduates and yearly activity.
- Compile student creative activity reports.
- Compile exit survey information.
- Incoming students registered in advance via preference forms.

- Report to faculty re admissions statistics and success.
- Oversee replies to all queries. All answered within 7-10 days.
- Outcomes assessment report.
- Review timeframe regarding any leaves of absence or extension of degree time limits.

## **MFA Program Assistant**

### **Summary of Position:**

The MFA Program Assistant is assigned by the chair to assist the MFA coordinator by serving as the initial contact for all inquiries about the MFA program—letters, phone calls, e-mails, and campus visits by prospective students. The principal challenges have to do with maintaining knowledge about the MFA program and providing accurate information to the approximately 400 annual applicants. Recruitment is highly competitive, requiring a great deal of phone and email contact time. UNCW competes with well-known graduate programs that have far greater resources. The initial point of contact for the MFA program must be knowledgeable, personable, and responsible.

### **Qualifications:**

#### **Education:**

- Minimum: BA or BFA in humanities.
- Preferred: BA or BFA in humanities.

#### **Experience:**

- Two years of relevant work experience.
- Preferred: three years of previous relevant staff experience.

#### **Knowledge, Skills, & Abilities:**

- Minimum: Good organizational abilities, good communications skills, adequate experience with administration, and excellent computer skills in a variety of software programs for word processing and database maintenance.
- Preferred: Excellent organizational abilities, extraordinary communications skills (especially with students and parents), long experience with administration, and excellent computer skills in a variety of software programs for word processing and database maintenance.

## **Coordinator of Undergraduate Programs and Advising (BFA Coordinator)**

### **Summary of Position**

The BFA coordinator is the faculty member assigned by the chair to oversee the admissions, advising, and administrative processes of the Bachelor of Fine Arts in Creative Writing Program, as well as the minor. The BFA coordinator is primarily responsible for admissions and advising oversight but also chairs the BFA committee, helping the committee to efficiently and promptly meet deadlines for curricular and administrative actions.

### **Expectations:**

- Serves as liaison between undergraduate program and the General College.
- Oversees admissions portfolio and GPA review process.
- Signs applications to accept or deny admission.

- Oversees advising of undergraduate students by faculty.
- Work with the General College, Registrar's Office, and CRW BFA committee in preparing degree audit and making programmatic changes.
- Oversees BFA committee approval of forms for transfer credit.
- Oversees BFA committee review and approval of forms for DIS (CRW 491) credit.
- Oversees BFA committee review and approval of forms for substitutions to the degree program when appropriate.
- Oversees BFA committee review and approval of curriculum changes.
- Oversees and approves BFA committee preparation of catalogue material.
- Oversees BFA committee's senior thesis approval procedures.
- Attends undergraduate coordinator's meetings held by the General College or Registrar's office.
- Oversees BFA committee review of scholarship requests or distribution that might become available.
- Provides reports on enrollment patterns, curricular needs, tracking majors, attrition, etc., to the department chair and BFA committee.
- Evaluates, revises, and implements orientation programs for newly declared majors.
- Evaluates, revises, and implements advisement orientation programs for newly-hired faculty.
- Monitors, in consultation with advisors, the progress of majors towards meeting all departmental requirements.
- Organizes and presents workshops for advisors as deemed necessary or desirable.
- Serves as the key resource person within the department for all undergraduate students with questions or grievances pertaining to courses or the BFA program.
- Updates brochures, fliers, BFA handbook, and advising handbook.
- Receives referrals from faculty respecting promising survey students who have not yet decided on a major; establishes contact with such students.
- Receives referrals from faculty respecting especially capable majors who could benefit from participation in an honors program; establishes contact with such students with a view to encouraging them to pursue an honors project.
- Periodically assesses the impact of the MFA program on the department's undergraduates with regard to course offerings, cross-listed courses, and the role of teaching assistants.
- Advises transfer students.
- Conducts Outcomes Assessment for BFA program.

The BFA coordinator's principal working relationships are with the General College, the BFA committee, and the department chair. The chair oversees and approves all decisions regarding budgetary or financial aid matters. The BFA committee is responsible for curricular actions, student reviews and outcomes assessment, making recommendations regarding grievances and appeals, and a variety of decisions that may require the input of the entire faculty.

The principal challenges have to do with advisement and admissions. Each admission application must be routed for review and assessment by at least two faculty members before a decision can be reached. Precise informational and advising databases must be kept. Speaking with prospective students and parents is time-consuming. Though advising loads

will be spread out amongst faculty, the BFA coordinator remains responsible for up to twenty-five advisees and transfer students.

The BFA coordinator must make any financial decisions in consultation with the chair. The BFA coordinator may have signature authority with regard to some paperwork, but in most cases is expected to be empowered to sign after review by the BFA committee and the department chair.

### **Qualifications**

#### **Education:**

- Minimum: M.A. English; M.Ed.
- Preferred: M.F.A. in Creative Writing; Ph.D. in Creative Writing or English.

#### **Experience:**

- Minimum: three years of full-time teaching and advising.
- Preferred: five years of full-time teaching and advising, tenure.

#### **Knowledge, Skills, & Abilities:**

- Minimum: Good organizational abilities, good communications skills, adequate experience with curriculum development and assessment, adequate teaching experience.
- Preferred: Excellent organizational abilities, extraordinary communications skills (especially with students and parents), long experience with curriculum development and assessment, a variety of teaching experiences.

### **Outreach Coordinator**

The Outreach Coordinator is responsible for overseeing all internships, graduate and undergraduate, for the department. As part of that responsibility, the assistant coordinator should maintain close communication with current internship agencies, monitor the performance of student interns, and seek new internships for students.

- Oversees placement of internships, including liaison work with external agencies.
- Oversees Writers in Action, including selection process for graduate student coordinators and instructors.
- Plans and oversees Summer Young Writers Workshop, a four-day camp for high school students on campus.
- Oversees other outreach efforts, such as Teens Out Loud, a workshop for HIV-infected high school students.

### **Director of The Publishing Laboratory**

#### **Duties:**

Responsibilities include a twelve-month schedule of managing the facility and its programs, overseeing projects, teaching courses in editing and publishing, supervising graduate teaching assistants and interns, and working with other faculty to integrate the lab into the academic programs.

Duties include the following:

- teaching courses in various areas of book publishing, including book design, desktop publishing, book editing, and the history of the publishing industry;
- assisting creative writing faculty with publishing-related aspects of their courses;

- acting as facilities coordinator, with responsibility for maintaining and upgrading the technological infrastructure of the Publishing Laboratory, including computers, software, printers, and bindery equipment;
- overseeing the budget and appropriate trust funds with due diligence so as to be able to advise the chair on prudent expenditures (chair has the ultimate financial authority within the department).
- acting as Publisher for all imprints, with decision-making authority for content, design, marketing, grants, contracts, award nominations, and other relevant duties, subject only to approval by the chair.
- ensuring that the Publishing Laboratory's physical space offers a safe and effective learning environment for students;
- training and supervising the graduate teaching assistants who assist students in the Publishing Laboratory;
- training and supervising undergraduate interns;
- working with the graduate internship coordinator to train graduate interns to staff The Publishing Laboratory's book imprints;
- supervising imprint staff with the design, production and marketing of books;
- assisting literary magazine staff with the design, production, and marketing of the department's literary magazine;
- ensuring that the Publishing Laboratory remains productive and that publications are released in a timely and professional manner, including acting as liaison with distributor; initiating fundraising, publicity, and community outreach efforts for the Publishing Laboratory.
- Conducting Outcomes Assessment with the assistance of The Publishing Laboratory Board for the Certificate in Publishing Program

### **Qualifications**

A terminal degree in Creative Writing, extensive professional experience in publishing and editing,, including expertise in relevant software such as In Design 3, knowledge of print-on-demand technology, experience teaching classes in book editing and design, strong organizational and managerial skills, and a sense of vision.

### **Assistant Director of The Publishing Laboratory** (currently unfilled)

#### **Duties**

The Assistant Director takes responsibility for developing and coordinating the publicity and marketing efforts for three to five new titles annually and a growing backlist. The assistant director reports to the Director of the Publishing Laboratory and provides instruction and managerial support for a small staff of graduate teaching assistants. He or she creates and executes promotions, publicity, and marketing campaigns for new titles, which include the following responsibilities:

- write press releases and pitch letters and prepare other promotional materials for the imprints
- handle galley and review copy requests and mailings.
- monitor media clips.
- research and initiate contact with bookstores, print, radio, and TV media and other specialty markets through email, mailings, and follow-up phone calls.

- maintain publicity/review copy databases.
- research prospective new markets, including alternative retail, digital, and direct sales outlets.
- create and implement publicity and marketing strategies on the Internet, including maintaining social media accounts, imprint Web site and blog
- set up and coordinate author interviews on radio and TV, and author events at bookstores and other retail outlets.
- develop, design, and prepare sales kits and other publicity materials.
- coordinate sales efforts with our distributor and possibly foreign agents.
- research and develop partnerships and help write grants to support the imprint.
- Other duties as assigned by the Director of the Publishing Laboratory.

The Assistant Director also contributes to other aspects of the growing imprints and BFA Certificate in Publishing program, including managing the daily tasks of running the small teaching press.

The Assistant Director works with graduate student assistants to develop materials and implement strategies, teaches a 3/3 course schedule in the BFA Certificate in Publishing program and, where appropriate, teaches in the MFA curriculum.

CRW 321: Books and Publishing

CRW 324: Special Topics in Publishing

CRW 460: Publishing Practicum

CRW 560: Publishing Practicum

### **Qualifications**

One to three years of prior work experience in book publishing.

Knowledge of the media and a familiarity with book review and magazine editors.

Superb oral, written, and verbal communication skills; attention to detail, self-motivated, well organized. Must be creative, dynamic, have the ability to multi-task in a small but fast-paced environment.

Ability to work well under pressure and with deadlines.

Knowledge of contemporary literature and Publishing Laboratory/Lookout titles preferred.

Excellent computer skills (Mac preferred) with experience in database management.

Applicants with design experience and familiarity with InDesign Publishing Software preferred; familiarity with book production preferred.

Teaching experience.

Must possess terminal degree (M.F.A.).

### **Managing Editor, *Ecotone***

*Ecotone* is a young, award-winning literary journal that features poems, essays, and short fiction with a specific interest in the idea of place. (learn more at: <http://www.ecotonejournal.com> <<http://www.ecotonejournal.com/>> ). It is the signature literary publication of The Department of Creative Writing, which offers a thriving BFA and a nationally renowned MFA program, as well

as a certificate in publishing through The Publishing Laboratory. A complete profile of the department is available at <http://www.uncw.edu/writers>.

### **Duties:**

The Managing Editor will work closely with the Editor-in-Chief and the graduate student Editor to manage the day-to-day operations of the journal. These operations include editorial acquisition, copyediting, design, grant writing, website maintenance, production, advertising, fundraising, subscription management, and adhering to a production timeline. Strong organizational and interpersonal skills are essential, as the Managing Editor will supervise a staff of graduate students and will work with a variety of professionals both within and outside of the university. Depending on interest and qualifications, the Managing Editor may participate in selecting manuscripts and have a chance to put his or her editorial stamp on the journal.

A secondary responsibility of the Managing Editor will be assisting in the development of the literary imprint, Lookout books and other projects of The Publishing Laboratory at UNCW, especially projects related to *Ecotone*.

Duties include the following:

- Consulting with the Publisher (Director of The Publishing Laboratory) on acquisition;
- Developmentally editing manuscripts;
- Assisting as directed in copyediting;
- Especially during the period between May 15 and Aug. 15 when *Ecotone* does not accept submissions, he or she will work closely under the supervision of the Director of The Publishing Laboratory on Lookout and other projects as needed.

### **Qualifications**

A minimum of two years of magazine or publishing experience and a BFA in Creative Writing or a BA in English, with an MFA preferred. Other desirable qualifications include familiarity with the *Chicago Manual of Style*, experience in proofreading and copyediting for publication, and proficiency in MS Office or similar programs, knowledge of InDesign and preflight operations, and the ability to work well as part of a congenial team

### **Office Administrator**

#### **Summary of Position:**

The office administrator provides daily operational support to the chair and program coordinators. The office administrator is responsible for budget oversight, requisitions, and financial records; reception and public relations; coordination of department newsletter; promotional flyers, brochures, and posters; departmental listserv, webpage, and database maintenance; training and supervising part-time and student office assistants; faculty and numerous visiting writers' travel arrangements; chair's appointment schedule and basic correspondence. Must have excellent organizational and interpersonal communication skills. Computer proficiencies should include Microsoft Word, Excel, Access, Pagemaker, and VAX/SIS/FRS/BANNER.

#### **1. Supervisory duties:**

- Supervises office assistant and recruits, interviews, and hires student workers. Works with them to delegate assignments submitted by chair, undergraduate coordinator, assistant MFA coordinator, and MFA coordinator.
- Sets office policies and procedures in coordination with the chair.
- Delegates duties of office staff during their absence.

## **2. Departmental duties:**

- Works with chair and coordinators on scheduling classes; serves as department “deacon” for scheduling; arranges for and processes paperwork on part-time faculty.
- Maintains departmental budget; plans, logs, and processes expenditures; processes maintenance contracts, reviews and files monthly audit reports; provides monthly status report to chair; manages student and temporary worker payroll.
- Organizes faculty and graduate student travel arrangements and reimbursement.
- Organizes faculty search arrangements, correspondence, and filing of materials.
- Organizes visiting faculty and visiting speaker travel arrangements, correspondence, and filing of materials.
- Coordinates publicity, press releases, and promotion for departmental events; including posters, flyers and programs; serves as liaison with local bookstores for visiting writer book signings.
- Greets visiting students, parents, staff, and community members; answers phone, handles community queries about events; directs students and visitors to appropriate sources.
- Maintains department roster and directory of students and faculty.
- Maintains confidential files.
- Handles correspondence for chair.
- Assists chair with report compilation and verifications.
- Oversees purchase and distribution of furniture, equipment, and supplies.
- Oversees trust fund accounts, research accounts, and awards.
- Processes and maintains files for administrative forms.
- Maintains and oversees maintenance of department filing system.
- Oversees departmental mail.
- Oversees office, computer, and key assignments.
- Oversees maintenance of teaching records.
- Makes arrangements for departmental receptions, ceremonies, readings, and other functions.
- Attends and assists at department sponsored events.
- Coordinates development of departmental newsletter, promotional materials, and web site.
- Keeps inventory of Publishing Lab books, supplies, and office equipment.
- Processes payroll for part-time faculty, teaching assistants, and visiting writers.

### 3. **Coordination with the College of Arts & Sciences.**

- Submits requests for offices for part-time faculty and visiting faculty as well as for numerous meeting rooms.
- Works with administrative manager on budget information as needed.
- Works with dean's office SIS liaison for changes to SIS that the department deacon cannot make.
- Ensures meeting of dean's office deadlines for submission of materials.

#### **Office Assistant**

**(Note: Current office assistant also functions as MFA assistant)**

##### **Summary of Position:**

The office assistant helps the office administrator with the daily operations of the departmental office, providing support for faculty and GTAs. The office assistant also helps the MFA coordinator with the admissions and administrative processes of the MFA program. The office assistant maintains program databases, files, and records, processes and maintains files, distributes department mail, and attends and assists at departmentally sponsored events.

