

FORM 8

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

Department/Office: English

Department Chair: Joseph L. Coulombe

_____	_____	_____	_____	_____
Print			Signature	

Academic Year (circle): 15-16 16-17 17-18 18-19 19-20

Date Sent to Dean/Supervisor: 4/18/19

Signature	Date	Approved
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Joseph L. Coulombe

Dean/Supervisor:

Y / P / N

Add'l Admin:

Y / P / N

Provost/designee:

Y / P / N

President/designee:

Y / P / N

Y = Approved

P = Approved pending modifications

N = Not approved

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

ENGLISH DEPARTMENT PROMOTION CRITERIA MARCH 2019

Purpose

This document details the English Department's promotion procedures consistent with the current Memorandum of Agreement. The Department's promotion procedures are designed to support the mission of Rowan University, the College of Humanities and Social Sciences, and the English Department.

The Rowan Mission

Rowan University will become a new model for higher education by being inclusive, agile, and responsive, offering diverse scholarly and creative educational experiences, pathways, environments, and services to meet the needs of all students; maintaining agility by strategically delivering organizational capacity across the institution; and responding to emerging demands and opportunities regionally and nationally.

Mission Statement for the College of Humanities and Social Sciences

The College of Humanities and Social Sciences affirms the humanities and social sciences as the core of liberal arts education and the foundation of professional preparation. The College is committed to excellence in instruction, research, and scholarship. Its disciplines promote extensive interaction between faculty and students, attention to individual development of critical and creative thinking, the building of interdisciplinary communities through partnerships both internal and external, and the development of new knowledge through research and creative activities. The College plays an essential role in Rowan's mission: to educate students who remain lifelong learners and ethically responsible citizens, sensitive to cultural and ethnic diversity and engaged in advancing our global society.

English Department's Mission Statement

Through an intensive and extensive study of literature in all its variety, Rowan English majors learn to interpret and write about the worlds that the written word opens to us. Rowan English majors form a unique and diverse learning community combining, ideally, a critically inquiring mind and a sense of civic responsibility. The Department is dedicated to the rigors and pleasures of the study of literature, the experience of research, and the craft of writing. The Departmental mission is to teach and model the critical analysis of literature, its history, and its contexts.

Rowan English Department's Student Learning Outcomes

Upon completing their Bachelor of Arts degree English majors should be able to:

1. Think and write critically about literature, building arguments that are supported with textual evidence;
2. Work with the formal elements of literature (plot, setting, style, figurative language, symbols, etc.);
3. Read carefully, distinguishing between what a text states directly and what it implies;
4. Perform accurate and insightful close readings of literary texts;
5. Understand how issues of nation, culture, and social status help shape literary texts;

6. Realize how schools of literary theory can offer new perspectives from which to read literary and non-literary texts;
7. Find, evaluate, and incorporate critical sources to expand their understanding of a literary text;
8. Comprehend the evolution of the American and British literary traditions;
9. Participate in class: speaking cogently as well as listening carefully and responding to others' ideas;
10. Demonstrate an understanding of correct spoken and written English;
11. Understand and demonstrate academic integrity.

Promotion Administrative Procedures

Periodic Review of Department Promotion Procedures

English Department faculty will review and update this document every three years, or more frequently if Department members desire. Changes to the document will take effect only after approval by the Dean of the College of Humanities and Social Sciences.

Schedule for Evaluation

Each fall when the local University/Union Agreement for Promotion is distributed, the Department Chair shall formulate a schedule for the evaluation of candidates consistent with the Local Agreement. To ensure the timely evaluation of candidates, the Department Promotion Committee members shall be selected during the first Department meeting of the academic year. Also, during this meeting the Committee shall elect a chair.

Department Promotion Committee Selection

The Committee must consist of either three or five tenured Department faculty members who hold rank equal to or above the rank being sought by the candidates seeking promotion. Normally, unless he or she is a candidate for promotion or does not hold the appropriate rank, the Department Chair shall be a member of the Committee.

