


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

Department/Office: History

Department Chair/Head: Corinne Blake

Print

Academic Year (circle): 15-16 16-17

  
 Signature  
 17-18 18-19 19-20

Date Sent to Dean/Supervisor: 9/17/2015

Signature

Date

Approved

Cindy Vith  
 Dean/Supervisor:

9/22/15

(Y) P / N

Y / P / N

Add'l Admin:

[Signature]  
 Provost/designee:

9/30/15

(Y) P / N

Y / P / N

President/designee:

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

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

**SUGGESTED TIMETABLE:**

Departmental approval, sent to Dean/Supervisor:

**DATE**

**September 25 (earlier if possible)**

Dean provides feedback regarding criteria

**October 9**

Final administrative approval and forwarding to Senate,  
 Department, and Dean

**November 1**

Rowan University, History

Assistant Professor, Latin American History

Institution Type: College / UniversityLocation: New Jersey, United StatesPosition: Assistant Professor

The History Department of Rowan University is seeking a specialist in Latin American history (period and specialization open but preference for 20th century) to fill a tenure-track, assistant professor position, beginning Fall 2015. Teaching duties include World History and/or Western Civilization surveys and upper level courses in area of specialty. The successful candidate will also participate in Rowan's International Studies program, including advising students and, pending approval, teaching new interdisciplinary introductory and capstone courses. In addition, the candidate may be asked to teach graduate courses. Willingness to design and teach online courses a plus. Candidates should have Ph.D. in hand by the time of employment as well as evidence of effective college teaching and an ongoing research agenda. Applicants must be currently authorized to work in the United States on a full-time basis.

Applications must be submitted through our online applicant tracking system. Submit letter of interest, curriculum vitae, three letters of recommendation, and other appropriate supporting materials such as syllabi and teaching evaluations.

Recommenders can send letters as attachment to James Heinzen (heinzen@rowan.edu). Letters of recommendations in portfolio services such as Interfolio can be uploaded to the Rowan jobs website with other application materials.

To apply online, please go to: <http://rowanuniversity.hodesiq.com/jobs/assistant-professor-latin-american-history-full-time-tenure-track-glassboro-new-jersey-job-4718915>

The review process will begin on October 1, 2014 and the deadline date is November 15, 2014.

History department website: <http://www.rowan.edu/history>

Questions only, Email: heinzen@rowan.edu

Rowan University values diversity and is committed to equal opportunity in employment.

Candidates must demonstrate authorization to work in the United States.

All positions are contingent upon budget appropriations.

James Heinzen

heinzen@rowan.edu

Contact:

Website: <http://rowanuniversity.hodesiq.com/jobs/assistant-professor-latin-american->

### **T & R Criteria for Dr. Christy Thornton, History Department**

Dr. Christy Thornton was hired in fall 2015 as an assistant professor in the History Department at Rowan. In addition to her duties teaching surveys in World History since 1500 or Western Civilizations and upper level courses in Latin American history, Dr. Thornton was hired to participate in the new International Studies Major. She will teach the two interdisciplinary core courses for this major—*Introduction to International Studies* and *Senior Seminar in International Studies*—and play an active role in developing the major.

The History Department's T & R criteria, which were updated in spring 2015, outline the Department's expectations for our tenure track faculty's scholarship, teaching, contributions to the University community, and contributions to the field and to wider community. The Department's criteria, which are listed below, will apply to Dr. Thornton, with the following modifications:

#### **Teaching Effectiveness (45%):**

- From fall 2016, when *Introduction to International Studies* will first be offered, Dr. Thornton's teaching portfolio--her self-assessments, course content analysis, peer observation and review, and analysis of student evaluations--may include evaluations of her International Studies as well as her History courses.

#### **Scholarly and Creative Activity (40%):**

- No modifications: as outlined in the Department's T & R criteria below.

#### **Contributions to the Department and University Community (10%):**

- Because part of Dr. Thornton's job description included participating in the International Studies program, her "service to the Department" will be primarily assessed on her service to International Studies.

#### **Contributions to the Wider and Professional Community (5%):**

- No modifications: as outlined in the Department's T & R criteria below

### **3. Departmental Interpretation and Weighting of Evaluation Criteria (Section 1.2 & 2.41)**

The History Criteria for recontracting and tenure are based on the following areas, as defined in the AFT contract:

#### *For Recontracting of Instructors:*

- |   |     |
|---|-----|
| • Teaching Effectiveness                                    | 60% |
| • Scholarly and Creative Activity: Professional Development | 20% |
| • Contributions to the University Community                 | 10% |
| • Contributions to the Wider and Professional Community     | 10% |

#### *For Recontracting of Assistant Professors:*

- |   |     |
|---|-----|
| • Teaching Effectiveness                                | 45% |
| • Scholarly and Creative Activity                       | 40% |
| • Contributions to the University Community             | 10% |
| • Contributions to the Wider and Professional Community | 5%  |

The ranking reflects the normal order of the categories of Contributions and Scholarship.

