The College of Liberal Arts proposes the following tenure-track or tenured positions as part of the Provost’s Hiring Initiative in the areas of student success through the lens of equity, inclusion and diversity. See position descriptions and announcements for each position at the end of this document.

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1. CURRENT EFFORTS FOR ADVANCING AND EQUALIZING UNDERGRADUATE AND GRADUATE STUDENT SUCCESS:
   - CLA faculty routinely participate in DPD training and develop courses in their area.
   - Centralized undergraduate student advising for the first two years of study.
   - Faculty advising of undergraduate and graduate students is articulated in faculty position descriptions.
   - Each discipline offers a Writing Intensive Course program.
   - As of Spring of 2014 our advisors are implementing the First-Year Advising Syllabus.
   - CLA participates in U-Engage and first year orientation courses, with each School offering at least one course every fall.
   - Programs in Ethnic Studies, Women Studies, Public Policy, Spanish, Philosophy pay particular attention to mentoring students of diverse backgrounds at both the graduate and undergraduate levels.
   - Each School is increasing opportunities for student participation in service-learning, undergraduate research, study abroad, internships, and leadership development programs.
   - The Center for Latin@ Studies and Engagement provides opportunities for Latino graduate and undergraduate students to participate in service-learning, community service, undergraduate research, and leadership training.

2. PROMOTING A POSITIVE COLLEGE CULTURE/CLIMATE:
   - New faculty will form part of the CLA’s mentoring program upon arrival: [http://liberalarts.oregonstate.edu/faculty-mentoring-program](http://liberalarts.oregonstate.edu/faculty-mentoring-program)
   - Before faculty arrive, it will be a clear expectation that the search committee will also serve as the candidate’s initial point of contact, providing needed information for the candidate about our campus and community until the faculty arrives on campus.
Mentoring will be required for the first three years of employment for faculty hired as Assistant Professors. After a successful three-year review, mentoring will become voluntary.

Mentor/Mentee training will be provided each fall for CLA faculty.

The college will intentionally create a cohort and community of practice with the new hires and provide workshops around high impact practices, diversity advancement, equalizing student success, and global learning.

The college will partner with CTL to provide additional training for current faculty to learn more about this work in order to expand our community of practice.

The college will partner with the Graduate School to provide appropriate training and clear guidelines and expectations for ALL of our graduate faculty.

The college will partner with DPD to provide appropriate training for new faculty, and additional training for current faculty.

The college will begin a process to revise and update ALL CLA faculty position descriptions and expectations to include a commitment to advance and support undergraduate and graduate student success, and advance diversity, equity and inclusion.

3. RECRUITMENT WORK PLAN:

- Search committees will be set up following the guidelines stated in the Provost's Hiring Initiative with appropriate Search Advocate training for the committee chair and an additional Search Advocate from outside of the hiring unit.

- The college will provide the committee data on the current diversity profile of the college with the availability of graduating doctoral students in disciplines as appropriate to the search.

- In collaboration with the office of Equity and Inclusion, the college will also provide guidelines for recruitment, posting of announcements, and writing job announcements and descriptions appropriate for positions with a focus on student success and diversity.

In addition, the college has identified a few areas where we intend to interrupt the usual:

- The college will sign off on the job announcement before it is posted
- The college will sign off of the formation of the search committee
- The college will sign off on the initial pool of candidates
- The college will sign off on the final set of candidates to be invited to campus

Once the person is officially hired, the mentoring process will begin.

4. METRICS:

In collaboration with the Schools, Institutional Research, the Graduate School, and the Office of Equity and Inclusion, we have established a baseline profile of faculty diversity for our college and availability of graduating doctoral students in each of our disciplines. This information will help us shape our goals for diversification of our faculty. Thanks to the Graduate School and Institutional Research, we also have an initial baseline profile around student success with the goal of establishing measurable goals that would be tracked annually for the next 5 years. These metrics include both faculty success and student success as they are both interdependent:

- Increased number of faculty from diverse backgrounds (ethnic, racial, sexual identity, disability, veteran, gender)
• Successful participation of faculty in the CLA mentoring program (as shown by assessment)
• Retention of faculty for 5 years
• Faculty Success in Promotion and Tenure

• Increased number of graduate and undergraduate students from diverse backgrounds
• Student participation in High Impact Practices (disaggregated ethnic/racial, first generation, disability, gender, veteran, sexual identity)
• Increased student access to high demand courses
• Increased number of courses offered in high growth areas
• Increased number of courses that address issues of diversity, equity, and social justice
• Student Advising survey to measure student satisfaction
• Graduate student retention and degrees awarded
• Disaggregated undergraduate retention and graduation rates

We will be relying on the various campus offices and particularly on Institutional Research to provide this college-level data.