General Promotion Evaluation Procedures

Expected Balance Among Areas to Be Evaluated for Professors:

Following the Memorandum of Agreement for Promotion, the English Department evaluates faculty members by means of the following four categories:

1. Teaching effectiveness
2. Scholarship and creative activity
3. Contributions to the University community
4. Contributions to the wider and professional community

The English Department has chosen to allot 45% of its candidate evaluation to the area of teaching effectiveness, 35% to scholarship and creative activity, and 20% overall to contributions to the University community and contributions to the wider and professional community. A candidate who wishes to modify these allotments may do so by submitting a professional

development plan, approved by the Committee and the Dean, a year before applying for promotion. (See Section 5.315 in the Memorandum of Agreement.)

Expected Balance Among Areas to Be Evaluated for Lecturers:

Following the Memorandum of Agreement for Recontracting, the English Department evaluates lecturers by means of four categories:

1. Teaching Effectiveness
2. Professional Development
3. Contributions to the University Community
4. Contributions to the Wider and Professional Community

The English Department has chosen to allot 60% of its candidate evaluation for lecturers to the area of teaching effectiveness, 20% to professional development, and 20% to contributions to the University community and to the wider and professional community.

Procedure for Scoring Candidates

Upon review and discussion of the documentation supplied by a candidate, the Committee will vote by secret ballot either for or against the candidate's application. The Committee Chair will forward the numerical results of the balloting, as well as any written comments, to the Department Chair. The Department Chair will notify the candidate of the Committee's vote. If the Department Chair is a candidate, the Committee Chair will forward the Committee results to him or her.

Characteristics of Excellence and Procedures for Assessment

Teaching Effectiveness

Outstanding teaching is demonstrated by a combination of several of the following characteristics:

1. Good organization of subject matter, including appropriate pacing and adherence to departmental syllabi and policies.
2. Demonstrates knowledge of and enthusiasm for the subject matter and teaching.
3. Demonstrates a command of the current state of the discipline.
4. Remains current in teaching pedagogy and is willing to experiment with innovative teaching approaches.
5. Engages students as active participants in the learning process, encouraging critical thinking rather than passive retention of material.
6. Maintains a class environment that excites and challenges students in the subject matter of the course and cultivates a positive attitude toward lifelong learning.
7. Displays interest, patience, and accessibility in interacting with students.
8. Course materials identify appropriate student learning outcomes.
9. Articulates and applies fair and consistent standards in designing assignments and in grading student work.

While no single method of teaching is necessarily superior to another, the candidate should demonstrate the skill to handle effectively several different approaches to teaching, tailoring pedagogical technique to the diverse needs of various student populations. (For example, students in a general education course in literature require a different level of instruction and different pedagogical techniques than English majors in a senior-level seminar.) Whatever the approach, effective teaching should foster critical processes of thought, clarity of expression, comprehension of the subject, and enthusiasm for its pursuit.

The English Department also recognizes the importance of mentoring students and has a long-established tradition of helping individual students to establish and progress toward academic and/or personal goals. Accordingly, the application of each candidate for promotion should include a self-assessment of mentoring activities. Candidates are expected to address the following areas in order to establish appropriate professional performance:

1. Academic instruction
2. Developing learning activities
3. Developing as a teacher
4. Mentoring

General Criteria and Documentation for Evaluating a Candidate's Teaching and Mentoring Effectiveness

I. The candidate must demonstrate excellence in academic instruction. Factors that will be considered in the Committee's review include but are not limited to the following:

A. Student Evaluations

The Committee will carefully assess the candidate's student evaluations and the accompanying analyses of student responses in the determination of teaching effectiveness. The candidate will use the evaluation instrument selected by majority vote of the department, along with any accompanying written comments, as the standard evaluation documents; however, candidates may supplement these standard forms with other evaluation instruments of their choice.

In accordance with the Memorandum of Agreement, Paragraph 4.11241, "Promotion folders must include student evaluations from at least two (2) classes within two (2) academic years of the time of applying for promotion."

If possible, the candidate should submit evaluations demonstrating a range of effective teaching.

B. Peer Evaluations

The Committee will carefully assess peer evaluations in the determination of teaching effectiveness for candidates. According to the Memorandum of Agreement, Paragraph 4.112342, "Each candidate must be observed at least once within the twelve-month period prior to the committee's evaluative deliberations."