### ***STATEMENT OF PROGRAMMATIC NEED***

Process: During the Spring of 2015, the faculty of the Department of History discussed and approved criteria for Tenure and Recontracting.

Rationale: The adoption of the criteria and the specific means for determination of effective teaching were rooted in a mutual acceptance of a) their suitability for college teaching and the mission of Rowan University, b) their applicability to the transmission of historical knowledge by professional historians along with the creation by students of disciplinary knowledge in collegiate historical training and c) their congruence with the report of the outside evaluator of the department program.

### **HISTORY DEPARTMENT CRITERIA FOR EVALUATION OF TEACHING EFFECTIVENESS**

Candidates for recontracting must develop a teaching portfolio that addresses the following four components:

- Academic Instruction
- Advising
- Developing Learning Activities
- Developing as a Teacher

The Departmental committee will evaluate the four components above through the following methods: assessment of the candidate's own critical self-assessment, a course content analysis, peer observation and review, and analysis of student evaluations. The

departmental committee will evaluate each of these sections according to the seven criteria mentioned below and prepare a written evaluation of the candidate's teaching record.

#### Critical Self Assessment:

The Candidate's critical self-assessment essay should:

- a. Summarize the candidate's teaching responsibilities and activities
- b. Describe and analyze pedagogical strategies
- c. Discuss ongoing process of substantially revising existing courses and/or developing new courses
- d. Discuss modalities of student assessment utilized by the candidate
- e. Discuss strategies to develop and improve teaching skills
- f. Discuss developmental advisement activities

#### Course Content Analysis:

The course content analysis should include descriptions and analyses by the candidate of at least two courses. The analysis should include a discussion of how the candidate's approach furthers general education and/or departmental learning outcome goals. These evaluations should be supported by examples of such materials as course syllabi, assignments, handouts, examinations, and student work. This analysis may be included in the "Critical Self-Assessment" section.

#### Peer Review:

The peer review must include one classroom observation per semester. The date of the observation should be mutually agreed upon between the probationary faculty member and the observing senior colleague. The reviews should include a summary of material presented in the class as well as an evaluation of the candidate's organization of the material, ability to communicate, up-to-date knowledge of subject matter, pedagogical techniques, and classroom environment.

#### Student Evaluations:

Per the Memorandum of Agreement, the candidate will present student evaluations of teaching from at least two courses each semester. He/She may include written comments by students. The candidate will prepare a written analysis of these evaluations.

#### Process for Collecting and Utilizing Student Responses

The traditional process for collecting and utilizing student responses is as follows: During the last two weeks of class, the chair of the department assigns a faculty member to administer the student evaluations. The assigned person administers the evaluations, assuring the students that their responses will be kept confidential until after the final grades are turned in to the registrar. The chair receives the quantitative data and shares the results with the professor after the end of the semester. The candidate, the chair, and the Tenure and Recontracting Committee use the evaluations to assess the teaching effectiveness of the candidate. Parallel to this structure is a new online student evaluation

system. The Department follows University policy on the administering of such evaluations. The candidate shall note which method was employed to compile the student data for each course.

### Effective Teaching Defined

Following the model presented in *A Guide to Evaluating Teaching for Promotion and Tenure* (by John Centra, et al., Littleton, MA 1987) and the Educational Quality Principles, the department believes that effective teachers demonstrate:

1. Good organization of subject matter and the course
2. Effective communication skills
3. Knowledge and enthusiasm for subject matter and teaching
4. Flexibility in approaches to teaching
5. Positive attitudes towards students
6. Fairness in examinations and grading
7. Student learning appropriate to the goals of the department and the university.

### Departmental Evaluation

The Departmental committee will evaluate the candidates according to each of the seven characteristics of effective teachers described above. In doing so, they will draw upon all four areas of assessment – candidate self-assessment, course content materials, peer reviews, and student evaluations.