5-6. POSITION DESCRIPTIONS AND JOB ANNOUNCEMENTS

A. POSITION ANNOUNCEMENT AND POSITION DESCRIPTION

Assistant Professor of Scientific Visualization
New Media Communications - School of Arts & Communication

POSITION: Oregon State University's commitment to student success includes hiring, retaining, and developing diverse faculty to mentor and educate our undergraduate and graduate students from entry through graduation. Our Strategic Plan (http://oregonstate.edu/leadership/strategicplan/phase3) articulates the strategies we believe critical to advancing and equalizing student success. As part of this commitment, OSU has established a hiring initiative for 2014-15 that is designed to support these strategies. In alignment with this initiative, the College of Liberal Arts seeks to fill the Scientific Visualization position.

The School of Arts and Communication invites applications for an assistant professor of Scientific Visualization in the New Media Communications program. Primary areas of interest should include Visualization Theory, Scientific Visualization, Visualization Technology and/or interactive media. Teaching and research activities should pertain to data visualization. The position is a 1.0 FTE, 9-month appointment. Beginning salary is competitive, and the benefits package includes several options for health/dental/life insurance and retirement. The successful candidate will have her/his tenure line in School of Arts and Communication with a home in the New Media Communications.

New Media Communications focuses on the cutting edge of digital media technology applications and the fundamentals of content creation, technological skills, knowledge of media and society, and media business acumen to produce tomorrow’s media leaders. The NMC program offers B.S., B.A., and B.F.A degrees in Digital Communication Arts. Students learn to manage change in the media, change in technology, change in law and policy, and change in the social impact of media. Our mission starts with providing students a foundation for good storytelling in an age of ever
changing digital technologies. On top of that foundation, students choose to study in concentrations including media production (B.F.A.), media management, and media and society.

**QUALIFICATIONS:** Faculty at Oregon State University are committed to undergraduate and graduate student success. We seek faculty who have evidence of educating and mentoring a diverse group of learners, which may include experience with sponsoring student research or internships, developing study abroad opportunities, service learning courses, or the use of innovation pedagogies such as hybrid or online learning.

Ph.D. or other terminal degree in data visualization, information science, digital design, digital media, computer science, interactive design, or other related field; demonstrated excellence in teaching; record of scholarly achievement or scholarly promise in a program of research, evidence of commitment to school, university and community service; and a history of dedication to the establishment of a community of scholar/teachers. Prior experience in an academic appointment or related professional field is preferred.

**REQUIRED QUALIFICATIONS AND EXPERIENCE:**
1. Ph.D. or other terminal degree in Data Visualization, Information Science, Digital Design, Digital Media, Computer Science, Interactive Design, or other related field.
2. Demonstrated experience in teaching undergraduate and graduate courses in new media communications or rhetoric, and/or secondary areas.
3. Evidence of educating and mentoring a diverse group of learners.
4. Record of scholarly publications and presentations or demonstrated scholarly potential commensurate with expectations for an assistant or associate professor at Oregon State University.
5. Demonstrable commitment to promoting and enhancing diversity.

**PREFERRED QUALIFICATIONS:**
1. Demonstrated ability to supervise undergraduate and graduate student research.
2. Demonstrated ability to work with other faculty and students on interdisciplinary/collaborative projects.
3. Dedication to the establishment of a community of scholar/teachers.
4. Prior experience in an academic appointment or related professional field.
5. Demonstrable commitment to advancing diversity, equity and inclusion.