II. The candidate must demonstrate excellence in developing learning activities. Factors that will be considered in the Committee's review include but are not limited to the following:

A. Evidence of Teaching Materials and Strategies

To assist in the process of peer review, the candidate will submit to the Committee teaching materials such as a course syllabus, instructor-prepared handouts, writing prompts, rubrics, examinations and/or explanations of paper assignments, practice exercises, and discussion and/or samples of assessment techniques. These materials will be framed within the context of the course and anticipated student learning outcomes. Candidates are encouraged to include discussion of pedagogical techniques used to engage students, to suit diverse learning styles, and/or to exhibit innovative teaching strategies; a detailed sample lesson plan; discussion of the range of preparation required to teach the course; explanation of how the candidate's research interests informed and enhanced course content; and any other pertinent information. Candidates should evaluate the effectiveness of the course materials and pedagogical techniques and discuss plans for further development or improvement if appropriate.

B. Evidence of Development of Learning Activities

The candidate may supply evidence of development of learning activities that supplement a particular course or the major as a whole. For example, the candidate may include an explanation and/or documentation of field trips undertaken to enrich students' experience of a course; study abroad programs; extracurricular activities made available to students; or any other enrichment experience that indicates pedagogical creativity. In addition, candidates may discuss efforts to redesign one or more courses (including development of an online or hybrid version of a face-to-face course), to develop or revise curriculum, or to develop methods of assessing learning outcomes.

III. The candidate must demonstrate excellence in developing as a teacher. Factors that will be considered in the Committee's review may include but are not limited to the following:

- A. Conducting instructional and classroom research (the scholarship of teaching and learning) to benefit the teaching-learning enterprise.
- B. Attending and participating in professional development activities. The candidate may include a summary of attendance at conventions, meetings, seminars, workshops, etc., devoted to improving pedagogy. This category includes attendance of on-campus workshops -- such as those sponsored by the Faculty Center for Teaching Excellence -- as well as participation in online workshops or webinars.
- C. Maintaining currency in discipline-specific and pedagogical concepts.
- D. Collaborating with colleagues.
- E. Evaluating teaching of colleagues.

IV. The candidate must demonstrate excellence in mentoring. Factors that will be considered in the Committee's review include but are not limited to the following:

A. Self-Assessment

The candidate will submit a statement of self-assessment addressing perceived performance in mentoring. Three suggested areas of mentoring are the following:

- (1) Academic – working with students to improve their disciplinary skills; helping students to determine and build upon their academic interests, both at the undergraduate and graduate or professional level;
- (2) Experiential - assisting students in exploring internship, study abroad, or service opportunities to suit their abilities and interests; serving as references and writing letters of recommendation for students applications.
- (3) Personal – helping students to explore career or graduate education options; referring students for additional help and assisting them to access the Office of Career Advancement, Tutoring Center, Writing Center, Health and Wellness Center, or other campus resources as appropriate

B. The following t may also be included in the self-assessment:

1. Keeping regularly scheduled, posted office hours.
2. Setting up appointments with students who need additional time outside office hours, or providing a schedule of expanded office hours for specific mentoring purposes (such as one-on-one paper conferences) .
3. Making consistent use of Rowan Success Network (powered by Starfish) to notify students and University officials of progress.
4. Advising or assisting student groups or organizations.

Summary of Documentation Required for Evaluating a Candidate's Teaching and Mentoring Effectiveness

I. Required Documentation

- A. Student evaluations from at least two (2) sections within two (2) academic years of the time of applying for promotion.
- B. The candidate's response to the student evaluations.
- C. A minimum of one peer evaluation.
- D. Evidence of effective teaching materials and strategies.
- E. Evidence that the candidate has taken responsibility for developing as a teacher.
- F. Self-assessment of mentoring effectiveness.

II. Optional Documentation

- A. Letters from students.
- B. Evidence of curriculum development for the courses evaluated and/or observed.
- C. Any other form of support acceptable to the Committee.