## **HISTORY DEPARTMENT CRITERIA FOR EVALUATION OF RESEARCH AND SCHOLARLY ACTIVITY**

### **CATEGORIES OF SCHOLARLY ACTIVITY**

The American Historical Association (AHA), founded in 1884 and incorporated by Congress in 1889, to serve the broad field of history defines scholarship as: “the discovery, exchange, interpretation, and presentation of information about the past.” The AHA further notes that scholarship “depends on the open dissemination of historical knowledge via many different channels of communication: books, articles, classrooms, exhibits, films, historic sites, museums, legal memoranda, testimony, and many other ways. The free exchange of information about the past is dear to historians.” Approved by Professional Division, December 9, 2004, adopted by Council, January 6, 2005, updated in January 2011, and accessed at <http://www.historians.org/pubs/Free/ProfessionalStandards.cfm> on March 3, 2015.

The Department of History recognizes four categories of scholarly activity pertinent to the discipline of history:

1. The advancement of knowledge (original research):  
Original research--manuscript and printed sources, oral history interviews; translations; documentary and critical editions; and other source materials published in form of a

monograph or peer reviewed, refereed journal article; disseminated through a paper or lecture given at a meeting or conference or through a museum exhibition or other project or program; or presented in a contract research report, policy paper, or other commissioned study.

2. The integration of knowledge (synthesizing and reintegrating knowledge, revealing new patterns of meaning):

Synthesis of scholarship--published in a review essay (journal or anthology); textbook, newsletter, popular history, magazine, encyclopedia, newspaper, or other form of publication; edited anthologies, journals or series of volumes comprised of the work of other scholars; disseminated through a paper or lecture given at a meeting or conference or through a museum exhibition, film or other public program; or presented in a contract research report, policy paper, or other commissioned study.

3. The application of knowledge (professional practice directly related to an individual's scholarly specialization):

Application of knowledge--public history such as public programming (exhibitions, tours, etc.) in museums, or other cultural/educational institutions; consulting and providing expert testimony on public policy and other matters; participation in film and other media projects; writing and compiling institutional and other histories; administration and management of historical organizations; creation of bibliographies and databases; professional service (editing journals and newsletters, organizing scholarly meetings, etc.); community service drawn directly from scholarship through state humanities councils, history day competitions, etc.

4. The transformation of knowledge through teaching (pedagogical content knowledge and discipline-specific educational theory).

Transformation of knowledge--research, writing and consulting in history education and in other disciplines allied to history; development of courses, curricula, visual materials, and teaching materials (including edited anthologies, textbooks, and software); implemented in classroom or disseminated through publications (books, professional newsletters, articles, etc.) papers (annual meetings, teaching conferences, etc.) or non-print forms; organization and participation in collaborative content based programs (workshops, seminars, etc) with schools; participation in developing advanced placement and other forms of assessment; public programs as forms of teaching, e.g., museum exhibitions, catalogues, lectures, film, radio, etc.

### **Requirements for Tenure and Recontracting of Assistant Professors**

The Department expects that all Assistant Professor candidates for tenure and recontracting will be able to produce evidence of scholarly activities in at least one of the four categories discussed above.

Candidates for tenure must demonstrate a record of sustained scholarly productivity since their appointment. The recognized benchmark for high-quality contributions to scholarship is peer-reviewed publication. Such publication, whether in print or in other

formats, is subjected to evaluative review by experts in the appropriate field, who make a judgment about the suitability of the work for public presentation. The Department of History expects that all Assistant Professor candidates for promotion will show evidence of peer-reviewed scholarship from among the indicators in Tier I or Tier II. These two tiers are differentiated as follows: publications from Tier I will be considered peer-reviewed without explanation from candidate. Publications in Tier II, however, will require the candidate to demonstrate that they were peer-reviewed (as defined above). For purposes of departmental evaluation, judgment about whether such scholarship is substantial will include both qualitative and quantitative considerations.

Tier 1: Clear indicators of peer-reviewed scholarship

Monograph published by a university press

Book-length translation with commentary published by a university press

Article in a widely-acknowledged and peer-reviewed journal (to be defined below)

Tier 2: Possible indicators of peer-reviewed scholarship

Monograph published by commercial press

Article in an edited volume or foreign language journal

Edited volume of original, scholarly essays

Encyclopedia

Historical atlas

Textbook

Scholarly edition of primary sources

Other public presentation of research in print or non-print form

Tier 3: Possible contributors to substantial production

Review of book manuscript

Review of article manuscript

Article in anthology (not peer-reviewed)