Apply online at http://oregonstate.edu/jobs

**POSITION DESCRIPTION:** 50% Teaching, Advising & Mentoring
40% Research & Scholarship
10% Service

**TEACHING AND MENTORING EXPECTATIONS:** The typical teaching load across three academic quarters is six courses including introductory as well as upper division classes that contribute to the Digital Communication Arts major. Specifically, this faculty member will be responsible for creating and teaching courses in the theory and practice of data visualization. The teaching of contemporary visualization technology and techniques will focus on the explication/illustration/narrative of data related to social, economic, environmental, or other research issues. Teaching data visualization skills to students will accomplish three essential goals: 1) prepare a new generation to support scientists, journalists, policy-makers, and citizens
who must take dry, abstract data and communicate its true significance; 2) immerse students in fundamental matters of social justice and inequality as well as the environment; 3) foreground matters of equity, inclusion, and diversity as essential to this position after the hiring process. Teaching in the SAC requires educating and mentoring a diverse group of learners, which includes creating high-impact opportunities such as sponsoring student research or internships, developing study abroad opportunities, developing service learning courses, developing collaborative teaching opportunities with other disciplines, and using innovative pedagogies such as hybrid or online learning. Teaching in the SAC also requires mentoring undergraduate students as appropriate in their scholastic academic, research and professional development to support student success. Priority will be given to working with undergraduate Digital Communication Arts majors and connecting with majors in other SAC programs.

RESEARCH & SCHOLARSHIP EXPECTATIONS: The faculty member is expected to maintain interdisciplinary scholarly activities in her/his area of expertise, including conducting and publishing research, both collaboratively and independently, in peer-reviewed journals and/or books recognized as relevant to your research on race, gender, and class inequality in education; other forms of scholarship (e.g. book chapters, professional presentations, creative work) that are validated by peers and communicated in appropriate ways are also seen as valuable contributions to the school and discipline.

Scholarship and research of the successful candidate will strengthen connections to other academic units through support of interdisciplinary collaboration among SAC programs (art, music, speech communication, theatre), across CLA and with other colleges conducting applicable research at OSU (e.g., College of Earth, Ocean, and Atmospheric Science, College of Forestry, College of Engineering). This job description was written in collaboration with OSU computer scientists and in light of NMC’s existing relationships with researchers in the School of Psychological Science and the College of Forestry. The person occupying this position has the potential to become an invaluable resource for any science endeavor on campus.

SERVICE EXPECTATIONS: School, college, and university service expectations include serving on program, school or college committees as appropriate and participation in professional academic organizations outside the University, including professional and community-based groups, that advance OSU’s goals of student success and diversity.

B. POSITION ANNOUNCEMENT
The School of Public Policy at Oregon State University
Assistant Professor

The School of Public Policy invites applications for a full-time, tenure-track Assistant Professor in the area of Race, Gender, and Class Inequality in Education to begin 9/16/2015. The successful applicant must have a PhD in Sociology, Political Science, Economics, Public Policy or closely-related discipline. The hire will join a team of researchers, teachers, and students interested in 21st century education policy. Priority consideration will be given to candidates with evidence of successful teaching and scholarship, and a demonstrated commitment to promoting and enhancing diversity including mentoring different types of learners. The successful candidate will have an appointment in the School of Public Policy (http://oregonstate.edu/cla/spp), which has established innovative programs to train a new generation of policy leaders. Refer to the job posting at http://oregonstate.edu/jobs  Job #
0013004 for more information. Screening of applicants begins 11/15/2014 and continues until the position is filled. OSU is an Affirmative Action/Equal Opportunity employer, and particularly encourages applications from members of historically underrepresented racial/ethnic groups, women, individuals with disabilities, veterans, LGBTQ community members, and others who demonstrate the ability to help us achieve our vision of a diverse and inclusive community and has a practice of being responsive to the needs of dual-career couples.

SCHOOL OF PUBLIC POLICY
POSITION DESCRIPTION 2015-2016

Faculty Member:
Rank: Assistant Professor
Hire Date: 16 September 2015
Appointment: 1.0 FTE

As a member of the faculty of the Program in [Discipline] in the School of Public Policy in the College of Liberal Arts, Dr. X is expected to meet acceptable levels of productivity in performing instructional and service duties associated with her appointment, and to establish an independent research program that is relevant to her position.

Dr. X’s responsibilities include:

1. Teaching and Mentoring (50%)
   a. Teaching undergraduate and graduate courses that contribute to the [disciplinary] major and the graduate program in public policy. Teaching in the SPP requires educating and mentoring a diverse group of learners, which includes creating high-impact opportunities such as sponsoring student research or internships, developing study abroad opportunities, developing service learning courses, or using innovative pedagogies such as hybrid or online learning.
   b. Mentoring undergraduate and graduate students as appropriate in their scholastic academic, research and professional development to support student success. Priority will be given to working with undergraduate [discipline] majors and graduate students in the public policy program.