The office assistant also greets visiting students, parents, staff, and community members; answers phones, handles community queries about events; directs students and visitors to appropriate sources.

The principal challenges have to do with admissions. Approximately 400 applications are received yearly. Each must be routed for review and assessment by faculty members. Precise informational databases and detailed rankings must be maintained. Recruitment is highly competitive, requiring accurate and timely record-keeping.

#### **Policy on Staff Professional Development**

The Department of Creative Writing is committed to providing time for internal training and monetary resources for external training to those staff with the initiative to pursue further learning. Staff members are encouraged to approach the chair when such opportunities arise.

### **III.1 FACULTY RESPONSIBILITIES AND EVALUATION**

The responsibilities of university faculty are traditionally considered to be teaching, research and/or artistic achievement, and service. A description of these responsibilities and the evaluation of them is in the POLICIES of ACADEMIC FREEDOM AND TENURE document (see *UNCW Faculty Handbook*, Appendix A), in the statement of CRITERIA FOR REAPPOINTMENT, PROMOTION AND AWARD OF TENURE (see *UNCW Faculty Handbook* [Appendix C], and in the FACULTY GOVERNANCY DOCUMENT (see *UNCW Faculty Handbook*, Appendix E), and in the FACULTY SENATE BYLAWS AND STANDING RULES (see *UNCW Faculty Handbook*, Appendix F). The following section of the *Policies and Procedures Manual* provides specific information about teaching workload and the evaluation of faculty performance within the Department of Creative Writing. Please see the section of the *UNCW Faculty Handbook*, "Faculty Responsibilities and Evaluations," for additional practical information about topics related to teaching (i.e., Section IVA and IVB), research (Section IVC), service (Section IVD), and to the responsibilities associated with these, as well as general information about the evaluation of faculty performance.

### **Senior Faculty Status**

Senior faculty in the Department of Creative Writing consists of all tenured associate and full professors. Senior faculty members gather as a body when called by the chair of the department to deliberate and vote on reappointment, tenure, and promotion decisions, with the exception that evaluation of the credentials of a candidate for promotion to full professor shall be conducted by full professors only.

### **Graduate Faculty Status (update approved 4/1/14)**

Because the graduate curriculum must afford the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship, particular credentials and experience are required of graduate faculty. Those engaged in graduate teaching should demonstrate, by their involvement in institutional and professional activities, their commitment to the academic community, the institution they serve, their students, and their academic disciplines.

### **Eligibility for Graduate Faculty Status (update approved 4/1/14)**

In addition to the university-wide criteria, the Department of Creative Writing recommends the following criteria specifically for its departmental appointment to graduate faculty status.

The Department of Creative Writing expects that graduate faculty members will maintain standards of excellence while contributing actively and substantially in their respective fields of professional interest. Therefore:

1. The creative record of individual faculty over a five-year period must include publication resulting from peer review, of one book; or five substantial periodical publications; or equivalent works of, or accomplishments in, creative writing at a national recognized level.
2. In addition, the creative record should include participation in other significant research activities such as those enumerated below, as well as active participation in the graduate program.

Creative and research activities in creative writing may assume any of the following forms: publishing books or book chapters; published journal articles; published creative work (poems, short stories, novels, personal essays); book reviews/review articles; research reference entries; manuscript reviews; media interviews; editing of journals; grants, awards, and honors; participation in workshops at writers' conferences; professional consultation; contest judging; conference presentations; public lectures; readings or performances of a creative nature; and other publications, in traditional or electronic formats.

As an exception to the creative-record criteria described above, graduate faculty members who teach publishing arts courses must demonstrate equivalent professional experience and active and substantial contributions at the national level in the field of publishing.

1. The creative record of individual publishing arts faculty over a five-year period must include participation in significant professional research activities, including *at least five* of those categories enumerated below, as well as active participation in the graduate program.

Creative and research activities in publishing arts may assume the following forms: published articles or essays about editing, book design, or other aspects of publishing arts; books or book chapters about the field of publishing; book reviews/review articles; manuscript reviews; media interviews in a national outlet; administration or editorship of a literary journal or press; substantive editing of journals or books; copyediting of journals or books; art direction of journals or books; design of journals or books; editorship of or contributing editorship to a national literary blog; planning and implementation of digital strategy for a literary journal or book; planning and implementation of sales and marketing strategies or promotional plans for books; oversight of book or journal distribution; execution of authors' publicity plans; service as principal investigator for an organizational grant; development strategy and cultivation of prospects; individual grants, awards, and honors in publishing; publishing presentations at writers' conferences; professional consultation; contest judging; active service as a board member of a publishing institute, press, or journal; public lectures; and public panel contributions.

Reappointment for Graduate Faculty Status must be determined every five years by the chair in consultation with the rest of the graduate faculty.

### **Distinguished Visiting Faculty Status**

When hiring distinguished visiting or part-time faculty at the graduate level, all department faculty must endorse the recommendation. The chair then recommends hiring and justifies in writing the credentials in question to the deans of the college and the Graduate School.

Distinguished visitors without terminal degrees employed to teach at the graduate level must have equivalent professional experience and success as judged by the department's graduate faculty, chair, and the Graduate School. Appropriate workload decisions are made by the chair with the approval of the Dean of the College of Arts and Sciences and written in contract form prior to the residency period. Though their service obligations are light, generally, it is expected that Distinguished Visiting Faculty in an ongoing capacity will contribute to the life and development of the department in important and recognizable ways. For these Distinguished Visiting Faculty, teaching, creative activity, and professional credentials will be the primary focus of yearly review; though they may not require peer observation, they will be evaluated annually as continuing faculty. Temporary one-month or one-semester distinguished visitors are primarily expected to serve the department's student community to the best of their ability. Because of the high quality of these faculty members' credentials, the normal systems of oversight will probably be unnecessary. It is, however, expected that the chair and MFA Coordinator will remain especially attuned to the opinions and needs of both students and instructors in these cases. All visiting faculty are expected to keep regular and accessible office and tutorial hours, in addition to being available to visit the classes of other instructors at both graduate and undergraduate levels. All Distinguished Visiting Faculty undergo evaluation.

Department policy seeks to assure all part-time and visiting faculty adequate office space and access to a computer for such university purposes as grading and communication with

students and departmental administrators. Ideally, no more than two such faculty members will have to share an office.

### **Lectureship Status**

A faculty member holding a continuing lectureship (defined as more than a one-year contract) shall receive the same consideration and enjoy the same departmental rights as tenure-track and tenured faculty. Correspondingly, a continuing lecturer shall share in the range of responsibilities normally assigned to tenure-track and tenured faculty. Exceptions to the above are noted below:

1) Although a continuing lecturer is subject to the same mode of annual evaluation as other faculty, he/she may but is not required to participate in the assessment of other faculty.

2) Strictly speaking, involvement in personnel matters regarding tenure/tenure track faculty, shall be restricted to tenure-track and tenured faculty; however, the spirit of the department demands that all continuing faculty be allowed to voice their opinions on departmental issues.

### **Procedures for Recruitment of Full-time Lecturers**

Normally the lecturer position is a renewable one-year contract with the usual expectation of a full faculty workload. Such positions must be advertised, at least at the local level. Occasionally a lecturer appointment will be for one year only, typically to replace a permanent faculty member on a full year's leave of absence. One-year replacements do not need to be advertised. Lecturers' credentials must meet the criteria expected of all teaching faculty. To ensure the quality of the students' educational experience, the department is responsible for the orientation, supervision, and evaluation of lecturers.

- Duties are primarily instructional in nature.
- Lecturers are hired without expectation of (or commitment for) continued employment.
- Lecturers have the same health benefit options as tenure-track faculty, are eligible to participate in limited optional deduction programs, and are covered by workers' compensation.

### **Authorizing the Search:**

All requests to hire lecturers must receive approval from the dean.

### **Procedure:**

The chair, with the dean's concurrence, determines where position advertisements should be placed. Qualified applicants are chosen according to department policy. The chair verifies credentials and forwards the recommendation to the dean for approval. The dean, after consultation with Human Resources, makes the final decision. If approved, the chair extends an offer to the candidate.

### **Processing:**

- The chair must complete [Form HR 3.35 \(EPA Permanent Personnel Assignment Form\)](#) immediately upon finalizing a hiring commitment, as all authorizations, compliance reviews, and personnel assignment processes must be completed before the assignment begins.

- The chair must submit completed and approved HR 3.35 forms to meet the published payroll cutoffs.

**Documentation:**

All non-tenure-track positions require candidates to possess a master's degree with at least 18 hours of graduate study in the teaching discipline. For all new temporary EPA employees, the following documentation is required:

- a. The chair must send the following (along with Form HR 3.35) to the Dean of the College of Arts & Sciences for assignment processing:
  - Completed Personnel Record Data Sheet.
  - Curriculum vitae.
  - Three letters of reference.
  - Official transcripts for each degree earned.  
(no photocopies or transcripts stamped "issued to student")  
*Transcripts should be sent directly to the Office of the Dean of the College of Arts & Sciences from the granting institution.*
- b. The chair must send the following directly to Human Resources:
  - Completed W-4 (Federal Tax Withholding) and NC-4 (North Carolina Tax Withholding).
  - Completed (original) Form I-9, INS Employment Eligibility Verification  
*Note: Form I-9 must be completed and verified by the end of the third day of employment. If this deadline is not met, federal regulations require that employment be discontinued.*
  - Criminal Background Check.

**Part-time Faculty**

The chair has responsibility for the hiring and oversight of all part-time instructors teaching on a course-by-course basis. It is expected that the chair will seek advice and endorsement from faculty as deemed appropriate. The chair then recommends hiring and justifies in writing the credentials in question to the deans of the college and the Graduate School. Though it is the desire of the faculty that the appropriate credentials be either the MFA or PhD in Creative Writing, instructors with MA degrees, coupled with strong credentials and experience, may be considered for part-time teaching. When hiring faculty to fill positions in any future distance-learning courses or course component, these faculty must meet all the criteria listed for traditional faculty. Oversight of the faculty member teaching on a course-by-course basis remains the responsibility of the chair. The chair or another permanent faculty member must observe at least one class per semester during the initial three years of teaching for the department. The faculty member should be observed at least once per year, thereafter. IDEA evaluations will be reviewed and kept on file. The chair will discuss any difficulties or suggestions directly with the faculty member. There are no service expectations, nor is an annual peer review required.

With regard to part-time faculty, the college recommends the following:

- The department should not assign a teaching workload to a part-time faculty member greater than that of a "non-research active" faculty member.
- The department should maintain records of the evaluations for future hiring decisions.
- The department should provide feedback to the part-time faculty member from the evaluations and IDEA report.

Department policy seeks to assure all part-time and visiting faculty adequate office space and access to a computer for such purposes as grading and communicating with students and administrators. Ideally, no more than two such faculty members will have to share an office.

### **Procedures for Part-Time Faculty Recruitment:**

The college is dedicated to providing ample full-time teaching positions to support the curriculum and the educational goals of the departments. Rapid enrollment growth, budgetary constraints, unexpected personnel needs, and other factors necessitate the employment of part-time faculty. To ensure the quality of the students' educational experience, the department is responsible for the orientation, supervision, and evaluation of part-time faculty members.

### **Temporary Faculty Employee (EPA):**

- Duties are instructional in nature.
- Employee is hired without expectation of (or commitment for) continued employment. Typically, temporary faculty appointments are part-time in nature and made on a semester-to-semester basis.
- Temporary faculty employees do not earn state benefits, are eligible to participate in limited optional deduction programs, and are covered by workers' compensation.
- 

### **Authorizing the Search:**

All requests to hire temporary EPA employees must receive approval from the dean.

### **Procedure:**

Part-time faculty are normally recruited from existing department files, word of mouth, or local advertisement. Qualified applicants are chosen according to department policy. The chair verifies credentials and extends the offer. The chair, with the dean's concurrence, determines where position advertisements should be placed.

### **Processing:**

- The chair completes [Form HR 1.35 \(EPA Personnel Temporary Action\)](#) immediately upon finalizing a hiring commitment, as all authorizations, compliance reviews, and personnel assignment processes must be completed before the assignment begins.

- The chair submits completed and approved HR 1.35 forms to meet the published payroll cutoffs.

### **Documentation:**

- a. All non-tenure-track positions for part-time lecturers require candidates to possess a master's degree with at least 18 hours of graduate study in the teaching discipline. For all new temporary EPA employees, the chair sends the following documentation (along with Form HR 1.35) to the Office of the VCAA for assignment processing:
  - Completed Personnel Record Data Sheet.
  - Curriculum vitae.
  - Official transcripts for each degree earned.  
(no photocopies or transcripts stamped "*issued to student*")  
***Transcripts should be sent directly to the Office of the VCAA from the granting institution.***
- b. The chair sends the following directly to Human Resources:
  - Completed W-4 (Federal Tax Withholding) and NC-4 (North Carolina Tax Withholding).
  - Completed (original) Form I-9, INS Employment Eligibility Verification  
***Note:*** Form I-9 must be completed and verified by the end of the third day of employment. If this deadline is not met, federal regulations require that employment be discontinued.
  - Criminal Background Check.

### **Graduate Teaching Assistant Status as Faculty**

Graduate Teaching Assistant oversight and mentorship is the responsibility of the MFA Coordinator. All GTAs with primary instructional responsibilities in undergraduate courses will be assigned a mentor who can provide advice, oversee syllabi development, and perform classroom observations.

GTAs in Creative Writing have classroom lecture and workshop responsibilities. These primary teaching assignments are made only after the student has earned 18 semester hours credit and participated in an extensive teaching preparation program (see *MFA Program Handbook*). It is the department's responsibility to provide access to copying and instructional supplies, as well as adequate office space and access to a computer for such university purposes as grading and communication with students and administrators.

The department and the Graduate School monitor the workload of graduate teaching assistants so that it does not exceed 20 hours/week.

International GTAs can only be given "instructional" duties if they have passed either the Test of Spoken English (TSE) or the SPEAK test (given locally) with scores that are acceptable to both the Graduate School and the department.

### **GTA Training and Workload**

All teaching assistants are expected to work, or study teaching, for 20 hours per week. Teaching assistants are trained by the Department of Creative Writing in the teaching of

creative writing and the teaching of literature. A typical training program consists of the following:

All 1<sup>st</sup> year teaching assistants take CRW 503: Creative Writing Pedagogy during fall. In both fall and spring semesters, they serve as weekly workshop section leaders in CRW 201: Introduction to Creative Writing, a course overseen by a senior faculty member (who is the instructor of record responsible for all grades) that features weekly guest presentations by other regular and visiting faculty. The senior faculty member also works with the teaching assistants as they develop their workshop sections, review student writing, and assume other teaching responsibilities..

Fall: Participate in CRW 201, facilitate workshop groups.

Take CRW 503.

Spring: Participate in CRW 201, RW 203 (Forms of Creative Writing), or FNA 102 (The Creative Process) and facilitate workshop groups.