Review article

Book review

Film review

Article in popular press

Article in professional newsletter

Entry in encyclopedia

Conference presentations

Discussant or commentator at conference

Chair on panel at national or regional conference

Professional development seminars

Professional consultation

Other forms of recognition of scholarly reputation

Explanation of "Widely-Acknowledged" for Peer-Reviewed Journals in History



Due to the importance of the book-length monograph in most subfields of history, publication of scholarly articles in journals is not evaluated in the same manner as is the case in other disciplines. For example, impact factors are not a criterion by which journals are considered for publication. Nevertheless, historians do distinguish among journals based on their perceived importance in the relevant subfield, which is generally based on the longevity of the journal and the contributions of past articles to the field. The Department has agreed on the following process for assessing journals. For each candidate, there will be several relevant subfields in which they may publish, such as the area of the world in which they conduct research (i.e. Russia, Latin America, etc.), time period (ancient, early modern, modern, etc.), and methodology (social history, political history, cultural history, the history of childhood and youth, etc.). Candidates will identify the relevant subfields in which they might publish. The Department will survey specialists in the subfields at peer and aspirant institutions to create a list of the most widely-acknowledged journals. There are also many less-known but still reputable and peer-reviewed journals, which may be the most appropriate venue for some studies. In these cases, candidates will provide information about the journal's peer-review process.

#### Co-authored Works in the Discipline of History

Co-authorship is relatively rare in the historical discipline. When works are co-authored or co-edited, the standard procedure is to list all names in alphabetical order and to assume that all parties have completed an equal percentage of the work. When names are not listed alphabetically, there is an assumption that the first author is the primary author of the work, having done at least a majority or a plurality of the work involved.

#### Conference Presentations in the Discipline of History

One important way that historians disseminate their preliminary research findings and receive constructive feedback on their work-in-progress is through presentations at academic conferences, which are attended by other specialists in their fields. At these conferences, presentations are made in a panel format, and a specialist-commentator typically will give criticism, both positive and negative, on each presenter's research findings. Candidates for tenure will be expected to have disseminated their research findings through presentations at academic conferences in their fields. Serving as a commentator on an academic panel is also a way to demonstrate one's expertise before a specialist audience. While presenting at a conference demonstrates one's ongoing original research, being selected as a commentator indicates stature in the field based on your past original research production. In both cases, as presenters or as commentators, the degree of peer review and selectivity at conferences varies. For all conferences, there is a committee that selects which papers and panels will appear on the program. Depending on the subfield and size of the conference, however, the number of papers or panels not accepted will vary. For the annual meeting of the Organization of American Historians, the largest meeting of US historians, the rejection rate is significant and acceptance at such a conference is a strong indicator of the promise of the research from

an independent external peer review process. Not all subfields have conferences with that level of selectivity, however, and candidates for tenure are expected to present at the most appropriate conferences for their subfield first and foremost.

#### External Funding and the Discipline of History

Historians seek external funding as a means to facilitate and accelerate the lengthy process of researching and writing historical monographs. The most prestigious forms of external funding in history are year-long residential fellowships. These, however, are not open to junior faculty due to Rowan's policy on leave before tenure. The second most important category are short-term residential fellowships, such as ones taken in the summer. While not all subfields in history have such fellowships, candidates for tenure are expected to apply for them whenever they would further the candidate's research agenda. For example, if a candidate must travel to the Huntington Library in Pasadena, California, for research, they would be expected to apply for one of the Huntington's short-term fellowships. Winning one of these competitive fellowships would not be required or expected, as most are distributed to senior faculty. There are additional funding opportunities that vary from subfield to subfield. In all cases, candidates for tenure would be expected to discuss, in their early recontracting documents, the overlap between their research agenda and funding opportunities. Nevertheless, grant and fellowship applications are not, by themselves, evidence of research activity. Travelling to the site funded by the fellowship and conducting archival research, however, would be evidence of research activity.

#### Evaluation of Scholarly Activity in History

There are many modes of scholarly contribution in history, as outlined in the tiers above. For some historians and in some subfields -- such as ancient history and public history -- articles or public exhibitions may be the most appropriate research goals. For such fields the department will look to established disciplinary models, such as the recently published report on evaluation of public history scholarship adopted by the American Historical Association. However, the most widely respected mode of scholarly contribution in the discipline of history is the publication of peer-reviewed books. Because this is the leading way in which new historical knowledge is spread, most historians include such publication in their research agendas.

Since book publication is the most time-consuming as well as the most prestigious of research activities, standards for scholarly productivity must look not solely at the endpoints of finished publication, but at long-term progress toward goals that will advance the candidate's career as a scholar. Recent PhD's, especially, need support for developing their dissertations into book-length monographs, the standard goal at research universities in the historical profession.

Candidates for tenure shall supplement their evidence of scholarly production with external review by an expert in the field per the memorandum of agreement. If the

candidate wishes to be reviewed by more than one external evaluator, the Department will assist with the process.