Differentiation of Ranks

The Memorandum of Agreement, Section 3.2, specifies general expectations of teaching and advising for the different ranks, as summarized below:

Instructor –

- A master's degree in the specified field of instruction.
- Evidence of the potential for excellence in teaching.

Lecturer –

- A master's degree in the specified field of instruction.
- Evidence of the potential for excellence in teaching.

Senior Lecturer –

- In addition to the qualifications for Lecturer, a minimum of five years of full-time professional teaching experience at an accredited institution of higher education.
- Consistent pattern of excellence in teaching (as defined in Appendix A) as documented by self-appraisal and peer and student evaluations, and analysis of course content materials.
- Consistent pattern of excellence in student mentoring (as defined in Appendix A) as documented by self-appraisal and peer and student evaluations.
- Contribution to the development of learning materials.
- Evidence of professional development activities.

Master Lecturer –

- In addition to the qualifications for Senior Lecturer, a minimum of eight years of full-time professional teaching experience at an accredited institution of higher education.
- Excellence in all areas of teaching (as defined in Appendix A).
- Excellence in teaching for Master Lecturer as demonstrated by:
 - Consistent pattern of excellence in teaching.
 - Consistent pattern of excellence in student mentoring.
 - Excellence in the development of learning materials.
 - Evidence of professional development activities.
 - Other evidence of excellence in teaching.

Assistant Professor –

- The award of the doctorate or other recognized appropriate terminal degree in the field of specialization from an accredited institution.
- Evidence of potential for excellence in teaching.

Associate Professor –

- In addition to the qualifications for Assistant Professor, a minimum of five years of full-time professional teaching experience at an accredited institution of higher education.
- Consistent pattern of excellence in teaching (as defined in Appendix A) as documented by self-appraisal and peer and student evaluations, and analysis of course content materials.
- Consistent pattern of excellence in student mentoring (as defined in Appendix A) as documented by self-appraisal and peer and student evaluations.
- Contribution to the development of learning materials.
- Evidence of professional development activities.

Professor –

- In addition to the qualifications for Associate Professor, a minimum of eight years of full-time professional teaching experience at an accredited institution of higher education.
- Excellence in all areas of teaching (as defined in Appendix A).
Excellence in teaching for full professors as demonstrated by:
 - Consistent pattern of excellence in teaching.
 - Consistent pattern of excellence in student mentoring.
 - Excellence in the development of learning materials.
 - Evidence of professional development activities.
 - Other evidence of excellence in teaching.

The English Department places great emphasis on teaching during the hiring, tenure, and promotion process. We recognize that teaching is both a skill to be honed through accumulation of knowledge and an art to be perfected through practice and adaptation of various methodologies. It has been our policy to hire individuals who already show evidence of being gifted teachers; therefore, we do not expect or require a record of increasingly higher scores on student evaluations, or a record of increasing praise on peer evaluations. In the same way, we expect that all department members will serve as reliable, conscientious mentors and advisors from the outset; we do not expect or require a pattern of improvement in this area.

A further result of our concentration on teaching excellence from the outset is that professional development activities must be tailored to each individual. For example, we do not expect or require candidates for promotion to attend workshops devoted to improving teaching, but candidates who have, for their own benefit (not for the purpose of fulfilling a promotion requirement) attended such workshops are welcome to include documentation in their promotion files and to discuss the various ways in which they have taken advantage of professional development activities.

Scholarship and Creative Activity

Outstanding scholarship and creative activity are demonstrated by faculty who:

1. Contribute to the body of scholarly knowledge within their discipline.
2. Engage in scholarly activities in their field(s) of specialization, with the goal of integrating scholarship and teaching.
3. Integrate scholarship and teaching through the development of new courses (including Senior Seminar and/or Special Topics courses), through the development of or contribution to new programs (either within the English Department or in an interdisciplinary context), through other work directed toward updating or improving the existing curriculum, or through teaching activities and curriculum development that extend beyond the Rowan classroom and beyond the Rowan student community.