2. Scholarship (40%)
   Conducting and publishing research, both collaboratively and independently, in peer-reviewed journals and/or books recognized as relevant to your research on race, gender, and class inequality in education. Other forms of scholarship (e.g. book chapters, professional presentations) that are validated by peers and communicated in appropriate ways are also seen as valuable contributions to the department and discipline.

3. Service (10%)
   a. Participation in service to the Program, School, College and the University by serving on program, school or college committees as appropriate.
b. Participation in professional academic organizations outside the University including professional and community-based organizations that contribute to OSU’s goals of advancing student success and diversity.

Over time, it is reasonable to expect an evolution of specific duties within the three major categories described above. As such, other specific duties, as assigned and agreed, will amend this position description.

C. POSITION ANNOUNCEMENT

School of Psychological Science
Assistant Professor

GENERAL DESCRIPTION: Full-time, 9-month tenure-track position as an Assistant Professor. Oregon State University’s commitment to student success includes hiring, retaining, and developing diverse faculty to mentor and educate our undergraduate and graduate students from entry through graduation. Our Strategic Plan (http://oregonstate.edu/leadership/strategicplan/phase3) articulates the strategies we believe critical to advancing and equalizing student success. As part of this commitment, OSU has established a hiring initiative for 2014-15 that is designed to support these strategies. In alignment with this initiative, the School of Psychological Science seeks to fill a position in Applied Cognitive Neuroscience. This position will be effective Fall 2015. Minimum requirements include a Ph.D. in appropriate field by the time of appointment. Applicants will be expected to teach one or more of the following courses: Introductory Psychology, Brain and Behavior, Behavioral Neuroscience, Research Methods, as well as other courses within their area of expertise. The candidate is expected to (a) establish/continue a strong and productive research program, (b) demonstrate evidence of, or potential for, excellence in teaching a diverse group of learners, and (c) to contribute to the mentoring of a diverse group of undergraduate and graduate students. Salary is commensurate with qualifications, education, and experience. Benefits package includes several options for health/dental/life insurance, retirement, and tuition reduction program (some restrictions apply).

QUALIFICATIONS:
1. Ph.D. in appropriate field.
2. Evidence of excellence in educating and mentoring a diverse group of learners, which may include experience with sponsoring student research or internships, developing study abroad opportunities, service learning courses, or the use of innovation pedagogies such as hybrid or online learning.
3. Evidence of an active and productive research program or the potential for developing same.
4. A demonstrable commitment to promoting and enhancing diversity preferred.

LOCATION: Oregon State University, Corvallis Oregon

POSITION AVAILABLE: September, 2015

APPLICATION PROCEDURE: Apply online at http://oregonstate.edu/jobs.html posting XXXX. Applications should include a cover letter, a statement of research interests, curriculum vitae, and evidence of skills in teaching and mentoring a diverse set of learners. Letters of reference are
required for this position. When applying, you will be asked to provide the email addresses for three referees who will be sent a secure quicklink that will allow them to upload the requested letters of reference on your behalf. If desired, representative reprints can be sent via e-mail to Psych.science@oregonstate.edu.

For full consideration complete applications must be received by October 31, 2014.

OSU is one of only two American universities to hold the Land-, Sea-, Sun- and Space-Grant designations and is the only Oregon institution recognized for its “very high research activity” (RU/VH) by the Carnegie Foundation for the Advancement of Teaching. OSU is comprised of 11 academic colleges organized into four divisions with strengths in natural resources, earth dynamics and sustainability, life sciences, entrepreneurship and the arts and sciences. OSU has facilities and/or programs in every county in the state, including 12 regional experiment stations, 35 county extension offices, the OSU-Cascades campus in Bend, a major marine science center in Newport, and a range of programs and facilities in Portland. OSU is Oregon’s largest public research university, conducting more than 60 percent of the research funded throughout the state’s university system.

OSU is located in Corvallis, a community of 53,000 people situated in the Willamette Valley between Portland and Eugene. Ocean beaches, lakes, rivers, forests, high desert, the rugged Cascade and Coast Ranges, and the urban amenities of the Portland metropolitan area are all within a 100 mile drive of Corvallis. Approximately 18,500 undergraduate and 3,900 graduate students are enrolled at OSU, including 3,500 U.S. students of color and 1100 international students. Students come from all 50 states and nearly 100 countries worldwide.