To illustrate expected levels of scholarship during the first six years of an academic career, we have appended a sample timeline reflecting the path a productive scholar might take toward completion of a book-length monograph, along with information clarifying the steps in this process. Candidates producing other forms of scholarship would similarly be expected to show steady progress toward completion of their research plans.

***Book Path: An Example Decade Timeline of Scholarly Production***

The following is an example timeline of outstanding scholarly production for a candidate pursuing original research (the advancement of knowledge, category one) through the publication of a book-length monograph.

Monographs in History: Book-length monographs are the primary professional goal of most historians beginning with the selection of a dissertation topic in graduate school. It is important to note that historical monographs usually differ in profound ways from the book-length historical work of textbook authors, journalists, or other writers. Unlike these accounts, which are usually synthetic of other works, monographs are based upon years and years of original research (sometimes in multiple languages and/or at remote locations), are exhaustively footnoted, make an original and lasting contribution to the field, and are vigorously peer-reviewed.

Assumptions: This timeline makes two assumptions. First, the candidate will receive adjusted load for research activity each year. Denial of adjusted load at any stage of the process would delay outcomes. Second, this is a timeline example for someone who has chosen the “book path,” focusing on the transformation and expansion of the dissertation into a monograph.

The Book Path and Articles: Choosing to pursue the book path means that the candidate is NOT focusing on the production of scholarly articles for two reasons. First, time spent publishing articles not related to the book manuscript would delay completion of the manuscript. Second, candidates are urged not to produce more than one or two articles from their manuscript research because many university presses are reluctant to publish monographs that contain chapters, or portions of chapters, previously published in article form. Third, the only universities that require multiple articles AND a book manuscript are major research institutions such as the University of Pennsylvania which provide faculty with automatic junior faculty leave, and a teaching load of two courses (or fewer) per year.

Before Beginning at Rowan University: Most recent appointments to the Department of History have published at least one peer-reviewed article, usually based on their dissertation, prior to appointment at Rowan University. While these early publications cannot be technically counted as evidence in tenure applications at Rowan University, such publications shape the timeline of scholarly production in the Department of

History. For example, as noted above, many university presses publishing historical monographs are unwilling to publish monographs that contain much material previously published (even in an earlier form) as scholarly articles. Therefore, if a candidate has previously published one or two dissertation chapters as scholarly articles and is seeking to publish the dissertation as a book, the Department would caution against including the publication of another article (even if it would be the first published at Rowan University) from the dissertation in a timeline focusing on the publication of a book-length monograph.

#### The Life Cycle of a Historical Monograph

1. Unrevised dissertation manuscript
2. Agenda for dissertation revision based on feedback provided by historians in the field (such as dissertation committee members, panel commentators at professional conferences, members of work-in-progress seminars, peer reviewers, etc).
3. Dissertation manuscript in the process of revision
4. Book proposal, supported by revised chapters, submitted to peer-reviewed press
5. Upon positive feedback from book proposal, book manuscript completed and submitted to a peer-reviewed press
6. Book manuscript deemed publishable by editor of the peer-reviewed press and mailed to anonymous reviewers
7. Book manuscript in revision based upon peer reviewer comments; editor assures publication subject to specified revisions
8. Revised book manuscript submitted to peer-reviewed press
9. Book manuscript awarded "final" contract with peer-reviewed press (sometimes "advance" contracts are issued at earlier stages)
10. Book manuscript in final revisions based upon second reading by peer reviewers
11. Book manuscript in production (copy editing, illustrations, indexing, etc.)
12. Book published

The length of time it takes to complete all twelve stages varies from university to university depending upon teaching load, junior faculty leave, and internal financial support for research. At research institutions such as the University of Pennsylvania or Rutgers University – New Brunswick, the book is expected to be in stage nine or higher by the tenure/promotion decision that occurs in the middle of the sixth year. The Department of History at Rowan University's expectation for outstanding scholarship is that the manuscript be submitted to a peer-reviewed press (stage seven) by the end of the sixth year. This compares very favorably with peer and aspirant schools. See Appendix A for benchmarking data on tenure/promotion criteria.

The Department also recognizes that other forms of peer-reviewed interactions, such as conference presentations and, if not already completed before beginning at Rowan, one or two peer-reviewed scholarly articles, before final publication of a monograph. These additional expectations, beyond progress on the monograph, are listed below.