2<sup>nd</sup> year teaching assistants usually teach independent sections of CRW 201: Introduction to Creative Writing. Each teaching assistant may also teach one or more independent section of CRW 207, CRW 208, or CRW 209. Each GTA is assigned a faculty mentor/observer for departmental classes.

3<sup>rd</sup> year teaching assistants usually teach three independent sections of CRW 201, CRW 207, CRW 208, or CRW 209. Each GTA is assigned a faculty mentor/observer for CRW departmental classes.

### **III.2 Departmental Faculty Workload Guidelines**

#### **Core Faculty Workload**

A full graduate, tenure/tenure track faculty workload consists of teaching and thesis supervision, research and/or artistic achievement, and service. The full workload for a graduate faculty member consists of a teaching assignment of 4 three-credit hour courses per year, including equivalencies; advising of majors and minors; participation in professional development activities, course development, and routine service on departmental and university committees. Equivalencies include thesis direction and committee work. This typical level of thesis supervision, as well as the typical national average 2-2 course load for creative writing professors in MFA programs, as well as the unusually high research expectations for creative writers, is the basis for our standard 2-2 course load for tenure track graduate faculty.

In addition, all tenured graduate faculty members receive an additional course reduction per year, while all tenure track faculty receive an additional course reduction during their fourth year after completion of a successful third-year reappointment review. Other course reductions to encourage preparation for tenure may be allowed at the discretion of the chair.

Mathematical probability indicates that no advisor will have to oversee more than eight graduate academic advisees per year, but faculty /advisee ratios, especially at the undergraduate level, must be closely monitored to keep advisee loads at reasonable and effective levels.

It is expected that faculty members will initiate service activities and accept such assignments at the request of the chair, the dean, the faculty senate, the provost, or the chancellor. The chair is responsible for setting course loads and for being cognizant of factors specific to individual cases and semesters. Also, the calculation of instructional loads should take into account such factors as number of preparations, number of students taught, nature of the subject, and help available from secretaries and teaching assistants.

It is departmental policy that faculty assuming internal duties beyond the norm should be adequately compensated by course release time to avoid encroachment upon the quantity and quality of work they perform.

Tenure/ tenure track faculty who do not have graduate faculty status will teach the standard four course load per semester.

The standard workload for lecturers, also, is four courses per semester. Lecturers may receive course reductions for advising and administrative service as would any other faculty member.

### **Policy on External Obligations**

It is departmental policy that faculty may not assume external duties which encroach upon the quantity and quality of their instruction. Professional activities and service that bring honor to the department, but do not interfere with faculty obligations to students and the department, are encouraged. The consideration of any long term external activity that might be, or be perceived as being, of a compromising nature to the faculty member's regular duties should be discussed with the chair. The assumption of such external obligations by junior faculty members is strongly discouraged.

### **III.3 HIRING OF FACULTY**

The department must maintain an orderly process for recruiting and appointing its core faculty. The department is subject to and abides by all federal and state regulations, all University of North Carolina institutional policies, and all campus policies and procedures concerning employment. The following supplementary procedures apply at the departmental level: The chair is responsible for coordinating the hiring process with the university compliance officer and the office of the Dean of the College of Arts and Sciences. The chair works with the department to prepare an announcement describing the position. The chair appoints the search committee and its chair. The chair oversees the process of advertising the position in the appropriate venues and publishing it according to institutional and professional guidelines.

The search committee chair receives all applications, compiles a roster of candidates, and routes candidates' materials to the office administrator who maintains these files in the front office. Upon reviewing the applicant files, the committee meets to recommend phone interviews and/or AWP interviews, any appropriate follow up, and narrows the field to no fewer than three applicants to be interviewed on campus. Prior to these interviews, the dossiers of the finalists are made available for faculty review. With the department's approval, the chair of the department forwards the recommendation to the dean and to Human Resources. The search committee chair coordinates all of the arrangements (travel, hotel, and schedule) for the on-campus interviews.

The campus interview includes a reading, a workshop session, and any informal interviews with faculty and students necessary to best judge all aspects of the applicant's professional abilities. It also includes a formal interview with the dean or a representative from his or her office. After all candidates have been interviewed on-campus, the department chair convenes a special meeting of the department to discuss the candidates and to arrive at a hiring recommendation.

The department acts as a committee of the whole and votes by secret ballot. The first ballot will determine the acceptability of each candidate (an unacceptable candidate is determined by a simple majority of those present and casting ballots and will be removed from the remainder of the balloting process). In separate balloting, the department votes for first, second, third (and if applicable, fourth) place rankings of the acceptable candidates. A candidate must receive a

simple majority of those present and casting ballots in order to receive an offer (proxy ballots will not be accepted). The chair is responsible for the final hiring action at the departmental level: submitting a recommendation to the dean, tendering an offer to the candidate and negotiating salary, and completing all paperwork required to hire a new faculty member.

### **Distinguished Visiting Faculty**

When hiring distinguished visiting faculty at the graduate level, whether by advertisement or by invitation, and for any period of time, all appropriate department faculty, usually the graduate faculty, endorse the recommendation. The chair then recommends hiring and justifies in writing the credentials in question to the deans of college and The Graduate School.

### **Part-time Faculty**

The chair has responsibility for the hiring and oversight of all part-time instructors teaching on a course-by-course basis at the undergraduate level. It is expected that the chair will seek advice and endorsement from faculty as he/she deems appropriate. The chair then recommends hiring and justifies in writing the credentials in question to the deans of the college and the Graduate School. Though it is the desire of the faculty that the appropriate credentials be either the MFA or PhD in Creative Writing, instructors with MA degrees, coupled with strong credentials and experience may be considered for part-time teaching. When hiring faculty to fill positions in any future distance-learning course or course component, these faculty must meet all the criteria listed for traditional faculty.

### **Orientation**

Though all experienced faculty must be conscious of any help, support, or information new faculty might need, orientation of new faculty is the responsibility of the chair. Tenure-track faculty are immediately assigned a mentor from the senior faculty. This mentor will remain available to him/her throughout the first five years of employment, aiding the new faculty member in understanding all departmental processes and expectations. In addition, during the first semester of employment, all new tenure-track faculty must meet with the chair to discuss the departmental expectations for tenure. A document signed by both parties, and reflecting the specific content and concern of this meeting, must be placed in the faculty member's personnel file.

Part-time and visiting faculty meet with the chair prior to teaching for clarification about syllabi, grading practices, general curriculum issues, and personnel issues. It is the chair's responsibility to monitor the success and progress of the faculty member's teaching and other commitments to the department, supplying sample syllabi and texts and any information that might be helpful.

All new faculty receive copies of the *CRW Policies and Procedures Manual*, *The Undergraduate Advising Handbook*, *The MFA Handbook*, the *UNCW Graduate Catalogue*, the *UNCW Undergraduate Catalogue*, and information sheets regarding access to library services and university computing services and servers.

## **III.4 EVALUATION OF CONTINUING AND PART-TIME FACULTY**

Teaching, research, and service contributions of each full-time faculty member are summarized in annual reports written by each faculty member. The department requires that all faculty members who are peers or senior in rank evaluate this report; faculty members junior in rank may evaluate this report but are not required to. The comments of these reviewers form part

of the annual evaluation written by the chair, a copy of which is given to the faculty member for signature and response. These evaluations indicate areas of satisfactory or superior performance, as well as areas in which improvement is needed. The department chair meets with each untenured faculty member following the evaluation to discuss these results. All other faculty members are invited to meet with the chair should they so choose. This annual review, paralleling requirements for reappointment / tenure / promotion and post-tenure reviews, is both a chair and peer evaluation process and results in merit salary recommendations forwarded by the chair to the dean. In addition, reappointment, tenure, promotion, and post-tenure reviews are conducted following university policies and evaluate teaching, research, and service. Finally, teaching, research, and service contributions are evaluated at the university level for particular faculty who are nominated for university awards in these areas.

The evaluation of a faculty member's performance, recognized as integral to the development of the institution, is used to make decisions about promotion and awarding of tenure, and serves as a basis for recommendations for merit salary increases. The criteria that are used in evaluating faculty performance are those in Appendix C of the *UNCW Faculty Handbook*, as well as criteria developed by the department. Non-tenured faculty are involved in an intensive process of evaluation that may ultimately lead to promotion and tenure. Tenured faculty are evaluated according to the guides set by the institution for Post-Tenure Review (see *UNCW Faculty Handbook*, IV E.4).

Each faculty member, tenured or untenured, will report all professional activities and teaching evaluations to the department chair in an annual report based upon the university's format for RPT recommendations (see *UNCW Faculty Handbook*, Appendix C).

Orientation and supervision of all part-time faculty members are the responsibility of the chair. Each part-time faculty member is evaluated annually in the following manner: 1) A faculty member assigned by the chair observes a class and reviews teaching materials (syllabus, handouts,

### **Annual Review by Department Chair**

Annual written evaluations are made of each faculty member by the departmental chair. This evaluation is done in conjunction with a review of the faculty member's annual report. Copies of the chair's annual review for each member of the faculty are kept on file in the chair's office, and a copy of each must be provided to the faculty member. Faculty have the opportunity to reply in writing to the chair's evaluation. Recommendations for merit increases rely heavily on the chair's evaluation, but recommendations for reappointment, tenure, and promotion do not solely rely on the chair's annual reviews. The chair's evaluation draws from peer evaluations, student evaluations, and subjective assessments.

### **Peer Evaluation**

An Annual Faculty Report dossier shall be prepared by all full-time faculty based upon the previous year's activities and made available for peer review through Digital Measures. The dossier outline should follow the university's RPT format and include a self-evaluation of class performance, research/artistic achievement, and service for the year. As appointed by the chair, senior faculty members shall read the dossiers of untenured faculty members, in order to provide recommendations to the chair, using the Peer Review Summary sheet provided (see Appendix A) and the department's criteria for Reappointment, Promotion and Tenure as a guide. Any faculty member at any rank may review faculty at any other rank, but this is not required. Faculty *must* review colleagues at their rank and below. Full Professors evaluate each other and

all other faculty. Full and Associate Professors must review tenure-track faculty and full-time continuing lecturers. Associate Professors must evaluate each other and all tenure-track or continuing faculty. Assistant Professors must evaluate each other and full-time continuing lecturers. Lecturers must evaluate one another and may review professorial colleagues. Upon review of dossiers, peer reviewers shall present their signed evaluations in writing as advice to the chair, who will then write annual evaluations for each faculty member. The peer review summaries for the chair shall be given to the department secretary and sent directly to the Dean of the College of Arts and Sciences for inclusion in the dossier file in that office.

### **Peer Teaching Observation**

The chair assigns classroom observations at the beginning of each semester. All untenured faculty shall be observed two times during each calendar year by a senior faculty member. Tenured faculty and permanent lecturers may request a classroom observation on a voluntary basis. Departmental forms are required for reporting these observations. It is the observing faculty member's responsibility to provide copies to both the observed faculty member and the department chair. It is expected that these observation reports will provide specific constructive criticisms and advice.

### **Evaluation of Part-Time faculty**

The chair is responsible for hiring and evaluating part-time lecturers. Each part-time lecturer will be evaluated on his or her teaching performance once per academic year in the following manner:

- 1) A faculty member assigned by the chair will review the syllabus and any other relevant teaching materials, observe a session of a class, and write a report on the departmental form. As is the case with other faculty observations, the observer will confer with the lecturer before and after the class session. The chair and the lecturer will both receive a copy of the observation report.  
OR
- 2) If a lecturer is teaching online, a faculty member assigned by the chair will be enrolled in the class to evaluate materials and online interaction, reporting on the departmental form.  
AND
- 3) The chair reviews both the observation report and the lecturer's IDEA report and writes an end-of-year evaluation letter noting the lecturer's performance for CAS, a copy of which is given to the lecturer. The lecturer may, at his or her discretion, meet with the chair to discuss the letter. In the case of a poor performance evaluation, the chair will communicate to the lecturer areas that require improvement and formulate a plan to meet those requirements, assigning a faculty mentor to monitor and report on the lecturer's progress.

### **Evaluation of Graduate Teaching Assistants (GTAs)**

GTAs are monitored and evaluated by their assigned faculty mentors each semester, who help them identify areas for improvement in an ongoing way. The evaluation is placed in the GTA's personnel file and a copy is given to the GTA. A copy endorsed by the chair is sent to CAS at the end of the academic year along with the evaluations of all other full and part-time

instructors. The mentor discusses the evaluation with the GTA as part of the ongoing mentoring process. The chair reviews both those evaluations and the IDEA report to determine that the GTA is performing at an acceptable level in the classroom. If so, no action is taken. If the evaluation reveals serious concerns, the chair confers with the MFA Coordinator and the GTA's mentor to formulate the appropriate course of action.

### **Student Evaluations**

Every faculty member is evaluated by students every semester in all courses (including summer school) using the institution-wide IDEA questionnaire. This questionnaire and the instructions for administering it were developed by the Faculty Senate. Both are in the *UNCW Faculty Handbook*, Appendix J. The use of the IDEA is mandatory, although additional student evaluation questions may be appended to the IDEA. The department chair receives the results of the IDEA report from the Office of Institutional Research and shares them with the faculty every semester. In addition, graduate students may complete narrative assessments of their individual courses and instructors. These narratives may be supplied to the chair with the faculty members' annual review materials.

### **Merit Policy**

Among the ways in which full-time faculty members' salaries may be increased in a given year are promotion raises, merit raises, cost-of-living raises, adjustments for inequities, and one-time bonuses. The amount and kind of increases depend somewhat on legislative appropriations and directives from General Administration and the UNCW administration. Merit pay, which should be considered a separate type of raise from either promotion, cost-of-living, or other types of raises, is added to a faculty member's base salary in recognition of exceptional performance. When merit increases are to be granted, a total amount is allocated to the department by the Dean of the College of Arts and Sciences from funds designated by the state legislature for that purpose. The department chair makes merit recommendations to the dean, based on the amount available for merit increases. Merit recommendations are based upon the chair's annual review of each faculty member. The annual review is based upon the faculty member's performance in the three areas of teaching, research and/or artistic achievement, and service as assessed by the chair, whose assessments may be partly based on recommendations from peer reviews.

### **Reappointment, Promotion, and Tenure**

Any MFA program with national aspirations such as ours must develop appropriate and competitive individual credentials in its genres of study. It is equally important that faculty members complement each other personally and professionally. Therefore, RPT processes should not only reward individual strengths and accomplishments, but should try to reflect an effort toward heterogeneity of contributions. In the following guidelines, standards for teaching, publication and service should be taken to represent a variety of types of excellence, rather than a fixed set of standards. In other words, the individual's full range of contributions matters more than his or her accomplishment of prescribed tasks. The *UNCW Faculty Handbook*, Appendix C, states that "it is essential that the University Faculty be composed of individuals with superior personal and professional qualifications." Like any other department, our primary business is teaching. Therefore, we believe that reappointment, tenure, and promotion exist primarily to develop a faculty with demonstrated excellence and versatility in the classroom. Artistic accomplishment, service to the university community, and profession, are also major criteria for any stage of the RPT process. Our policies in these areas are consistent with the policies of the

University of North Carolina (as stated in The Code of UNC and the *UNCW Faculty Handbook*), as well as with major national creative writing programs. It is important to note that since this is a fine arts department, creative activity should be considered the equivalent of scholarly research and publication; in fact, creative activity should be the norm and expectation for RPT purposes.