General Criteria for Evaluating a Candidate's Scholarship and Creative Activities

The English Department has defined five major categories of scholarship pertinent to our discipline for professors. The following categories suggest, but do not limit, the kinds of evidence acceptable to the Committee. Within each category, an attempt has been made to rank the importance of a candidate's contributions, but it is the candidate's responsibility to explain the significance of each scholarly activity in such a way that the Committee may make a fair assessment of its value. For purposes of promotion, the Committee is looking for a successful record of scholarship and evidence of an ongoing scholarly agenda.

We would like to make special note of the fact that the five categories that follow are listed in linear fashion, implying a hierarchy of value. However, this hierarchy is not (and should not be understood as) rigid. While candidates should be mindful of the needs of the Department, College, and University, they should pursue the kind of scholarship and creative activity appropriate to their special research focus and individual strengths.

In addition, we want to make clear that the ultimate goal of each category of scholarship listed below is to make knowledge accessible. Some candidates may choose to carve out a niche for themselves in a particular area of specialization, achieving widespread recognition of expertise in that area; others may choose to undertake a broader research agenda, following a diversity of interests rather than concentrating on one. It is the candidate's responsibility to make clear to the Committee the nature, depth, range, and significance of their scholarship.

Categories of Scholarship and Creative Activities

Within each category, activities are listed in a suggested order of value. Candidates are not expected to achieve success in every category. In addition, candidates should feel free to justify alternative rankings as they apply these schemata to their own scholarly accomplishments.

I. Publications

Please note:

- ✓ Candidates will clearly explain the significance and value of their print publications. Relevant information may include, but is not limited to: the acceptance rate at the press/journal, the longevity and prestige of the press/journal, the level(s) of editorial and peer review at the press/journal, the impact factor of the book or article (including the number and quality of reviews, notices, references, citations, etc.), the size of the audience (i.e., subscribers to the journal, sales of the book), etc.
- ✓ For many years, journals and presses—both new and established—have published scholarly works in a digital format. Because there is no longer a meaningful distinction between digital and print publication, these scholarly works will be evaluated using the same criteria.
- ✓ In general, an invitation to submit or contribute a scholarly work to a collection, journal, or press is understood as an honor, as it indicates that the scholar's work is respected within a given field. However, publishing an unsolicited work of scholarship is also highly estimable, as successful peer review indicates the value of the argument itself, rather than the prior reputation of the scholar.
- ✓ Co-authored publications are much less common in English than in other disciplines (e.g., the sciences or engineering). If a publication is co-authored, the candidate

should specify her/his contribution and its importance to the success of the work. Co-authored and co-edited publications will be evaluated using the same criteria as single-authored publications.

- A. Writing a book (e.g., a monograph, scholarly edition, collection of scholarly essays, textbook, or creative work);
- B. Editing a book series;
- C. Editing a collection of scholarly essays;
- D. Writing an article, whether authorship is single or collaborative, for a refereed journal or collection of essays;
- E. Editing or guest-editing a journal;
- F. Writing an article, whether authorship is single or collaborative, in a non-refereed journal or collection of essays;
- G. Writing an article, whether authorship is single or collaborative, in a professional/scholarly newsletter;
- H. Writing an entry for a reference work;
- I. Writing a book review;
- J. Editing an article.

II. Securing Grants, Sponsored, and Contracted Research

Please Note:

- ✓ External funding is not required for most kinds of research and scholarship in English; most materials are readily available through local research libraries, and there are rarely any major costs (such as the lab space or equipment required for research in other disciplines) associated with producing a journal article or a monograph. As a result, we do not expect candidates to apply for external funding, but do encourage them when opportunities exist within a candidate's field of study and/or when such funding would be beneficial (e.g., in the case of a scholarly project that requires archival research at remote libraries or museums).
 - ✓ In comparison to other disciplines, sources of external funding are extremely scarce in English (as they are in the Humanities more broadly). Since obtaining grants is time-intensive and highly competitive, it must be noted that applying for funding can actually hinder progress toward publication in many cases. Consequently, the Department advises faculty to prioritize research and writing.
 - ✓ Other kinds of grant activity, outlined in B. below, are commendable but not expected or required.
- A. Pursuit of grants, as appropriate, to further a candidate's scholarship and/or creative activity. Even if a candidate's pursuit of a grant or grants is not ultimately successful, the Committee recognizes and values the work involved in seeking out opportunities and developing grant applications.
 - B. Funded research and creative projects may result from public or private sponsorship or contracted service. Such opportunities include but are not limited to leadership in multidisciplinary centers and task forces; contributions of expertise to public or private institutions of elementary, secondary, or higher education; grant-seeking and

proposal development to public and private sponsoring agencies; supervision and management of sponsored creative and artistic projects.