### **Requirements for Tenure and Recontracting of Instructors**

Instructors are neither required nor expected to pursue scholarship; instead, they are expected to focus on professional development, generally defined as maintaining currency in their field. If Instructors do elect to pursue scholarship, it is most likely that they will focus on the fourth category listed above, the transformation of knowledge through teaching. This fourth category overlaps with professional development, the agreed-upon and bargained evaluation category for Instructors.

Professional Development for faculty with the rank of Instructor is defined as those activities that maintain and improve an Instructor's currency in a field of expertise or teaching, maintains their standing within a profession or discipline, or expands their area of expertise. Appropriate professional development for probationary faculty with the rank of Instructor includes activities which:

- A. Assist them in maintaining currency in their discipline, profession, and/or improving their abilities as teachers
  - a. Acquiring and maintaining specific forms of certification and/or licensure that are appropriate for their discipline or profession
  - b. Engaging in creative activities appropriate for the discipline or profession
- B. Deepen and/or broaden their knowledge of discipline-specific content
  - a. Attending and participating in professional conferences where the focus is the dissemination of new knowledge within a field of inquiry
  - b. Seeking additional training or education to improve or expand their knowledge
- C. Strengthen their understanding and application of the pedagogy of particular disciplines
  - a. Attending and participating in professional conferences/workshops where the focus is the pedagogy associated with a specific discipline or content area
- D. Improve their knowledge of the teaching and learning processes
  - a. Attending and participating in workshops/training that focuses on the teaching and learning processes
  - b. Developing or enhancing skills in the assessment of the teaching and learning processes within a discipline

Characteristics of Excellence in Professional Development for Instructors are:

- A. The activity is directly related to the area of expertise or area of instruction.
- B. The activity prepares the instructor for future teaching assignments

- C. The activity results in certification or licensure that is appropriate for the area of instruction or for the practice of teaching within a specific discipline
- D. The activity is recognized as maintaining standing within a profession or discipline
- E. The activity permits the demonstration of leadership within a profession or discipline

Candidate documents should present evidence of success in professional development activities as identified in the ratified and approved department criteria. The following are some examples of evidence. (This list should not be considered exhaustive):

- Reflective discussion of scholarship the Instructor has read dealing with subject matter content, pedagogical strategies, student learning styles, assessment, or other relevant topics
- Active participation in a learning community or other activities directed by Rowan's Faculty Center
- Engagement in the scholarship of teaching, including dissemination of those results within the department, college, university, or professional/wider community settings
- Attendance at professional conferences to learn or contribute to new directions in scholarship and/or new pedagogical strategies or delivery formats, including online or hybrid teaching
- Discussion of new or revised units, materials, exercises, etc. introduced into course
- Participation in and/or organization of workshops, webinars, or seminars on teaching history
- Participation in developing or evaluating history knowledge assessment, e.g., portfolio development, advanced placement exams, etc.
- Participation in public programs, e.g., museum exhibitions, catalogues, lectures, film, radio, etc.
- Training in and effective use of instructional technology

Evaluation of excellence in professional development will be assessed in terms of the characteristics of excellence, by the standards for such activity, and with the procedures for their assessment as identified in the ratified and approved department criteria.

### **Evaluation of Scholarly and Creative Activity in History**

There are many modes of scholarly contribution in history, as outlined in the categories above. Instructor candidates will not be evaluated on the basis of scholarly research, though they are free to pursue such research.

### **History Department Criteria For Evaluation Of Contributions To The Department And University And Fulfillment Of Professional Responsibilities**

The History Department recognizes service to the University, profession and our department as vital parts of our profession and the continuing excellence of our

institution and the quality of our communities. As such, every member of our department is expected to demonstrate service both in and outside of our department. We also recognize that individual interest and expertise vary and that often at the University level, individuals are solicited for service for a variety of reasons not necessarily linked to our discipline. The department also recognizes that some service involves more time and effort than others. In this regard the department recognizes the following categories of service.

Service to Department will be defined as service on department committees, advising history majors and minors, advising history student organizations, developing new courses, coordinating department programs, etc. Basic departmental service is expected of all faculty members. Advanced departmental service, such as chairing search committees or time-consuming standing committees such as Curriculum, Promotion, or Tenure and Recontracting, are not expected of probationary faculty at any time.

Service to College and University will be defined as service on all university committees, interdisciplinary programs, representing Rowan on external committees, task forces, commissions, etc. the development of programs, coordinating concentrations and other support services that enhance student and staff life. This also includes service to students, mentoring students, organizing student activities and supporting student events. Basic university service of some type is expected of probationary faculty beginning in their third year at Rowan University. Advanced university service such as membership on the following committees is not expected of pre-tenure faculty:

- Senate T&R
- Senate Promotion
- Senate Curriculum
- Sabbatical Leave
- CHSS Humanities Curriculum
- CHSS Promotion
- CHSS Adjusted Load
- Search committees for senior administrators

Service to the Profession shall be defined as participation in professional historical associations as members of boards, committees, or activity as readers, reviewers, discussants, consultants, and organizers. The Department expects some level of professional service, if only membership in historical organizations, each year.