### **Promotion in Rank and Reappointment: Definitions and Expectations**

It is recognized that individual strengths vary. For creative writers, fulfilling most of the items listed in the following categories may be appropriate for faculty reappointment and/or promotion, especially if the candidate has shown extraordinary achievement in his or her core specialties.

**Lecturer:** Any full-time teaching member, regardless of qualifications, who holds a year to year temporary appointment; not eligible for tenure but eligible to promotion to Senior Lecturer after two three-year contracts upon recommendation by the chair.

**Instructor:** The university considers this rank to be the entry-level position for full-time teaching faculty without full credentials (terminal degree, publications, and/or university teaching experience) to be hired at the assistant professor level.

**Assistant Professor:** For reappointment as assistant professor, candidate must meet the following criteria: a) demonstrated evidence of development, effectiveness, and range in the classroom. b) regular publications in national magazines, substantive progress toward completion of a full-length manuscript in the candidate's core genre. c) significant participation in and service toward the literary life of the community and state. d) completion of the appropriate terminal degree (MFA and/or PhD)

**Associate Professor:** Because an associate professorship constitutes senior faculty appointment with all the implied responsibilities, the promotion from assistant to associate professor is the most momentous promotion a professor can earn. Associate Professors of creative writing should meet the following criteria: a) demonstrated and consistent excellence in teaching; b) regular publication or production of creative writing (fiction, poetry, creative nonfiction), including full-length book publication, and regular placement of shorter pieces (stories, poems and/or essays) in respected national magazines and journals; c) awards and recognition for their work such as fellowships and/or national prizes; d) significant positions of service to the literary life of the university, community, and state.

**Professor:** For appointment to the rank of professor, the candidate shall have established distinguished credentials in the four areas of teaching, publishing, recognition, and service. Publications and artistic recognition should demonstrate wide acceptance on a national level; teaching and service should demonstrate wide acceptance throughout the university and the communities it serves.

**Distinguished Artist Professor** (not yet in effect): This title is conferred on faculty members attaining the rank of Professor who have maintained active research and graduate status continuously for ten years.

### **Tenure**

The policies of the University of North Carolina state that professional competence, academic and professional growth, potential for future contribution, teaching effectiveness, and institutional needs and resources are the general areas on which evaluation for tenure rests. (For specific criteria in Creative Writing, see number 4 above.)

## **Teaching Effectiveness**

Evaluation of educational effectiveness occurs through a variety of means and includes evaluation of teaching and learning, research, and service. All faculty (including graduate teaching assistants) in all courses offered within the department receive IDEA evaluations each semester. The results of these evaluations are reviewed by the department chair and used in consideration of teaching assignments. IDEA evaluations are also used in the formal annual evaluation process and reviews for reappointment, promotion, tenure, and post-tenure review. Teaching by permanent lecturers and those who have not yet been granted tenure is also evaluated twice each year during classroom visits by senior faculty. These reports are included in the end-of-year review dossier, then reviewed by all peers and faculty senior in rank to the faculty person. They will be annually reviewed for their effectiveness and revised as necessary. Graduate teaching assistants also undergo evaluation during classroom visits by faculty mentors each semester using the same form used for faculty peer evaluation.

Since teaching is based on human interaction, it can be difficult to quantify teaching effectiveness. Final evaluations of teaching must therefore be left to the chair's discretion. The following types of evidence may help contribute to the decision-making process:

### **Documentation of Effective Teaching**

Course syllabi and summaries, including statement of course objectives and procedures for all courses taught for the period under evaluation (all faculty must prepare syllabi for every course taught which contain course goals, texts, requirements, grading criteria, and attendance policies).

- Peer reviews of classroom teaching.
- Documented efforts to develop innovative and effective pedagogy.
- Student evaluations (IDEA qualitative responses).
- Publications, recognition, awards, fellowships, etc. by students .
- Grants and fellowships for teaching.
- Mentorship, advising or counseling students.

### **External Evaluation**

Tenure-track faculty members are required to submit to external evaluation for tenure and promotion to any senior rank. The chair will solicit from the candidate the names of five external evaluators in the genre. The candidate will provide them in a timely fashion, along with contact information. The chair will then confer with departmental colleagues in the candidate's genre and solicit at least three other names of evaluators with contact information. The chair will then choose up to three evaluators from the pool, with at least one coming from the candidate's suggested list. The evaluators will be sent all available published books by the candidate, as well as any serial publications provided by the candidate, in order to comment on the substance and artistic quality of the creative work only (not teaching or service). The evaluators' letters will be sent to the chair and forwarded to CAS as part of the RTP package.

### **Post-Tenure Review**

#### **CAS Post Tenure Review Requirements**

Post-Tenure Review was implemented in the 1998-99 academic year and revised effective 2016-17. Post-Tenure Review occurs at the department level, as do the annual

evaluations. According to the [UNCW Post Tenure Review Policy](#), "each department shall establish a procedure for peer review, which must include an evaluation by at least three tenured colleagues of the faculty member's record in teaching, research/artistic achievement, and service.

Each department shall have a post-tenure review policy in writing. The policies must be filed with the dean's office and should mirror the UNCW policy in terms of content and organization but should substitute departmental specifics for general guidelines.

The departmental policy should specifically state what standards are required for a rating of "satisfactory," exemplary," and "deficient." The policy should clearly specify a format for submitting the material for review, indicating what documentation is required and what is optional. The question of whether classroom observation will be required or optional is also a departmental decision.

### **Post-tenure Review Guidelines**

All faculty members whose primary responsibilities include teaching (50% or more) must undergo PTR review no later than the fifth academic year following their last review, promotion or return to faculty status. All tenured faculty members must prepare, by September 1, at the beginning of their PTR cycle from the fall in which this policy is implemented or they are tenured, in consultation with the chair, a brief, written five-year plan or set of goals (see examples below). This plan is modifiable annually in consultation with the chair. A faculty member under review completes a succinct report of his or her professional activities for the previous five years in relation to these goals. This report is made available to the Post-Tenure Review committee, comprised of all senior faculty members. Each committee member prepares a separate report which are signed and given to the department chair. The chair reviews the reports and writes the chair's evaluation. The evaluation will state the outcome of (exceeds expectation, meets expectation, does not meet expectations) and the major reasons for the determination. The faculty member and the chair meet and sign the evaluation in acknowledgment of its receipt by the faculty member. The chair forwards a list of the peer evaluators, a copy of the evaluation, and the faculty member's response (if any) to the dean. For additional information on timetable, procedures, criteria, outcomes, and due process, please consult the UNCW policy on Post-Tenure Review in the faculty handbook. The faculty member's record will be evaluated by the Dean, and the review will follow procedures in the event of any finding of "Does not meet expectations," as outlined in the Faculty Handbook, section 5.

### **Criteria**

Annual evaluations for the period under review will substantially inform the PTR process; however, annual reviews should not be substituted for the "comprehensive, periodic, cumulative review" required by UNC Policy 400.3.3

Each faculty member reviewed for post-tenure review shall be given an assessment that is in one of the following three categories: exceeds expectation, meets expectation, does not meet expectations.

Criteria for **meeting expectations** are professional competence and conscientious discharge of duties in relation to goals/plan established at the beginning of the review period, taking into account distribution of workload as assigned by the department chair. Performance below these criteria **does not meet expectations**.

Criteria for **exceeds expectations** are sustained excellence in the teaching,

research/artistic achievement, and service portfolio; and professional performance that is substantially above expectations and that significantly exceeds the performance of most faculty in the unit and the university.

### **Sample Goals for Faculty PTR Plans**

As tenured faculty now must, per GA and UNCW policy, prepare, in consultation with chair, a plan or set of goals to be considered as part of their PTR process. We stress that these are not aspirational goals. They are designed to comply with the mandate and to help chairs and faculty set a floor for the reviewed to work towards “meets expectations” per the policy. It is also important to note that, per the policy, the assessment of candidates for PTR is holistic and does not depend exclusively on progress towards chosen goals.

#### **Teaching**

- To maintain IDEA results that are in line with departmental averages
- To achieve results in peer evaluation that are acceptable in relation to departmental expectations
- To teach a full load of courses as determined in consultation with my chair
- To advise majors conscientiously and in close connection to curricular developments/help my advisees graduate in a timely manner and accomplish their educational goals
- Revise/kept current course materials and syllabi
- To take advantage of professional development opportunities to improve my teaching
- To engage in high-impact teaching practices and take advantage of opportunities to mentor graduate and undergraduate students

#### **Research**

- To remain/obtain research active in relation to CAS/College standards
- To remain current in my field
- To take advantage of opportunities to engage in professional development related to research
- To seek support for my research activities

#### **Service**

- To provide service to my profession
- To provide service to UNCW
- To provide service to my department and college
- To provide professionally appropriate service to my community
- To strengthen the university community

### **The Faculty Member Report**

A faculty member in the Department of Creative Writing who undergoes post-tenure review should prepare a succinct report providing a brief account of their performance in relation to their goals/plan and an unelaborated listing of professional activities limited to the period under review (in most cases, the previous five years).

This listing should contain the following information:

1. Cover Sheet: A 1-2 page cover sheet summarizing, comparing and justifying the candidate’s performance to the expected RTP performance levels for all applicable areas (teaching, service and/or scholarship)

2. Courses taught (listed in numerical order not chronological order)
3. Documentation of publications, scholarly presentations and/or artistic presentations
4. Service activities · University · College · Department · Profession · Community
5. Awards (teaching, research, service)
6. Annual Evaluations: Copy for the five most recent years.
7. Attachments · Curriculum vita, peer evaluations of teaching, evidence of scholarship, copy of the 5 year goals plan, Official IDEA results will be appended to the faculty member's report by the chair.
8. Additional materials: Candidate may provide additional evidence of performance as desired.

### **III.5 PROFESSIONAL DEVELOPMENT: PUBLISHING AND ARTISTIC ACHIEVEMENT**

According to the Faculty Senate report on Reappointment, Promotion, and Tenure, "Scholarship is expected of every faculty member. Besides a mastery of the fundamentals of a discipline, it involves a thorough familiarity with its various areas, problems, and continuing investigations; it necessitates staying abreast of the relevant literature and includes the ability and insight to organize, synthesize, and evaluate effectively the work of others." Translated into the language of the creative writing community, this expectation addresses one of the core principles of our pedagogy; we recognize that much of our value and expertise as practicing writers depends on sustained productivity and placement of our work. Therefore, it is in our interests not only to expect the most from each other as artists working at the peak of our individual crafts, but to mutually support each other, our students, and other writers in our community in this institutionally central endeavor. Creative writing faculty members should be able to publish regularly in respected, nationally distributed university literary journals or commercial magazines. We recognize that these individual efforts should lead eventually, at appropriate intervals, to full-length (defined by industry standards in each genre) book publication. We also believe that service which furthers the interests of the department in terms of artistic achievement or publishing opportunities should merit consideration as professional development. Faculty members should, finally, commit themselves to regular involvement in readings, writing-related conferences, seminars, and nonprofit arts organizations on the local and/or national level in order to continually enrich their own--and our own--literary and professional lives.

Expectations for publications and artistic achievement at the associate professor level in the Department of Creative Writing are typical for creative writing programs throughout the country and include at least one full-length book in hand or in press with a major university or commercial publisher. Other expectations include most, if not all, of the following: an ongoing history of regular publication (usually in literary genres taught by the professor) in respected literary magazines, university journals, and anthologies; national awards, fellowships and/or other recognition for original writing or writing-relating activities; invitations to give public readings (or other presentations) of works at universities, conferences, bookstores, and/or other venues; book reviews of the professor's writing in respected national magazines; regular or guest editorships for national literary magazines; and/or leadership positions in regional or national writers' organizations.

Expectations for the rank of full professor include an artistically significant body of work comprised of two or more well-received, nationally distributed books in one or more fields of

creative writing; an ongoing history of regular publications in respected literary magazines, university journals, and anthologies; national awards, fellowships, and/or other recognition for original writing or writing-relating activities; a well-established history of giving public readings (or other presentations) at universities, conferences, bookstores, and/or other venues; book reviews of the professor's writing in respected national magazines; regular or guest editorships for national literary magazines; and/or leadership positions in regional or national writers' organizations. Corollary expectations may include external peer or manuscript reviewing; serving as final judge of a literary award or contributing editor of a literary review or anthology; directorship of writers conferences or programs; advisory positions with presses, reading series, or nonprofit arts organizations.

### **III.6 SERVICE**

The Department of Creative Writing encourages its faculty to participate in governance of the university, the college, and the region through service on committees, boards, and other organizations that oversee their interests and activities.

Faculty are also expected to understand the importance of service on the local, regional, and national levels. The Department of Creative Writing holds a particular responsibility as the only terminal degree in creative writing in our region. Each faculty member should be expected to contribute on an ongoing basis to our common literary and intellectual wealth by engaging regularly in service work to other schools, public institutions, nonprofit arts organizations, magazines, conferences, and other venues. This type of work, hereby recognized as integral to our mission, will be a substantive part of the review process during annual reports, hiring, and all RPT evaluations for every tenured or tenure-track professor in our department.

Service to the department and its student body is a crucial element to the success of the department. Below are some positions which must be filled on an ongoing basis.

#### **Departmental Representatives**

Library Representative: Any continuing faculty may serve.

Faculty Senator: Two senior members of the faculty must be elected for a two-year term.

#### **Faculty Sponsorships**

Sponsorships and advising of *Atlantis*, the CRW Graduate Student Association, and the CRW Undergraduate Student Organization are seen as valuable contributions of direct contact with students. New faculty are particularly encouraged to assume these responsibilities as a means of integrating effectively and quickly with the student body.

## **IV. PROGRAM DEVELOPMENT AND REVISION PROCESSES**

### **Long-Term Planning**

Academic Affairs follows a five-year strategic planning cycle. Participating in this process, the Department of Creative Writing develops a five-year strategic plan, including a mission statement that supports the university mission statement, a description of its current status, its goals and objectives for the future, and the strategies for reaching them. Broad guideline statements, a planning outline, and a timetable are provided for plan development. Creative writing faculty devise a planning procedure and prepare a discipline-specific plan, then submit these plans to the dean before the deadline designated in the planning timetable. Following receipt of all departmental and program plans, the dean will call a meeting of all

chairs and directors at which each chair and director makes a presentation summarizing the strategic plan.

A preliminary document listing all current and future needs and strategies for achieving goals for the next five years for all departments and programs will then be developed by the dean's office. The resulting document will be reviewed by the chairs and directors. Following that review, the preliminary document will be expanded, reorganized, and modified to include mission statements; a college vision statement; a description of the planning process' priorities; college goals, objectives, and strategies; and appendices and attachments with summary lists of college, departmental, and program needs and five-year planning guides. The final document will be submitted to the Vice Chancellor for Academic Affairs. The current five-year cycle is 2008-2013.

The Department of Creative Writing will follow all agreed-upon guidelines developed by Academic Affairs. It is also understood that the department will use its *Policies and Procedures Manual* as an outline in order to assure that all administrative, instructional, personnel, resource management, technological, and student needs and policies are revisited in full.