The university has an institution-wide commitment to diversity, multiculturalism and community. We actively engage in recruiting and retaining a diverse workforce and student body that include members of historically underrepresented groups. We strive to build and sustain a welcoming and supportive campus environment. OSU provides outstanding leadership opportunities for people interested in promoting and enhancing diversity, nurturing creativity and building community.

OSU’s College of Liberal Arts is a community that includes and values the voices of all people. As such, we recognize the social barriers that have systematically marginalized and excluded people and communities based on race, ethnicity, gender, sexual identity, socioeconomic background, age, disability, national origin and religion.

We are committed to the equity of opportunities, and strive to promote and advance diverse communities. We value and proactively seek genuine participation from these historically under-represented and underserved groups, and recognize them as an essential component of creating a welcoming and rich academic, intellectual, and cultural environment for everyone.

POSITION DESCRIPTION

A. Name and Rank: Assistant Professor
B. **Assigned College and Department:** CLA, School of Psychological Science

C. **Current Appointment/FTE**

D. **Estimated Time on Professional Activities:**

   - Teaching: 50%
   - Research: 40%
   - Service: 10%

E. **Current Teaching Expectations:** Typical academic year teaching responsibilities include five undergraduate and graduate Psychology courses or averaging such according to the conventions being followed in the Psychology Department. The courses expected will correspond to your areas of expertise and experience. Courses expected at the discretion of the chair can include but are not limited to Introductory Psychology, Brain and Behavior, Behavioral Neuroscience, a research methods course (e.g., PSY 301); and advanced course(s) in your specialty area. At the chair's discretion, course releases may be granted from time to time for appropriate reasons (e.g., to buy out of assigned classes to pursue research activities if you possess a funding source that allows you to use its funds in this manner, etc.). Mentoring of a diverse group of graduate and undergraduate learners, which may include experience with sponsoring student research or internships, developing study abroad opportunities, service learning courses, or the use of innovative pedagogies such as hybrid or online learning, is part of teaching. Mentoring undergraduate and graduate students to support student success and serving on graduate committees in the university are also expected.

F. **Research Expectations:** A sustained record of scholarly achievement that is of a high standard. Establish and maintain a productive research program. Of the 40% FTE allocated to research, 38% should result in the dissemination of research outcomes in peer-reviewed journals, books, and/or book chapters relevant to the research specialty, along with efforts to externally fund said research, and 2% may be in other forms of scholarship (e.g., presentations at professional meetings) that are validated by professional peers.

G. **Service Expectations:** Provide service to the profession, to the university and the department, its students and faculty. Serve on departmental, college, and university committees. Provide service to professional organizations that contribute to the national and international intellectual communities of which Oregon State University is a part.

**D. POSITION ANNOUNCEMENT**

**PROVOST INITIATIVE HIRE/ASSISTANT PROFESSOR RHETORIC AND COMPOSITION/LITERACY AND ENGLISH LANGUAGE LEARNING**

Oregon State University invites applications for a full-time (1.0 FTE), 9-month, tenure-track Assistant Professor position in the field of Rhetoric and Composition/Literacy and English Language Learning. The position focuses on research, teaching, and professional development that advances student success and diversity for English language learners in university writing courses. The faculty member will teach four courses per year on a trimester system, typically including undergraduate writing courses and undergraduate and graduate courses in the teaching
of writing, literacy studies, and English language learning in college-level writing instruction. This position will maintain a commitment to intensive mentoring and advising of graduate students in thesis projects. The position will also create and implement professional development workshops on English language learning in college level written communication for GTAs, faculty, and instructors. A record of scholarship and potential for distinction in the field are required for tenure. All levels of Assistants will be considered.

In order to receive full consideration for this position, your application must be received by November 30, 2014.

All applicants must submit resume cv, letter of application, and transcript to https://jobs.oregonstate.edu/applicants/Central?quickFind=64693. Please refer to job posting #0012931. Please note that applicants will also be asked to submit letters of reference, cv, letter of application to apply.interfolio.com/25794.

Oregon State University's commitment to student success includes hiring, retaining, and developing diverse faculty to mentor and educate our undergraduate and graduate students from entry through graduation. Our Strategic Plan (http://oregonstate.edu/leadership/strategicplan/phase3) articulates the strategies we believe critical to advancing and equalizing student success. As part of this commitment, OSU has established a hiring initiative for 2014-15 that is designed to support these strategies. The faculty member in this position will be part of a cluster hire to support student success at OSU, and will be part of an engaged and collaborative research and teaching faculty in Rhetoric and Composition within the School of Writing, Literature, and Film.