Service to Community shall be defined as uncompensated service performed for individuals, schools, civic associations and public institutions that benefit the community at large. The Department does not require community service but supports those faculty led to do this work, recognizes its value, and takes such work into account during the evaluation process.

### **Timeline of Contributions to the Department and University**

First Year: Basic departmental service but limited to attending departmental meetings, attending departmental functions, the Spring banquet, participating in departmental work-in-progress seminars, etc.

Second Year: Basic departmental service is expanded to include the individual advising of history majors and minors and service on at least one departmental committee.

Third, Fourth, and Fifth Years: Basic departmental service continues. Candidates begin basic college and university service. Common examples of such service include membership on college committees, all university committees or task forces, and inter-disciplinary advisory boards.

## **APPENDIX A**

### ***A Typical Decade: An Expanded Timeline of Scholarly Production***

By the end of Year One: Focus on teaching. Begin planning for revision of dissertation into book-length manuscript. Apply for external funding if additional research will be necessary for completion of project. Apply to present research at regional and/or national conferences.

Possible evidence of scholarly activity (assuming adjusted teaching load):

- Research plan for revision of dissertation
- Application to present at a regional/national conference
- Applications for external funding (if necessary for completion of project)
- Presentation at Departmental Work-in-Progress Seminar

By the end of Year Two: Begin revision of dissertation (25% complete). If additional research is required, apply for external funding to support such research. If the candidate has not yet published a scholarly article from their dissertation, he or she is encouraged to prepare and submit such an article. Present research at regional and/or national conferences.

Possible evidence of scholarly activity (assuming adjusted teaching load):

- Evidence of 25% of dissertation revision completed (e.g. research trips completed, chapters revised or added, etc.)
- Conference presentation (if not completed in first year)
- Application for second conference presentation
- Submission of scholarly article (unless previously published from dissertation)
- Applications for external funding (if necessary for completion of project)
- Presentation at Work in Progress Seminar (if not done before)

By the end of Year Three: Continue revision of dissertation (50% complete). If the candidate has not yet published a second scholarly article from the dissertation, possibly prepare and submit such an article. Present research at regional and/or national conferences.



Possible evidence of scholarly activity (assuming adjusted teaching load):

- Evidence of 50% of dissertation revision completed (e.g. research trips completed, chapters revised or added, etc.)
- Second conference presentation
- Applications for external funding (if necessary for completion of project)

By the end of Year Four: Continue revision of dissertation (75% complete). Begin initial planning for next research project.

Possible evidence of scholarly activity (assuming adjusted teaching load):

- Evidence of 75% of dissertation revision completed (e.g. research trips completed, chapters revised or added, etc.)
- Research plan for next project
- Submission of book proposal to peer-reviewed publisher

By the end of Year Five: Completion of book-length manuscript (100% complete). Apply for external funding to support research that will be needed for next research project.

Possible evidence of scholarly activity (assuming adjusted teaching load):

- Complete manuscript submitted to University Press or other publisher of peer-review monographs
- Applications for external funding for next project submitted (if necessary for completion of research project)
- Application for conference presentation related to new project
- Submission of draft to outside experts (if candidate chooses)

By the end of Year Six: Revise book-length manuscript based upon comments of peer reviewers. Continue to apply for external funding to support research that will be needed for next research project. Present research on new project at regional and/or national conferences.

Possible evidence of scholarly activity (assuming adjusted teaching load):

- Response from University press containing suggestions by peer reviewers for revision
- Plan for addressing comments of peer reviewers
- Third conference presentation (related to next project)
- Applications for external funding for next project submitted (if necessary for completion of project)

By the end of Year Seven: Publish book-length manuscript. Continue to present research on new project at regional and/or national conferences.

Possible evidence of scholarly activity (assuming adjusted teaching load):

- Publication of book-length manuscript by a peer-reviewed press
- Applications for external funding for next project submitted (if necessary for completion of project)
- Application for conference presentation on new project

By the end of Year Eight: Begin full-time work on next project. Candidates are encouraged to prepare and submit a peer-reviewed article on their second research project.