### **Short-Term Planning**

The Department of Creative Writing has a clearly defined process by which its curriculum is established, reviewed, and evaluated, including means to coordinate programmatic and curricular changes. Evaluation and improvement based on evaluation are crucial to the Department of Creative Writing. The extent to which teaching goals are being met is assessed through specific protocols developed for the MFA, BFA, and Publishing Certificate programs; evaluations of individual courses and faculty members through administration of IDEA; classroom visitation; the annual merit evaluation process; and reappointment, promotion, tenure, and post-tenure reviews. Individual faculty continuously evaluate specific courses. This ongoing evaluation has produced revisions of numerous courses in the department to reflect changes in pedagogy or course content.

Planning and evaluation for teaching, research, and service are systematic, broad-based, interrelated, and appropriate. The Department of Creative Writing undertakes annual reviews in a retreat format, utilizing the committee structures established in the departmental policies and procedures manual or one established specifically for the scheduled review. Planning and evaluation occur in the most detailed manner in conjunction with regularly scheduled internal and external reviews (self-studies conducted every ten years in preparation for review by SACS; graduate-program reviews conducted every five years; and the long-range planning activities conducted every five years).

Planning and evaluation in the department must continue to be broad-based within the context of the departmental mission statement. For instance, all tenured and tenure-track faculty, and all continuing faculty of whom such service is expected, are to be included in the process of developing the department's internal three-year priorities plans. All faculty should be involved in ongoing planning and evaluation activities in the department. All members of the faculty will serve on either the BFA, MFA, advisory, or events standing committees. Recommendations from these and other departmental committees are referred to the department for approval.

The advisory committee will be at the heart of all planning activities but will observe the faculty's desire to function as one group as much as possible. It is the responsibility of the advisory committee to advise the chair in defining short and long-term departmental objectives and to examine the ways in which available resources can be best distributed so as to achieve those objectives effectively. Organizational, programmatic and budgetary issues may be brought

to the advisory committee by the chair before policy proposals are presented to the department as a whole for discussion and action.

The department is committed to developing three-year plans in conjunction with the election of the chair for each new term.

### **Outcomes Assessment**

Course completion and graduation rates are available indicators of student achievement in the Department of Creative Writing. GPAs of students and grades earned in capstone courses measure student achievement. Thesis and portfolio review processes allow the department to assess improvements in the quality and sophistication of student writing. In the Department of Creative Writing, student achievement can also be measured by publication, university and national writing awards, selection for departmental or university scholarships, acceptance in strong graduate programs, and acceptance of creative activities for publication or presentation. Job placement rates and graduate school admissions are indicators of student achievement. (See “Student Review” section for more information about tracking the progress of students.)

The first goal of departmental outcomes assessment is to monitor departmental effectiveness in helping students achieve the goals set forward in the department’s mission statement. This process must be on-going, with formal review on an annual basis, at the very least. If the department finds more effective means by which to instruct students and enhance the learning process, there must be immediate action involving planning from the appropriate committee(s) and ratification from the faculty as a whole. Given the nature of current CAS Curriculum Committee deadlines, most planning must take place in the spring semester in order to meet fall curricular change deadlines.

To best serve the department’s academic mission, outcomes will necessarily be of three types:

1) OBJECTIVELY MEASURABLE

(Completion rates, publications, placement percentages, qualifying scores);

2) CONSENSUALLY ASSESSABLE

(Creative accomplishment, critical thinking skills, knowledge bases, originality, growth); and

3) SUBJECTIVE

(Student opinion and input).

Information as to objective and subjective types is to be gathered through questionnaires, statistical surveys, and institutional data focused on job placement, publishing success, and graduate school entrance rates. Anecdotal evidence should play a key role in assessing student satisfaction and department weaknesses. The assessable type requires faculty review and a system by which these reviews can take place. At the undergraduate level, the BFA senior thesis will be compared to the student’s initial application manuscript, thereby allowing judgment of both growth and accomplishment. In addition, each student completing the senior seminar will receive a formal evaluation from the instructor. In this evaluation, the instructor will be specifically charged with assessing the student’s creative and analytical skills, generally. Faculty will review and judge both a creative thesis and a critical preface to that thesis. These materials will become parts of a dossier reflecting growth in the student’s ability to write imaginatively, think clearly, and communicate effectively.

### **Creative Writing Computer Skills Statement:**

The Department of Creative Writing believes that its majors should graduate with the

following basic computer skills: 1) the ability to efficiently use a current word-processing software program; 2) the ability to use current email and electronic attachment programs; and 3) the ability to access any internet or library holdings available for on-line research relevant to their writing and future professional activities.

The department's Publishing Laboratory is committed to providing students with access to, and training in, new technologies of book publishing.

Administratively, the department is committed to providing high quality, current computer resources access to all instructors. As its planning statement indicates, departmental curriculum and budget planning must always assess and project technological resource goals and needs.

## V. STUDENT INSTRUCTION, ADVISEMENT, AND REVIEW

### **Degree Requirements**

Degree requirements for the undergraduate major (BFA.) and minor, and for the MFA program are published in the relevant university catalogues and program handbooks. Any changes to degree requirements must be approved by the faculty corresponding to the program in question. Degree requirements are to be reviewed annually as part of short and long-term planning.

### **Admissions**

Admission policies for the BFA. and MFA programs are published in the relevant university catalogues and programs. Any changes to admission policy must be approved by the faculty corresponding to the program in question. Admission policy is to be reviewed annually as part of short and long-term planning.

#### **MFA:**

All applications to the MFA program will be reviewed by at least two faculty with expertise in the genre under which the application is made.

#### **BFA:**

All applications to the BFA program will be reviewed and approved by at least two faculty with expertise in the genre under which the application is made. The student must have completed CRW 207, 208, or 209 with the grade of B or higher.

#### **Certificate in Publishing:**

The publishing certificate application consists of four parts:

- Applicant must be a BFA major in creative writing with a minimum GPA of 2.75.
- Completion of one of the introductory courses in publishing (CRW 321: Books and Publishing or CRW 322: Editing for Publication) with a minimum grade of B.
- Submission of the application for admission, available at the office of the Department of Creative Writing (Emily to draft).
- Submission of a statement of interest and goals in publishing for review by publishing board. The statement should be no more than 500 words.
- Submit application to the Publishing Laboratory director.

## **Undergraduate Advisement**

Students are assigned to full-time faculty in the department as soon as official declarations of major are processed through the registrar and student files are received from the Center for Academic Advising/SASP. The BFA Coordinator conducts group advising sessions with the help of other faculty.

On first meeting with an advisor, new majors are provided with a handbook for majors that outlines the current program options, requirements for each, information about the minor, and information about the varieties of educational and career goals served by each option. Questions about course waivers and/or substitutions are referred to the undergraduate coordinator.

Student folders furnished with appropriate option worksheet and a page for recording pertinent advisor notes will be available to advisors. Copies of waiver/substitution forms will be available to advisors in the departmental office.

Major advisors are expected to consider student grades and hours in progress, SAT scores, and anecdotal evidence from students to guide students' progress. Student records will be kept on file under the advisor's name containing high school transcripts, transcripts from any previous institutions, current degree audit, and folder notes.

All advisors have access to the current catalog and schedule of classes online. Packets are sent to students shortly before the pre-registration period with a reminder to schedule an appointment with the advisor, a form for preparing a tentative schedule, and a form for evaluating the advisor. Advisors post sign-up lists and retrieve the student folders. The folders contain a current degree audit and the student's permit to register that notes the student's registration number (randomly assigned each semester) and assigned registration day and time, as well as a notation of any existing holds on registration. At the advising session, students are given the audit and registration permit.

At least one semester before the expected graduation date, the undergraduate coordinator checks the degree audit and notifies both the advisor and the student of any irregularities that must be corrected. Advisors keep meticulous notes of courses taken on worksheets to serve as a complete and accurate cross-reference with the degree audit.

Generally, on-line schedules for pre-registration advising are available to students and faculty during the middle of the week following fall and spring vacation, and actual pre-registration begins about November 1 and April 1. Shortly after the vacations, advisors post on their office doors their advising appointment schedule, asking students to sign up for specific appointments or providing general times for students to have walk-in appointments. In either case it is very important to have posted enough time to work with each advisee. The posted times allow for orderly scheduling of appointments and make advisor availability clear to advisees.

During every pre-registration advising appointment advisors review with the student the degree audit and fill out the departmental advising worksheet. Advisors should discuss the following:

1. The advisee's expected graduation date, the number of hours remaining to graduation, the average number of hours per semester needed to graduate by the target date, and any sequential courses which must be taken to graduate on time. Advisors inform students few courses are offered in the summer, and that to ensure timely graduation students should take these courses in the regular semesters. Students are also reminded of prerequisites and urged, when appropriate, to take at least fifteen hours per semester so that they can graduate on time.

2. The remaining requirements for both basic studies and the major. If there are any discrepancies between the degree audit and the actual requirements, advisors should make a note of them in the student's file. Instances where students are acting against the advisor's best judgment should be noted. Students should be reminded that the advising process involves active collaboration between advisor and student but that the ultimate responsibility for knowing graduation requirements and choosing courses belongs to the student.

3. Advisors should ask students about their education and career plans after the degree and discuss this issue briefly at every major advising interview, including pre-registration. The coordinator of undergraduate programs and the Career Center are good sources of advice for career planning. Advisors should remind students of the various workshops held on publishing and applying to graduate schools. They also remind students that applications to most graduate and professional schools occur in the fall and that they need to start planning early. Most testing needs to be arranged by early fall. The Career Center offers vocational counseling, training for interviews, a credentials service, and recruiting interviews, but students must be registered to use these services. Students using creative writing as a pre-professional major for law, medicine, etc, should be referred to the appropriate pre-professional advisor. While advisors cannot always be expected to be experts in career counseling or all aspects of graduate and professional school, it is their clear responsibility to make appropriate referrals in this area.

4. Advisors review a student's progress with current courses. It is a good practice to ask students about their best and worse course because struggling students will often say that their semester is going well. While advisors are not expected or encouraged to provide counseling on personal problems, it is important to make appropriate referrals. If students are having trouble in working with a particular faculty member, it is best to help the student take responsibility for working with the faculty member. Advisors generally don't try to mediate. In creative writing courses they often have the opportunity to spot troubled students early, and they can contact the undergraduate coordinator and the chair if they are worried about the well-being of a student.

5. Advisors should ask students if they wish to pursue a minor. If students wish to pursue a minor, they should be referred to the appropriate faculty member in that discipline; advisors cannot advise students about minor requirements in another discipline.

Advisors should call the Registrar's office or the coordinator of undergraduate programs for an interpretation of graduation requirements and make a note with the date of conversation in the student's folder.

Advisors should get a *signed* release from the student before discussing any aspect of the student's performance or choice of courses with parents or any other person other than UNCW employees with a *need to know*. This release should be signed *outside* the presence of third parties to avoid potential coercion.

If transfer students have questions about the appropriate designation of courses that they brought from other institutions, a course substitution request can be submitted so that course can count towards graduation requirements. The form needs to be signed by the advisor and the chair or designee of the department that teaches the substituted course. Course waiver/substitution forms are available in the department office, and requests should be filed as soon as the student discusses the concern with the advisor. Questions about the BFA or MFA degrees and/or Basic Studies requirements may be referred to the coordinator of undergraduate programs or the MFA Coordinator. Students should be reminded that it is their responsibility to ensure that transcripts from transfer and transient study work be submitted to the Registrar's office.

Department policy is that majors are distributed roughly equally among full-time faculty, excepting the chair and program coordinators. Students receive an advisor evaluation form in

the pre-registration packet and are asked to return it to the main office before the end of the semester; advisors should urge students to complete this evaluation. The coordinator of undergraduate programs and/or the chair reviews the evaluations each semester, following up with the advisors on any concerns or problems.

### **Graduate Advisement**

Effective graduate student advising is accomplished through the combination of orientations and workshops provided by the Graduate School and the Department of Creative Writing, plus one-on-one interactions between student and or his/her academic advisor as well as the MFA coordinator. The MFA coordinator is generally responsible for the oversight of graduate advising. The MFA coordinator participates in a workshop sponsored by the Graduate School to prepare him/her for the responsibilities of this position. Incoming students are assigned an advisor specializing in their genre track. Once a thesis advisor is chosen, the thesis advisor serves as academic advisor as well. (See *MFA Student Handbook*). Graduate students are informed about program requirements and helped to create a plan of study. All students meet with their advisors prior to registration each semester.

Generally, pre-registration advising takes place during the middle of the week following fall and spring vacation, and actual pre-registration begins about November 1 and April 1. Shortly after the vacations, advisors should post on their office door their advising appointment schedule. They may either ask students to sign up for specific appointments or provide general times for students to have walk-in appointments. In either case it is very important to have posted enough time to work with each advisee. The posted times allow for orderly scheduling of appointments and make the advisor's availability clear to advisees. During every pre-registration advising appointment advisors should review with the student the degree audit and fill out the departmental registration worksheet. Advisors should discuss:

1. Their expected examination and defense dates, the balance of hours between elective and writing categories, the average number of hours per semester needed to graduate by the target date, and the status of their cross-genre hours requirements. It is also important to discuss the content (periods, authors) of the electives courses taken, thereby allowing the advisor to help plan a broad and deep overall course of study.

2. That the following courses count under literature and electives: CRW 501, 503, 543, 545, 580; ENG 502, 503, 504, 505, 506, 507, 508, 509, 511, 512, 513, 514, 552, 555, 561, 563, 571, 572, 580. All GLS courses must be approved by the advisor and MFA coordinator before registration.

3. That while the department currently accepts ENG 502, ENG 503, and ENG 552 automatically, ENG 501, 554, 556, 558, and 559 can be taken if the student demonstrates (to the advisor, the MFA coordinator and chair) that it is valuable for his/her individual plan of study. This arrangement allows the advisor and coordinator to monitor the balance of pedagogy and literature.

4. That the following courses count under the writing category: CRW 530, 542, 544, 546, 548, 550.

5. That CRW 591 (DIS) should be clearly developed for, and denoted as satisfying, either the writing or electives category.

The MFA coordinator maintains confidential files. All faculty advisors have access to their advisees' files. In addition, all advisors have access to the SIS databases. Faculty /advisee ratios must be closely monitored to keep advisee loads at reasonable and effective levels.

### **Student Review:**

At the *undergraduate* level, the review process is as follows:

- Application submission.
- Dossier/Portfolio collection (review of intermediate and advanced creative writing samples).
- Senior thesis and critical preface submission.
- Formal evaluation of senior seminar participation.
- Exit self-evaluation.
- Senior exit survey.
- Alumni survey.
- Reviews of enrollment, graduation, and other institutional statistics.
- Review of IDEA evaluations.
- Review of admission to graduate and professional programs.