The primary mission of the School of Writing, Literature, and Film is research/creative activity and undergraduate and graduate education. The School is home to university-wide writing programs taught by faculty in the discipline of rhetoric and composition and a graduate program (MA in English) with a rhetoric, writing, and culture strand. Faculty offer graduate coursework in the teaching of writing and literacy studies leading to an MA in English with an emphasis in rhetoric and composition. The School also offers an MFA in Creative Writing, undergraduate minors in writing and film, and a B.A. in English. The new faculty member will engage collaboratively with researchers and teachers in rhetoric and composition faculty (including our Director of First-Year Writing), and may become involved in such ongoing OSU initiatives as international education, global diversity, and Latino/a outreach and engagement.

As part of the College of Liberal Arts, the School of Writing, Literature, and Film is a community that includes and values the voices of all people. As such, we recognize the social barriers that have systematically marginalized and excluded people and communities based on race, ethnicity, gender, sexual identity, socioeconomic background, age, disability, national origin and religion. We are committed to the equity of opportunities, and strive to promote and advance diverse communities. We value and proactively seek genuine participation from these historically under-represented and underserved groups, and recognize them as an essential component of creating a welcoming and rich academic, intellectual, and cultural environment for everyone. CLA is home to the Center for Latin@ Studies and Engagement, one of two Latino research centers in Oregon public higher education. (http://liberalarts.oregonstate.edu/centers-and-initiatives/center-latino-studies-and-engagement.)
Minimum Qualifications for this position:
Ph.D. in rhetoric and composition with specialization in literacy studies and English language learning by time of appointment.

Demonstrated effectiveness of high quality teaching and potential for establishing a research agenda that results in publications in refereed journals.

A demonstrable commitment to promoting and enhancing diversity by addressing the intersections among race, class, ethnicity and culture as they relate to the teaching of writing.

Evidence of educating and mentoring a diverse group of learners, which may include experience with sponsoring student research or internships, developing study abroad opportunities, service learning courses, or the use of innovative pedagogies such as hybrid or online learning.

An advanced assistant will have demonstrated effectiveness of high quality teaching in college writing instruction and a record of publication that demonstrates potential for distinction in the field. A record of publication that demonstrates potential for distinction is required for tenure.

**POSITION DESCRIPTION**

**A. Rank and Name**  
Assistant Professor of English (Rhetoric and Composition/English Language Learners)

**B. Assigned College and Department**  
College of Liberal Arts  
School of Writing, Literature, and Film

**C. Appointment / FTE**  
9 month / 1.00 FTE

**D. Estimated Time on Professional Activities**  
Teaching: 40%  
Research: 35%  
Applied Writing Faculty Workshops: 15%  
Service: 10%

Percentages may vary from term to term depending on course assignments and projects underway.

**E. Teaching Expectations:** Teaching in lower and upper-division writing courses in written instruction, literacy and English language learning. Evidence of educating and mentoring a diverse group of learners, which may include experience with sponsoring student research or internships, developing study abroad opportunities, service learning courses, or the use of innovative pedagogies such as hybrid or online learning is part of teaching. Mentoring undergraduate and graduate students to support student success and serving on graduate committees in the university are also expected (40%).

**F. Research Expectations:** A sustained record of scholarly achievement of a high standard in the field of rhetoric and composition, literacy and English language learning, as evidenced by the publication of articles in refereed journals and/or community outreach and engagement with reviewable outcomes. Interdisciplinary scholarship in related fields marks one way of demonstrating the relevance of the work to writing and humanities disciplines at large. Delivering papers at regional/national/international conferences and/or securing funding for research gives evidence of professional research and scholarly activity. Research conducted in the framework of community-based research and outreach/engagement to support student success and literacy/English language learning gives evidence of professional research and
scholarly activities (35%)

G. Faculty and GTA Professional Development (Applied Writing/English Language Learners) Expectations:
Create and implement professional development workshops and curriculum to advance student success in English language learning and literacy across diverse language communities for the university, the School, and community (15%).

H. Service Expectations: Serve as a Graduate School representative on thesis committees in the university. Promote outreach to the local, regional and international communities. Serve on School, college, and university committees. Provide service to professional and community-based organizations that contribute to the University’s goals of advancing student success and diversity (10%).