Possible evidence of scholarly activity (assuming adjusted teaching load):

- Submission of article on next project to peer-reviewed journal.
- Fourth conference presentation (related to next project)
- Evidence of progress made post-monograph project (e.g. research trips completed, chapters drafted, etc.)

By the end of Year Nine: Continue full-time work on next project, or begin third project if second project (article or other non-monograph publication) completed.

Possible evidence of scholarly activity (assuming adjusted teaching load):

- Evidence of progress made on present research project (e.g. research trips completed, chapters drafted, etc.)

By the end of Year Ten: Continue full-time work on second monograph or other current research projects. Candidates are encouraged to prepare and submit a second peer-reviewed article from one their post-monograph research projects.

Possible evidence of scholarly activity (assuming adjusted teaching load):

- Submission of second article on next project to peer-reviewed journal.
- Evidence of progress made on post-monograph project completed (i.e. research trips completed, chapters drafted, etc.)

## APPENDIX B

### *Research Expectations for Tenure at Aspirant and Research Intensive Colleges and Universities*

<b>College or University</b>	<b>Year of Tenure Decision</b>	<b>Research Expectations</b>
Rowan University	5	Book manuscript submitted OR multiple peer-reviewed articles
University of Delaware	6	Book accepted for publication OR "several" articles
University of Pennsylvania	6	Book "in production" praised highly by external reviewers and "significant progress" on second book
Villanova University	6	Book manuscript accepted OR multiple articles
Fairfield University	6	Response not yet received
Lehigh University	6	Book manuscript accepted for publication OR equivalent in scholarly articles
Fordham University	6	Published monograph
Swarthmore College	6	Book manuscript in final stages of production
The College of New Jersey	4	"Significant evidence of original scholarship" but a book is not expected until full professor
SUNY-Geneseo	6	Book under contract OR "substantial" number of articles/chapters
University of Scranton	6	Book manuscript OR two or more articles
College of William & Mary	6	Book accepted for publication
James Madison	6	A book manuscript OR three articles

### *Research Expectations for Tenure at New Jersey State Colleges and Universities*

<b>College or University</b>	<b>Year of Tenure Decision</b>	<b>Research Expectations</b>
Rowan University	5	Book manuscript submitted OR multiple peer-reviewed articles
Kean University	5	Multiple articles OR a book manuscript
Montclair State University	5	"consistent scholarly activity" such as conference presentations and peer-reviewed articles; books discouraged

		because of short tenure clock
New Jersey City University	5	"Strong performance" in scholarly/creative/professional work such as referred journal articles, books, reviews, conference presentations, fellowships, funded research, etc.
Ramapo College of NJ	5	Book manuscript OR one or more articles
Richard Stockton College of NJ	4	Book manuscript deemed publishable by external reviewers OR equivalent in scholarly articles
Thomas Edison State College	No tenure-track positions	NA
William Paterson University of NJ	5	"Ongoing scholarly activities" such as presentations, articles, book manuscript, etc.
The College of New Jersey	4	"Significant evidence of original scholarship" but a book is not expected until full professor

## APPENDIX C:

### *Responses from University Presses on Scholarly Articles and Book Manuscripts*

- Oxford University Press: Editor Christopher Wheeler noted that the Press prefers that no portion of its book be prepublished and look especially unfavorably on articles that are essentially late drafts of a chapter. They are understanding of an early article “trialling” an argument or an approach.
- New York University Press: Editor Jennifer Hammer responded that the Press seeks to avoid any “overt repetition” in chapters that appeared previously as articles and certainly wants to avoid articles that “give the book away.” The Press is accepting, however, of one or two prepublished articles that are “spinoffs” of the book.
- University of Illinois Press: Acquisitions Editor Laurie Matheson noted that they have a “hard rule” against publishing a book that has more than two articles from it prepublished. She further noted that they would be unlikely to publish a book if it had one prepublished article that covered the major thesis of the book.
- Pennsylvania State Press: Director Patrick Alexander believes that prepublished articles related to a book should not constitute more than 33% of the book.
- University of Pennsylvania Press: History Editor Robert Lockhart suggested that an author have pre-published “no more” than one-third of their monograph.
- University of Hawaii Press: From Princeton, Edward Wang reports that the University of Hawaii Press would be accepting of one article published from a book but that “several” articles would be a problem, unless you were a major name such as Hayden White.
- State University of New York Press: Edward Wang believes that SUNY Press would also be accepting of one article published out of a book.
- University of Pittsburgh Press: Acquisitions editor noted that two or even three articles prepublished is not a problem for them.

#### **4. Role of Department Chairperson (2.44)**

The department chair serves as a member of the Tenure and Recontracting committee.