At the *graduate* level, the review process is as follows:

- Admissions: rankings indicate areas of strength and potential weakness.
- Assignment of an academic advisor, normally within the student's genre.
- Faculty complete narrative course performance evaluations for each graduate student.
- First-year review: spring semester MFA committee meeting devoted to discussion of individual students' creative and analytical abilities, attitudes, difficulties, etc. Letters of warning written, if necessary. Advisor contact and review forms serve to inform the student about faculty assessment.
- Second-year review: thesis proposal/abstract approval requires a work sample and a substantial outline, thereby developing the thesis committee and acting as a review of the student's readiness to begin thesis work.
- MFA comprehensive exam (advisors warn students of potential difficulties with oral defense, even should they pass the exam).
- Thesis defense.
- Exit and alumni surveys.
- Review of publications and professional success.

### **Directed Individual Studies (DIS) Courses**

UNCW policy limits DIS credit for BFA students to nine hours towards graduation and GPA. MFA students are limited to six hours, though they can petition for more. Before signing a DIS form, advisors should ask students how many previous DIS hours they have taken. Sometimes the Registrar's office does not catch an overload of DIS hours, and the degree audit shows an inaccurate number of hours completed. Since department policy requires that DIS plans be approved by the appropriate faculty committee (BFA or MFA), advisors should inform students of this approval process.

Often problems result during the student's last semester because of insufficient hours towards graduation. At the undergraduate level, only students with junior or senior status may ordinarily enroll in DIS course work. A three-hour DIS should reflect a rigorous work load, specific reading lists and writing expectations, and clear grading components. Often, a one-hour DIS may be more appropriate.

A DIS should be used *only* to address subjects or skills not available in a regularly scheduled class and should be tailored to the individual student's needs and overall plan of study. Except in extremely unusual circumstances, DIS forms cannot be accepted after the morning of the last day for drop-add (first five days of the regular year and first three days of summer school.) Advisors should hand their DIS forms to the appropriate program coordinator in a timely manner and within the committee meeting schedule necessary for approval.

### **Roll Verification Forms**

Roll verification forms are distributed by the Registrar's office. They are important for a variety of administrative purposes, and the dean's office monitors compliance with the deadline.

### **Drop/Add Policy**

Students who do not attend class the first week may be dropped from class at the request of the instructor. It is department policy that the instructor should attempt to contact the student via email or phone before initiating the drop. The drop is accomplished via a memo from the department chair to the Registrar's office. Faculty should notify the chair of students to be dropped and include the complete course number and the student's ID number.

### **Syllabi Policy**

The department requires that clear, specific, goal-oriented syllabi be provided for each course. Instructors are urged to be specific about grading components and objectives and must include the departmental policies on attendance, grading, and plagiarism. These syllabi are submitted as part of the faculty member's annual review process. All syllabi are collected for record in the department office. The opening class handout should at a minimum include the instructor's policies on grading and attendance. Instructors should be as specific as possible to avoid misunderstandings and grade appeals. Office hours and/or means by which faculty can be reached outside of class should also be specified.

In the case of university-sponsored activities, "it is expected that the instructor will excuse the absence and permit the student to make up the work in whatever manner the instructor deems appropriate." It is up to the student to notify the instructor of these activities.

Changes to the syllabus should be communicated to students in writing. Full-time faculty will provide their course documents as part of the annual evaluation process, and part-time faculty should provide a copy of their syllabus to the department staff. Again, faculty members are strongly encouraged to create parallel, clear, comprehensive, specific syllabi for each course taught, thereby aiding students' progress and evaluation processes.

All faculty should consider using the required syllabus for GTAs listed below, especially the statement regarding the resolution of grammatical problems.

### **Required Standard Statements for Graduate Teaching Assistants' CRW Syllabi:**

Syllabus Statement: Undergraduate Class Attendance  
(Approved April 1, 2003)

*Since the success of each Creative Writing course depends on energetic participation in class, it is crucial that all students attend every session. Unexcused absences will negatively affect the final grade in the following manner: lowering of your final grade by one grade level (ex. B- to a C+). If you miss more than the equivalent of 2 weeks of classes (a total of 2 unexcused absences for a class that meets once a week, 3-4 unexcused absences for a class that meets twice a week, 4-6 unexcused absences for a class that meets 3 times a week), you*

*will need to repeat the course. Should you find yourself in this predicament due to illness, death in the family, etc., you may want to investigate the possibility of withdrawing from the class in order to protect your GPA. Absences may be excused at the discretion of the instructor. Should an emergency or illness prevent your attendance at any session, please notify the instructor as soon as possible. The student is responsible for work missed whether or not the absence is excused.*

Syllabus Statement: Resolving Grammatical Errors  
(Approved April 1, 2003)

*The Department of Creative Writing expects the work of students to reflect competence in grammar, punctuation, and other aspects of writing. Should an instructor note that a student falls below these standards, the student will be advised to choose one of several means of remedying this problem. An appointment (or appointments, depending on severity of the problem) may be made at The Writing Place (962-7155). There is no cost for this service. Should the student prefer self-help, there are a number of grammar handbooks available in the Creative Writing office. There are also online resources, such as <<http://ccc.commnet.edu/grammar>> (maintained by Capital Community College in Hartford, Connecticut), that include clear explanations of grammatical issues and provide interactive quizzes.*

### Grading Policies

#### Posting of Grades:

Because of the Family Educational Rights and Privacy Act (Buckley Amendment), UNCW policy prohibits posting grades by students' names, social security numbers, or any symbols that could divulge the student's identity. An arbitrary code is the best way to post grades. At the end of the term, students may obtain grades through MySeaport.

It also follows from the law that faculty members should not announce grades in class. Some students do not even wish good performance to be acknowledged. ***It is not appropriate to leave boxes of graded materials in the hallway for student pickup, thus allowing any student to see the grades of others.***

#### Reporting of Grades:

Faculty must report grades for the whole class by the deadline specified by the Registrar. **THE DEADLINE IS FIRM DOWN TO THE HOUR AND MINUTE.** This is true for all grade, including DIS. Questions about individual students should not hold up reporting of grades for the rest of the class. Specific problems may be discussed with the chair. It should be noted that failure to follow this deadline causes difficulties for the entire grading system, and the dean and chair are notified about individuals who are late in reporting grades.

#### Undergraduate Grading Guidelines:

The following is intended as a guide to course grading at UNCW for undergraduate writing students. Instructors must develop individual criteria for particular assignments. All instructors are urged to be specific about grading components and objectives. To avoid grade inflation, they should grade their courses with the appropriate rigor.

- The A student handles language and grammar as if instinctively, though the student may have spent hard hours learning it. Attendance, for this student, is not an issue: he/she wants to be at class and will always make up for lost assignments. The A student is an asset to the class and the instructor, questioning and probing toward excellence. His/her work is uniformly arresting and, whatever its apprentice flaws, always contains something of original value. The A student may have abundant natural talents but also simply works harder and more relentlessly with what he/she has. The result is work that is exciting and clearly more accomplished than that of even B students. The attitude of the A student is one of passionate commitment to writing.
- **The B student** is proficient with language and grammar. His/her work often has bright moments of true originality. All assignments are handed in on deadline, attendance is nearly perfect, and the student participates fully in workshop or other classroom activities. The student may or may not be highly talented but is making much of whatever talent he/she has. The student takes some chances in writing, and some of those chances pay off with rare and wonderful images, memorable characters, inspired situations, superb dialogue, astute insights, beautiful language, etc. Work may be uneven but shows promise and direction.
- **The C student** has some ability and routinely applies himself/herself but with no distinction, compared to classmates and compared to a universal standard. Creative work graded C usually lacks luster and a strong voice and may be disorganized or loosely organized but has a genuine structure and a purpose. The C student demonstrates a basic knowledge but not mastery of technique. The C student's work over a semester may have highs canceled out by lows, or it may be a flat line when what is wanted is a rising curve of interests and performance.
- **The D student's** work is often grammatically or syntactically incorrect. OR: Creative work almost completely lacks originality. OR: The student has missed the equivalent of two weeks' classes without being excused by instructor. OR: The student has failed in some assignments. OR: The student has scored below 70% on exams, quizzes, and other non-creative work in conjunction with any of the above. In general, the D student lacks ability and does not wholly make up for it with effort, or has some ability but gives the course spotty effort and attention, and is not doing work of a caliber appropriate for a university student.
- **The F student's** work is grammatically and or syntactically incorrect in a serious way, and the student has made no successful effort to remedy the problem. Standard editorial format is not observed. OR: Creative work is completely unoriginal or plagiarized. OR: The student has missed one-third or more, or the equivalent, of class meetings (excused absences excepted). OR: The student has failed to hand in a significant portion of the assignments. OR: The student has scored below 60% on exams, quizzes, and other non-creative work in conjunction with 1 or 2 above. In general, an F student shows basic lack of interest and ability and should not be encouraged to further pursue study in creative writing.

### **Graduate Grading Guidelines:**

The general grading policy for graduate students enrolled in graduate courses is stated under "Academic Regulations and Procedures" in the graduate catalogue. Graduate instructors are urged to use the undergraduate guidelines for course grading but to apply much higher

standards with regard to proficiency, originality, and work ethic. Instructors must develop individual criteria for particular assignments. All instructors are urged to be specific about grading components and objectives. To avoid grade inflation, they should grade their courses with the appropriate rigor.

Faculty must complete narrative evaluations of each graduate student in each graduate course taught. The form is available from the department office. Though IDEA reports allow for narrative response, graduate students may be given the opportunity to complete a narrative evaluation of each graduate course they take; these forms, too, are available in the department office.

### **Grievance and Grade Appeal Procedure:**

The chair is responsible for decisions regarding grade appeals and general grievances. Under normal circumstances, the student, having approached his/her instructor without satisfaction, will bring the appeal to the chair. The chair, honoring all confidentiality issues, shall seek recommendations from appropriate faculty, thereby gathering information necessary to a fair, consistent policy decision. The BFA or MFA Committee may often be called upon to review the case. The chair's decision may be appealed to the Dean of the College of Arts and Sciences in accordance with college policy.

### **Final Examination Policy:**

Faculty members should meet their classes at the time of the scheduled final exam. "If a final examination is not required, the instructor will determine how the final examination period is to be used." Rescheduling of a final examination for an entire class requires the approval of the Dean of the College of Arts and Sciences. In exceptional circumstances the class may not meet at the time of the final examination. This exception requires the approval of the chair and notification of the dean. Instructors, at their discretion, may give a make-up exam to students who are ill.

Students with three or more exams in a given day may request that one of them be moved to another time. These individual changes do not require approval by the chair or dean. The UNCW policy that "ordinarily quizzes or tests should not be given at the end of the semester or summer term" (last five weekdays in a semester, last three weekdays in a summer term) should be noted by instructors. Finals may not be given during class time or reading days or at unofficial exam times. Instructors should ensure confidentiality and security when submitting tests for typing, copying, etc. by handing work directly to the office staff or to the coordinator in charge of the examination.

### **CRW Policy on Plagiarism**

While plagiarism is reprehensible in any course, it is particularly offensive in creative writing courses, most of which are centered upon the improvement of the original writing of students. Therefore, in addition to the normal penalties for plagiarism at UNCW, in the Department of Creative Writing, students who submit plagiarized work will be dismissed from the Master of Fine Arts or the Bachelor of Fine Arts program.

### **CRW Policy on Determining Plagiarism**

In the event that an instructor of a CRW course has reason to suspect that a student has turned in

a plagiarized assignment, the instructor will notify the Chair. The Chair will appoint and convene an *ad hoc* Academic Honesty Committee of three faculty, not including the course instructor. The committee will meet as soon as is practicable and by whatever means are appropriate determine if plagiarism has occurred. In the event that the committee finds that plagiarism has occurred, the Chair will notify the MFA or BFA coordinator as appropriate and meet with the instructor to initiate the options under UNCW and CAS policy. Once that process is completed, and if the student is found guilty of plagiarism, and if the student is enrolled in the MFA or the BFA program, in addition to whatever other penalty has been adjudicated, the appropriate coordinator will formally dismiss the student by written notice to the student, the registrar, and the relevant deans.

### **Administration of IDEA**

Faculty Senate policy requires that the IDEA instrument be administered in every course. Exceptions may be made in extraordinary cases by mutual consent of the instructor and department chair. IDEA should be administered during the last week of class (three days in summer) at a time convenient to the instructor. Administration at other times may be agreed upon in exceptional circumstances by the instructor, chair, and dean.

IDEA may not be given during final examinations. Individual administration of IDEA is not allowed in the policy. Faculty should not remain in the area of the class room during the administration of the IDEA..

### **Audio-Visual Equipment**

All CRW Department classrooms are “smart” classroom with a built-in array of computer and audio-visual equipment. In addition the department owns a portable sound system. Faculty should have the office staff sign out audio-visual equipment each time they use it. They should report all broken equipment and low supplies to the office staff. Colleagues are often greatly inconvenienced when they need something and are under the assumption that it is available.

Some multimedia systems are in the inventory of the Center for Teaching Excellence, and questions about signing them out should be directed to that office. Only faculty are permitted to use the multimedia systems. If graduate students or guest speakers are using the systems, the systems must be signed out by the faculty member who is the person who is responsible for supervising the presentation and signing out the equipment.

### **Book Orders**

Ordinarily book orders should be turned in by the date set by the university bookstore. Electronic book order forms are located on the department’s web site under “faculty”. Late orders make it difficult for the bookstore to have books ready for students on time. Please discuss with the chair any substantial extension of the deadline for book orders.

### **Office Hours**

All faculty are expected to serve, and to be accessible to, the department’s student community to the best of their ability. Office hours should be set in writing on course syllabi, held at reasonable times, and should be kept consistently over the course of the semester. The UNCW Faculty Handbook recommends that faculty hold two office hours each day. Given the fact that faculty in the Department of Creative Writing teach workshops and seminar that meet

only once a week, they should hold office hours that will provide students with ample and convenient opportunities to meet.

### **Student Records**

The permanent record for each student consists of all application materials, portfolio and review materials, forms tracking any transfer credit, course substitutions, independent studies, internships, narrative evaluations, and successive degree audits relevant to the student's progress. These files are necessarily confidential and must be kept in a locked file under the care of the relevant program coordinator.

Faculty advisors may retrieve and view the files of their advisees at any time. The MFA and BFA committees may have access to these files when they are appropriate to the committee's review of individual progress. In all other circumstances written permission must be obtained from the student before access is granted to sensitive file material. It is understood that any copies of correspondence or forms that are necessary to committee decisions will be treated as confidential.

All personal records, but especially those pertaining to grades or bearing the student's social security number, must be kept as private as possible and destroyed when no longer needed. The department office will serve as a collection point for all papers that require shredding. **ABSOLUTELY NOTHING OF THIS NATURE MAY BE THROWN AWAY OR RECYCLED.** Student records are normally kept secured for five years after graduation. (See VI, "Records Required by CAS")

### **Disabled Students Policy**

The university is required by law and policy to make reasonable accommodations for disabled students so that they will be able to receive educational services and demonstrate their capabilities. From time to time, students will bring faculty letters from the Disabilities Services Office of the Student Development Center. Faculty should try to work with the students as suggested in the letter. All verifications of disabilities are the responsibility of the Disabled Students Services Office. The office is responsible for providing special testing facilities for learning disabled students and others who need it. They also provide note-takers, tutors, special equipment, counseling, and other services. Identified disabled students who have issues concerning their education should be directed to this office. Students who perceive that they need special services but do not have a letter from the Disabled Student Services Office should be referred to the Offices of Student Disability Services.