III. Presentations

Please note:

- ✓ Conference papers are positive indicators of scholarly activity. Having a paper accepted at a conference is a signal that other faculty within a particular field of specialization value a candidate's contributions.
- ✓ Candidates should explain the value of their presentations based upon the kind of conference (i.e., international, national, regional, local), its review system (are all papers accepted? only some?), and the mode of submission (proposal only vs. full draft).
- ✓ Presenting a paper is a useful stage in the production of published work. Papers are typically 8-10 pages, and they often constitute an exploratory version of an argument that is later developed into a longer article or book chapter. Papers often lead directly to publications.
- ✓ An invitation to present a paper or chair/moderate a panel is a noteworthy honor, and it indicates that the scholar's work is respected within his/her field.
- ✓ For co-authored presentations, candidates should specify their contributions to the work.

- A. Organizing/coordinating a conference or other scholarly/creative activity on a regional, national, or international level;
- B. Being invited to deliver a plenary address;
- C. Being invited to deliver a paper;
- D. Presenting a paper;
- E. Serving as a moderator or commentator of a session;
- F. Organizing a session;
- G. Chairing a session.

IV. Integrating Scholarship and Teaching

- A. Developing new Seminar topics, courses, or programs either within the department or within an interdisciplinary context. In addition, we recognize the value of developing educational programs and materials for a broader group of students drawn from the general community, whether or not those students are officially enrolled in a Rowan course.
- B. Coordinating student colloquia or other organized activities whose primary purpose is to further students' subject-matter expertise.
- C. Mentoring students as they pursue research activities leading to traditional or non-print publication, conference presentation, or participation in programs designed to showcase student scholarship.

V. Other Possibilities for Scholarship and Creative Activities

- A. While the English Department does not expect or require creative productions, a candidate who has produced a significant creative (as opposed to critical) work of

literature, performance art, or audiovisual or electronic material is encouraged to submit evidence of such work. In addition, the candidate is encouraged to submit an appropriate explanation and/or documentation to enable the Committee to assess the quality and value of the creative activity.

- B. Applied research and evaluation may include but is not limited to the following: applied study or research; program, policy, or personnel evaluation, study, or research for the local campus or other institutions or agencies.

Documentation for Evaluating a Candidate's Scholarship and Creative Activity

I. Required Documentation

- A. A statement explaining the candidate's scholarly and creative activities; their nature; their value in disseminating knowledge; their significance in terms of contribution to the profession, to the community of learners, to the curriculum.
- B. A statement of plans for future scholarship and creative activities.
- C. A representative sampling of publications (print or non-print), editorial work, or integration of scholarship and teaching.
- D. Copies of programs for presentations.
- E. When applicable, evidence of curriculum development and/or evidence of a broader dissemination of knowledge to students, whether they are drawn from the Rowan community or a more general community of learners.
- F. When applicable, a representative description or sampling of creative work, as well as an explanation or documentation of the value and quality of the work.
- G. For a candidate to whom such work applies, an explanation and/or documentation of activities related to grants, sponsored research, or contracted research.

II. Optional Documentation

- A. Reviews of the candidate's work, published in either print or non-print media.
- B. Any other form of support acceptable to the Committee.

Context for Evaluating Scholarly Work Within the Humanities at a Carnegie-classified Doctoral University (High Research Activity)

As of the 2018-19 academic year, Rowan University is a Carnegie-classified Research II University (High Research Activity). For Research I universities, where "very high levels" of research are conducted, faculty members typically teach one or two courses a semester, often with graduate assistants or teaching assistants at their disposal; they often receive special releases for research (e.g., non-competitive sabbatical leave, including regular leave for junior faculty); and they typically have more time to prepare for tenure (a seven-year clock is the norm). Therefore, at Research I universities, a scholarly monograph is the "gold standard" for receiving tenure. At Rowan, in contrast, a faculty member typically teaches three courses, with two or three different course preparations and no teaching assistants; is not eligible for junior sabbatical; is required to prepare for tenure on a six-year tenure clock; and must compete for sabbatical after tenure. These circumstances affect both tenure and promotion.