Faculty with concerns about suggested accommodations may either contact the chair or call the staff of Disabilities Services directly. The staff of the Disabilities Services office is experienced in helping develop plans for maintaining academic standards and faculty prerogatives while complying with the law.

### **Sexual Harassment Policy**

It is important that all faculty be familiar with the UNCW sexual harassment policy. If a student reports sexual harassment by a colleague, faculty should not ignore it or act as a mediator but urge the student to report the matter to the Dean of Students' office, where trained staff can protect the rights of all parties involved. If students do not wish to report the incident, it is a good practice to contact the Dean of Students' office and make a note of the matter.

### **Personal or Family Relationships with Students**

It is against university policy for a faculty member to have an immediate family member or person with whom the faculty member has a dating, amorous, or similar close personal relationship in his or her class or to be involved in any form of evaluation or control of the outcomes of student performance. It is also against university policy for a faculty or staff member to supervise or evaluate a student or regular faculty or staff employee with whom the faculty member has such a relationship.

### **Suspension from MFA**

The Department of Creative Writing values the strong and supportive community of writers in the MFA program. In that spirit, the department considers suspension of a student by the university for any reason to indicate a serious breach of trust with that community on the part of that student, and such a student, regardless of reinstatement by the University or the Graduate School, must reapply for admission to the MFA program according to established procedures and timelines.

### **GTA Tenure**

While we offer Graduate Teaching Assistantships to help support our graduate student recipients, we also have a responsibility to the undergraduate students who are served by courses assigned to our GTAs. Thus, while we expect to continue a GTA appointment for three years, such reappointment depends on a positive performance evaluation. Also, since our department invests a great amount of energy in training our GTAs, it is imperative that a teaching assistant fulfill the duties of the position for three entire academic years. As a matter of both necessity and professional courtesy, then, should a GTA wish to graduate in the fall of the third year, that GTA must notify the MFA Coordinator of his/her intent as soon as the decision to graduate early has been made, and must surrender his/her assistantship no later than the end of the second year.

## **VI. MISCELLANEOUS ADMINISTRATIVE, CURRICULUM AND PROGRAM POLICIES**

### **Records Required by CAS**

The department or program must maintain the following records:

- Syllabi for all courses offered by the department (as listed in the current catalogue).
- Personnel files on all faculty (tenured, tenure-track, non-tenure track).
- IDEA for three years.
- Departmental policies.
- Minutes of department meetings.
- Evaluation and assessment of curriculum effectiveness.
- Records of all expenditures for the past three years.
- Student worker time-sheets for one year.

- Copies of internships and Directed Independent Studies for three years.
- Records of faculty searches for two years.
- Peer reviews.
- Outcomes Assessment data.

Personnel files should be maintained as long as the faculty member is employed. After a year following cessation of employment, the department should consult with the university archivist. To conserve filing space, a department may store personnel files in an off-campus file storage location maintained by Central Storage. However current personnel files and transcripts and curriculum vitae should remain within the department.

### **Security**

Personnel, salary, grievance, and many budgetary files are necessarily confidential and must be kept in a locked file under the care of the department chair. All e-mail or computer files containing sensitive information must be kept under password protection. Passwords must be changed every two months. Computers to which student workers or staff have access should not contain any unsecured sensitive files. Materials required for legitimate review by faculty committees should be reviewed by the chair for sensitive information before any review takes place. Personnel being reviewed will sign a waiver document allowing the chair to distribute appropriate materials. It is understood that any copies of correspondence or forms regarding faculty, staff, or students that are necessary to committee decisions will be treated as confidential. All personal records must be kept as private as possible and destroyed when no longer needed. The department chair will serve as a collection point for all papers that require shredding. **ABSOLUTELY NOTHING OF THIS NATURE MAY BE THROWN AWAY OR RECYCLED.**

Access to and password protection for all university information systems must be appropriately used and protected by the relevant staff and faculty. Staff and faculty must secure any directions, notes, or passwords kept for access to these systems.

All departmental computer files and databases necessary to daily operation, student records, personnel actions, curricular actions, etc., must be copied to a back-up drive on a monthly basis. The office administrator is responsible for these back-up files and their security. All such back-up copies must be kept in a safe, secure location off-site by the office administrator.

### **Curriculum Development**

The curriculum is reviewed annually at the department retreat, as needed by the faculty, and every five years as part of the program review process conducted by the Graduate School on behalf of Academic Affairs. Faculty and administrators, as well as the appropriate committees, are responsible for implementing and monitoring the department's curriculum and academic programs. Proposals for new courses must be submitted to the appropriate committee using the departmental new course proposal form.

### **Departmental Policy on Support of Innovation**

The department encourages faculty to be innovative in experimenting with new pedagogy. The department is committed to providing resources and help to instructors undertaking curricular initiatives.

### **Departmental Policy on Cross-listing Graduate and Undergraduate Courses**

Combined instruction of graduate and undergraduate students is rare and permitted only when structured to ensure appropriate attention to the different needs and levels of both groups.

### **The Publishing Laboratory**

Publishing is much more than the simple printing and distribution of books; it is a creative endeavor in its own right, combining a passion for the written word with an understanding of how to most effectively reach readers. As an integral part of the Department of Creative Writing, The Publishing Laboratory is a professional educational enterprise with two main imperatives:

- To incorporate into the apprenticeship of creative writers an applied learning experience in the process by which literary manuscripts, including their own, are designed, shaped, and edited into books and published to a wide audience of readers.
- To provide a foundation in the book arts for creative writing students who aspire to enter the profession of editing and publishing by intensive work in conceptualizing, designing, editing, publishing, and marketing literary titles under The Publishing Laboratory imprints.

Thus all published works serve the dual purpose of providing a valuable learning experience in their making and contributing to the culture of humane letters as literary products of the highest quality, reflective of the aesthetic and ethical values of the department.

The Publishing Laboratory is committed to providing students with access to, and training in, new technologies of book publishing. The laboratory is administered by a continuing faculty member as part of his/her standard workload. The department allocates an appropriate number of teaching assistantships to the laboratory as determined by the chair in consultation with the director. It is the faculty's desire to link departmental publications, promotional materials, and website maintenance with the resources available in the laboratory. The department is committed to maintaining current levels of software and hardware resources for the laboratory. See *The Publishing Laboratory Handbook* for organizational structure and processes.

### **Website and Promotional Materials Policy**

All promotional publications (flyers, ads, brochures, posters, web site) must be reviewed by the chair to ensure consistency and accuracy. The most public of these publications must also be reviewed by University Marketing and/or Advancement officials before dissemination (see sample promotional materials). The department website is maintained by The Publishing Laboratory. The site displays the *MFA Student Handbook* and other information about the program, faculty, degree requirements, course schedules, and events. The site is updated regularly and is reviewed by the chair and program coordinators for major changes at least once yearly. The department recognizes the importance of the web page as part of promotion for itself and for the university.

### **Surplus Computer Policy:**

All items sent to surplus must be channeled through the department office with appropriate paperwork. Whenever possible, newer computers recently replaced by lifecycle funding will be distributed to GTA offices. Older computers replaced within the department

must be surplused.

### **Applications for External Grants and Funding**

Faculty members who wish to apply for external funding that may affect departmental workload or scheduling plans MUST fill out an intent-to-apply form, available at:

<http://www.uncw.edu/cas/forms/Internal%20Form%20External%20Fellowship%20or%20Grant.pdf>

This form also makes it possible to be considered for supplemental funding from the university, should the grant funds be insufficient support for the period of the leave of absence. Faculty members who do not submit this form and follow university procedure will be ineligible for such supplemental funding.

### **Adverse Weather Policy**

UNCW monitors weather developments. In the case of adverse weather, students, faculty and employees should call the Adverse Weather Hotline, at **910/962-3991** or **888/657-5751** for any weather-related announcements. The Adverse Weather Hotline will be updated regularly for any news affecting the status of classes and the university's opening or closing. It is important to note that the university is open for business as usual unless a specific announcement is made via news media and the Adverse Weather Hotline. Faculty are encouraged to call the hotline for updates and stay tuned to local media. Whether the university is open or closed, the university's adverse weather policy applies to employees who may feel that local travel conditions make it unsafe to travel from their home to the university. Supervisors will allow time lost due to adverse weather to be charged to vacation or taken as comp time. Students who feel it is unsafe to travel to the university should use their best judgment in making a determination whether to travel to campus. Students are encouraged to contact their professors in such cases.

## Graduate Student Support

### College of Art and Sciences:

- 8 – GTA’s (one assigned to FST) @ \$15,000 each
- 1 – GTA paid from visiting writer budget @ \$15,000
- \$22,000 – stipends paid for various outreach coordinators, paid from visiting writer budget (varies from year to year)
- \$5500 one time pledge to cover instate tuition shortfall
- \$7980, instate tuition shortfall, possibly to be covered by CAS

### Graduate School:

- 17 – GTA’s @ \$15,000 each
- 10 – tuition remissions
- \$9,500 – tuition scholarships, used to cover in-state tuition for 1<sup>st</sup> year GTA’s
- \$1000 – New Scholar Award, used to cover part of in-state tuition for incoming student (typically not a GTA)
- \$30,000 – overhead receipts, used to cover in-state tuition for incoming GTA’s and stipends for outreach coordinators

### Fellowships (some amounts vary from year to year):

- \$1,400 – Morton Fellowship
- \$10,000 – Gillings Fellowship
- \$4,100 – Gerard Fellowship
- \$2,000 – Byington Fellowship
- \$5,000 – Kert Green Fellowship
- \$2,000 – Chautauqua Fellowship
- \$1,500 – Summer Chautauqua Fellowship (also includes housing at Chautauqua Institution and meals allowance)

### GTA Breakdown

1	Ecotone
6	Pub Lab
18	Course teach, CRW 201, 203, 207, 208, 209, FNA 102
1	FST GTA

### Outreach Coordinator Breakdown

4	Writers in Action
4	Young Writers Workshop
1	Bald Head Island/Writers Week
1	Newsletter

**Appendix A: Departmental Forms**  
**Forms are available on line at [uncw.edu/writers/faculty](http://uncw.edu/writers/faculty)**

**Classroom Observation Report: Faculty**

Instructor: \_\_\_\_\_ Course Number & Title: \_\_\_\_\_

Observer: \_\_\_\_\_ Date of Observation: \_\_\_\_/\_\_\_\_/20\_\_\_\_  
 m m d d yyyy

Observer met with Instructor prior to class to discuss Instructor's goals and plans for it: \_\_ yes \_\_ no.

Observer met with Instructor after class to offer constructive suggestions: \_\_ yes \_\_ no \_\_ N/A.

Number of students enrolled in class: \_\_\_\_\_ Number of students who attended: \_\_\_\_\_

Number of students who participated in discussion and/or other group activities: \_\_\_\_\_

Check all that apply: \_\_ workshop \_\_ seminar \_\_ lecture

Factual description of aims and activities of class:	Surpasses CRW Dept. Standards	<b>Fully Meets CRW Dept. Standards</b>	Area for Possible Improve- ment	Falls Below CRW Dept. Standards	N/A
<b>Instructor:</b>					
Arrived on time prepared and organized					
Spoke audibly and persuasively					
Showed enthusiasm for the subject					
Solicited and responded to student response					
Focused student discussion on germane matters					
Used eye contact, humor, etc., to engage students					
Inspired confidence by knowledge of the subject					
Taught at an appropriate level of sophistication					
Had definite teaching goals					
Accomplished goals for class					
<b>Students:</b>					
Came to class prepared					
Actively participated					
Were alert and attentive					
Responded to instructor					
Seemed challenged and/or stimulated by class					

Additional observations or comments (optional):

**Class Observation: First and Second-Year Graduate Teaching Assistant**

First and second-year GTA's are in training to teach according to the best practices of the profession. Thus the class visitations by assigned mentors are intended to support that process and are therefore meant to be instructive rather than judgmental, supplemented by a post-observation conference in which the mentor helps the GTA build on observed strengths and discover solutions to address weaknesses. In the third year, GTA's will be required to schedule a class observation that will be evaluated on the standard Faculty Classroom Observation Report form.

Name of GTA: \_\_\_\_\_

Number and title of course observed: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

**Greatest strengths of the GTA's teaching (please attach any other relevant comments):**

- 1.
- 2.
- 3.
- 4.
- 5.

**Areas for improvement (please attach any other relevant comments):**

- 1.
- 2.
- 3.
- 4.
- 5.

GTA \_\_\_ **should** \_\_\_ **should not** be allowed to continue in classroom.

\_\_\_\_\_  
(signature of observer)

\_\_\_/\_\_\_/\_\_\_  
mm dd yyyy

UNCW Creative Writing Department  
Annual Faculty Peer Evaluation Form

Name of Faculty evaluated \_\_\_\_\_

Rank \_\_\_\_\_

<b>Minimum Expectations (determined by rank)</b>				<b>Evaluation</b>
Check (✓) status of faculty being evaluated.	Teaching	Artistic Achievement / Research	Service	
Lecturer/Visiting (1 <sup>st</sup> year)	Satisfactory	_____	_____	Review annual report, then rate achievement relative to expectations in each areas, according to the following scale:  <b>A = Well <u>A</u>bove Expectations (5)</b> <b>E+ = Above <u>E</u>xpectations (4)</b> <b>E = At <u>E</u>xpectations (3)</b> <b>E- = Below <u>E</u>xpectations (2)</b> <b>B = Well <u>B</u>elow Expectations (1)</b>
Lecturer/Visiting (subsequent years)	Good	_____	Satisfactory	
Asst. Professor (1 <sup>st</sup> year)	Satisfactory	Satisfactory	_____	
Asst. Professor (after 1 <sup>st</sup> year)	Good	Good	Satisfactory	
Tenured	Good	Good	Good	
Tenured (administrative position)	Good	Satisfactory	Good	

I. Teaching ..... Evaluation \_\_\_\_\_  
Justification:

II. Artistic Achievement/Research ..... Evaluation \_\_\_\_\_  
Justification:

III. Service ..... Evaluation \_\_\_\_\_  
Justification:

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
(Signature and rank)

## Department of Creative Writing – General Grading Guidelines

The following is intended as a guide to course grading at UNCW for undergraduate writing students. While a grade of C is considered average campus-wide, the departmental expectation is that students in the major earn B's; A's will be reserved for truly outstanding work. Instructors may also develop more specific/individual criteria for particular assignments.

**The A student** handles language and grammar as if instinctively, though the student may have spent hard hours learning it. Attendance, for this student, is not an issue: he/she is extremely committed to being in class and will always make up missed assignments. The A student is an asset to the class and the instructor, questioning and probing toward a personal aesthetic. His/her work is uniformly arresting and, whatever its apprentice flaws, always contains something of original value. The A student may have abundant natural talents, but also simply works harder and more relentlessly with what he/she has. The result is work that is exciting and clearly more accomplished than that of even B students. The attitude of the A student is one of passionate commitment to writing.

**The B student** is proficient with language and grammar. His/her work often has bright moments of true originality. All assignments are handed in on deadline, attendance is nearly perfect, and the student participates fully in workshop or other classroom activities. This student may or may not be highly talented but is making much of whatever talent he/she has. The student takes some chances in writing, and some of those chances pay off with rare and wonderful images, memorable characters, inspired situations, wonderful lines of dialogue, wise insights, beautiful language, etc. Work may be uneven but shows promise and direction.

**The C student** has some ability and routinely applies himself/herself but, compared to classmates and compared to a universal standard, with no noticeable distinction. Creative work graded C usually lacks luster and a strong voice, and may be disorganized or loosely organized, but will have a genuine structure and a purpose. The C student demonstrates a basic knowledge but not mastery of technique. The C student's work over a semester may have highs canceled out by lows, or it may be a flat line when what is wanted is a rising curve of interests and performance.

**The D student's** work is often grammatically or syntactically incorrect, or almost completely lacks originality, or the student has missed the equivalent of two weeks' classes without being excused by instructor, or the student has failed in some assignments or scored below 70% on exams, quizzes, and other work in conjunction with any of the above. In general, the D student lacks ability and does not wholly make up for it with effort, has some ability but gives the course spotty effort and attention, and is not doing work of a caliber appropriate for a university student.

**The F student's** work is grammatically and/or syntactically incorrect in a serious way, and student has made no successful effort to remedy the problem. Standard editorial format is not observed, or creative work is completely unoriginal or plagiarized, or the student has missed one-third or more of the class meetings (excused absences excepted), or the student has failed to hand in a significant portion of the assignments, or scored below 60% on exams, quizzes, and

other work. In general an F student shows basic lack of interest and ability and should not be encouraged to further pursue Creative Writing study.

**Artistic Merit and Presentation** Grading systems vary by instructor—some of us like to use number grades or points for assignments; others are more comfortable giving letter grades; some grade provisionally to give the student a sense of his or her progress, then assign a final grade based on revisions. **Whatever grading system you use, please assign two grades to each graded assignment, one for “artistic merit” (the quality of the content) and the other for “presentation” (grammar, punctuation, spelling, usage, syntax, etc.). The overall grade should reflect a combining of the two.**

Thus if a short story shows real originality and flair, but it also contains syntactical errors, punctuation mistakes, and misused words, it might rate an “A” for “artistic merit” but only a “C” for “presentation, for an overall grade of “B.” Certainly all grading in our discipline is somewhat subjective, and each of you will have to negotiate a fair way to apply this in your assignments and final grades. (For instance some instructors allow rewrites for credit that target the grammar issues successfully in individual assignments; some who require a final portfolio use only that final “presentation” grade, forgiving the draft errors, on the theory that after it was brought to his or her attention by the provisional grades, the student successfully addressed the matter.) The point here is to make students aware that they are not being graded on talent but rather on how they apply craft to that talent. Part of craft is mastering standard usage.

Our collective goal is to inspire students to their best creative work—and to have them express that inspiration in writing that is technically proficient, clean, and professionally presentable in standard ms. format.

Creative Writing Department  
MFA Registration Worksheet

\_\_\_\_\_ Academic Year

Name \_\_\_\_\_ ID# \_\_\_\_\_

Expected graduation date \_\_\_\_\_ Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Expected thesis proposal date \_\_\_\_\_ Expected MFA Exam date \_\_\_\_\_

Total writing hours carried forward \_\_\_\_\_ Total elective hours carried forward \_\_\_\_\_

GPA checked \_\_\_\_\_ Cross-genre study (5 hrs) checked \_\_\_\_\_ Thesis hours checked \_\_\_\_\_

**FALL SEMESTER:**

Call No.	Dept.	Course #	Sect. #	Days	Time	Hrs.	Total Writing Hrs.	Total Elective Hrs.

**SPRING SEMESTER:**

Call No.	Dept.	Course #	Sect. #	Days	Time	Hrs.	Total Writing Hrs.	Total Elective Hrs.

**SUMMER SESSIONS:**

Call No.	Dept.	Course #	Sect. #	Days	Time	Hrs.	Total Writing Hrs.	Total Elective Hrs.

**FOLLOWING FALL SEMESTER: (PLANNING)**

**Course #   Hrs. Total Writing Hrs.   Total Elective Hrs. Total Cross-genre Hrs   Thesis Hrs**


**FOLLOWING SPRING SEMESTER: (PLANNING)**

**Course #   Hrs. Total Writing Hrs.   Total Elective Hrs. Total Cross-genre Hrs   Thesis Hours**


Advisor and/or Student Concerns:

**Advisor's Signature** \_\_\_\_\_ **Student's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**ALWAYS BRING THIS FORM TO SUBSEQUENT REGISTRATION CONFERENCES**

The University of North Carolina at Wilmington

Intent to Apply for External Fellowship/Grant

Name: \_\_\_\_\_

Department: \_\_\_\_\_

Rank: \_\_\_\_\_ ڤ Tenure-track
ڤ Tenured

Current Salary [ ]

Name of External Fellowship/Grant and Granting Agency:

\_\_\_\_\_

Duration of Appointment ڤ semester ڤ twelve-month
ڤ nine-month ڤ other (explain)

Application Deadline [ ] Notification Deadline [ ]

Request for Leave from UNC Wilmington (indicate semester or academic year)

\_\_\_\_\_

Amount of stipend from granting agency. [ ]

Request for stipend from UNC Wilmington (indicate amount): [ ]

(Amount is estimated based on the difference between the fellowship's stipend and current salary. This estimate does not include the university's costs of continuing its portion of the employee's health benefits, retirement contributions, etc.)

Additional support requested from UNC Wilmington (e.g. departmental travel, copying budget, etc.):

Table with 2 columns: Description, Amount. It contains three empty rows for data entry.

\_\_\_\_\_  
Faculty member's signature/date

\_\_\_\_\_  
Department Chair's signature/date

\_\_\_\_\_  
Dean's signature/date

*The faculty member understands that signatures from the department chair and the dean indicate their approval of the application process only. Permission to request an academic reassignment/educational leave to accept the fellowship described above will depend on the curricular needs of the department and resources made available to the dean at the time of notification.*

**UNCW Creative Writing Department**  
 200\_ Creative Activity Report Form  
 April 1 200\_ -March 31, 200\_

Return with Your Annual Faculty Evaluation  
**Due Date: April 15, 200\_**

/ /20\_\_

Name: **Last** **First** **Middle Initial**  
**Date Form Completed**

Poems Locally & Regionally Distributed Venues	Poems Nationally & Internationally Distributed Venues	Stories/Excerpts Locally & Regionally Distributed Venues	Stories/Excerpts Nationally & Internationally Distributed Venues	Essays Locally & Regionally Distributed Venues	Essays Nationally & Internationally Distributed Venues	Art Lo Re; Dis Ve

Articles/Reviews Nationally & Internationally Distributed Venues	Other Publications (specify below)	Anthology Reprints	Book Chapters	Monographs & Chapbooks	Books (if less than 48 pages enter as a monograph)	Grant Proposals Submitted (number)	C A

Awards/Honors	Media Interviews or Presentations	Readings & Presentations Local	Readings & Presentations State/Regional	Readings & Presentations National	Readings & Presentations International	The as Maj Adv

Please indicate the number of proposals submitted or grants received, and the dollar amount. "Presentations" is a broad category that includes talks, shows, concerts, performances, and invited lectures.

Additional: Please list any other significant creative activities not categorized above. Specify any awards and honors.

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**Department of Creative Writing**  
**200\_ ANNUAL REPORT ON ACTIVITIES**  
**April 1, 200\_ - March 31, 200\_**

**Name:** .....

**Rank or position:** .....

**Date submitted:** .....

Please fill in all applicable information. Please delete those questions/areas for which you have no information to submit. Please Xerox the title page, contents page, and your creative work for each periodical or anthology publication. Do not submit the periodicals themselves, as your dossier will become part of your file and will not be returned. New books or film tapes may be submitted; they will be returned. It is best that you provide clear copies of all the IDEA information or miscellaneous letters you submit, as these too, should remain part of your dossier on file.

**I. TEACHING**

**1. Courses Taught (include course number, section number, title, and enrollment)**

Spring (last year, be certain to provide IDEA reports)

<b>Course/section #</b>	<b>subtitle</b>	<b>enrollment</b>	<b>Overall IDEA</b>
CRW			
CRW			
CRW			

Summer I

<b>Course/section #</b>	<b>subtitle</b>	<b>enrollment</b>	<b>Overall IDEA</b>
CRW			
CRW			

Summer II

<b>Course/section #</b>	<b>subtitle</b>	<b>enrollment</b>	<b>Overall IDEA</b>
CRW			
CRW			

Fall

<b>Course/section #</b>	<b>subtitle</b>	<b>enrollment</b>	<b>Overall IDEA</b>
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CRW  
CRW  
CRW

Spring (current semester, IDEA not expected)

<b>Course/section #</b>	<b>subtitle</b>	<b>enrollment</b>	<b>Overall IDEA</b>
CRW			
CRW			
CRW			

**2. New Courses Taught**

Courses new to the department

Courses new to the instructor

**3. DIS Courses Taught**

**4. Honors Committees**

**5. Graduate Committees (indicate student, whether chair or reader)**

**6. Innovative Teaching Initiatives**

**7. Efforts to Upgrade Teaching: Please note any ways you have revised your teaching/course selections based on a) IDEA evaluations, b) Departmental evaluations, c) Personal reflection. Be as specific as possible.**

**8. Awards or Recognition for Teaching**

**9. Other**

Provide attachments (e.g., narrative and quantitative IDEA evaluations pages, syllabi, relevant instructional materials, class visitation reports, commendation letters, etc.) These are essential for peer review.

**II. CREATIVE ACTIVITY, SCHOLARSHIP, AND RESEARCH,  
(list title, periodical, volume and date of publication)**

**1. Books (in hand)**

2. **Monographs, Chapbooks, Novellas, Extended Chapters (in hand)**
3. **Creative Writing (stories, poems, essays) Local/Regional Venues (in hand)**
4. **Creative Writing (stories, poems, essays) National/Int'l Venues (in hand)**
5. **Articles, Interviews, Reviews, scholarly essays Local/Regional Venues (in hand)**
6. **Articles, Interviews, Reviews, scholarly essays National/Int'l Venues (in hand)**
7. **Other Publications (in hand)**
8. **Forthcoming** (documented acceptances only)
9. **Readings and Presentations (identify event, location, and date)**
10. **Grants and Fellowships**
11. **Awards and/or Recognition for Creative or Scholarly Work (media interviews, reviews of your work, other distinctions)**
12. **Other Creative or Scholarly Initiatives or Activities**
13. **Memberships in Professional Organizations**

### **III. SERVICE**

1. **Service to Department**
  - a. **Departmental administrative offices or assignments**
  - b. **Service on departmental committees**
  - c. **Advising (list the number of undergraduate and graduate advisees)**
  - d. **Peer observation in classes of other faculty**
  - e. **Assigned mentoring/consulting for graduate teaching assistants or junior faculty**
  - f. **Number of MFA examinations graded**
  - g. **Number of admissions applications reviewed**

- h. Leadership/presentation in departmental study groups, forums, or workshops**
  - i. Advising of departmentally sponsored student clubs, publications, or activities**
  - j. Attendance at thesis defenses, creative readings, or performances by Creative Writing Department students/faculty, or at other departmental activities/receptions for students (please specify)**
  - k. Other service to the department**
- 2. Service to the College of Arts and Sciences**
- a. Service on College-level standing committees or ad hoc committees (e.g., to draft interdisciplinary minors)**
  - b. Service to other departments in the College (e.g., on hiring committees or honors committees)**
  - c. SASP advising**
  - d. Other service to the College**
- 3. Service to the University**
- a. Service on University committees and boards (list offices, special duties, if any). You may state "anonymous service on an awards committee," if applicable, but do not name the committee.**
  - b. Service on Faculty Senate**
  - c. Representing UNCW outside the campus (e.g., Faculty Assembly delegate)**
  - d. Leadership/service in interdisciplinary or university-wide study groups, colloquia, book clubs, or panels (e.g, Feminist Colloquium, Women's History Month Committee)**
  - e. Service to departments not in Arts & Sciences (i.e., the professional schools or Library)**
  - f. Other University service (e.g., editorship of UNCW publication, advising for panels/boards)**
- 4. Service to the Community**
- |

- a. **Organization of or participation in workshops or conferences for area teachers, writers, etc.**
- b. **Public lectures, readings of creative work, presentations on community panels, leading of discussions, addresses to local clubs and associations**
- c. **Presentations in area schools**
- d. **Appearances/interviews on local media (radio, television, newspaper)**
- e. **Teaching Elderhostel or continuing-education courses**
- f. **Service on community boards and committees**
- g. **Other academically related community service (e.g., judging of contests, advising of groups)**
- h. **"Private life" community service (listing is optional)**

**5. Service to Professional Organizations**

- a. **Offices in professional organizations or nominations to office**
- b. **Editorships of journals**
- c. **Appointment as journal referee or editorial board member**
- d. **Consultant/reviewer to professional organizations**
- e. **Other service to professional organizations**

**IV. GOALS FOR UPCOMING YEAR**

- 1. **Teaching**
- 2. **Research**
- 3. **Service**

Attach a one-page summary of your professional accomplishments. Include one paragraph each for teaching, research, and service.

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Signature

---

Date



**DEPARTMENT OF CREATIVE WRITING**  
**Proposal for a New Course**

Name of Proposer: \_\_\_\_\_

Date: \_\_\_\_\_

Proposed Course Number: \_\_\_\_\_

Credit Hrs: \_\_\_\_\_

Suggested Title: \_\_\_\_\_

1. A brief description of the course, including goals and objectives (for possible inclusion in the university catalog):

2. A sample list of primary texts to be used in the course:

3. Evaluation of students: required number and kind of activities, examinations, term papers, oral reports, etc:

4. Rationale for the course in terms of curriculum needs of the Creative Writing Department:

BFA or MFA Coordinator Approval: \_\_\_\_\_ Date: \_\_\_\_\_  
(Represents approval by the BFA or MFA Committee and the CRW Faculty)

Chair Approval: \_\_\_\_\_ Date: \_\_\_\_\_

## Directed Independent Study Proposal

### DEPARTMENT OF CREATIVE WRITING

Name of Student: \_\_\_\_\_ BFA / MFA \_\_\_\_\_ Previous DIS Hours \_\_\_\_\_

Student Level: \_\_\_\_\_ Student GPA: \_\_\_\_\_ Total Credit Hours Completed: \_\_\_\_\_

Proposed Course Number: \_\_\_\_\_ Credit Hrs: \_\_\_\_\_ Writing/ Elective MFA Credit \_\_\_\_\_

Suggested Title: \_\_\_\_\_

1. A brief description of the study, including goals and objectives:

2. A list of primary texts to be used in the course:

3. Evaluation of student: required number and kind of activities, papers, reports, etc:

4. Rationale for the DIS in terms of student's overall objectives and course of study:

Faculty Name and Signature: \_\_\_\_\_ Date: \_\_\_\_\_

BFA or MFA Coordinator Approval: \_\_\_\_\_ Date: \_\_\_\_\_  
(Represents approval by the BFA or MFA Committee)

Chair Approval: \_\_\_\_\_ Date: \_\_\_\_\_