Evaluating Journal Articles: Writing and publishing journal articles is the recommended method for candidates to establish their scholarly credentials. The candidate can help the Committee assess the value of their articles by consulting the MLA Directory of Periodicals for empirical information on criteria for publication, stringency of acceptance, and distribution. (There is no official ranking system for journals within the Humanities.) For many journals, the review process can take many months – even a year. Even after an essay is accepted, it might take another year or two before it appears in print. If a candidate is asked to revise-and-resubmit an essay, then that request should be considered a positive sign; being asked to revise is a step closer to publication. The candidate might include correspondence from editors and reviewers that demonstrates the potential value of the essay before it actually appears in published form. The candidate should also explain the value of the article in terms of its place in his or her overall body of scholarly work and teaching activities.

Evaluating a Book Contract:

In the Humanities, book contracts with peer-reviewed academic presses are highly competitive. For first-time book authors, academic presses generally require a complete or nearly complete manuscript before issuing a book contract. If an academic press issues a contract on the basis of a partial manuscript, that contract indicates an exceptional confidence in the value of the project and the author's ability to complete the project by the specified deadline.

Evaluating a Book Manuscript:

As stated above, books are the “gold standard” at Research I institutions (such as Rutgers New Brunswick and Princeton); however, we also encourage our faculty to pursue book projects, as published books raise the reputation of the Department, College, and University. We consider a book-length manuscript to be a significant achievement.

Note: If a candidate wishes to count a book manuscript toward promotion to Associate Professor, the Department would (1) expect that they also publish articles, as tangible proof of an active research agenda, and (2) recommend that the candidate publish work based on the monograph in progress to demonstrate the marketability of the larger project. It must also be noted, however, that university presses are often reluctant to publish monographs that have appeared substantially elsewhere; thus, since the typical monograph in English consists of four to five chapters, a candidate should publish very judiciously (i.e., no more than a few articles based on the work in progress). If the manuscript has been submitted to a press or has attracted interest based on the book proposal, candidates may include correspondence with editors demonstrating interest in the manuscript.

Special Note for Instructors: To be promoted from Instructor to Assistant Professor, candidates must demonstrate the scholarly and creative accomplishments required of new hires at the rank of Assistant Professor. New hires at the rank of Assistant Professor are expected to demonstrate their ability to engage successfully in scholarly activities (as defined above) as well as to show promise of future scholarly activity.

Professional Development for Lecturers and Instructors

Professional development is defined as those activities that maintain Lecturers' currency in their field(s) of expertise, expand their knowledge within their area(s) of expertise, strengthen their abilities as teachers, and maintain their standing within University and professional communities.

General criteria for Evaluating a Candidate's Professional Development:

The candidate must demonstrate that they have a thoughtful and ongoing strategy for professional development. Factors that will be considered in the Committee's review include, but are not limited to, the following:

- Researching and reading current scholarship on subject-matter content;
- Researching and reading current scholarship on pedagogical strategies;
- Researching and reading current scholarship on student learning styles;
- Participating in on-campus training/education via workshops, lectures, forums, readings, etc.;
- Staying current regarding curricular changes to majors, minors, and sequences that affect both first-year and transfer students;
- Implementing new teaching strategies in existing courses;
- Incorporating new ideas and materials in existing courses;
- Attending and participating in professional conferences, webinars, etc.;
- Presenting papers and publishing articles (and books), while neither expected nor required, would indicate strong professional development.

To demonstrate professional development, candidates should identify, explain, and document activities that – individually or collectively – meet the following criteria:

- A. The activity is directly related to the candidate's area of expertise or area of instruction;
- B. The activity prepares the candidate for current or future teaching assignments;
- C. The activity prepares the candidate for service to the Department, College, and/or University;
- D. The activity is recognized as maintaining standing within a profession or discipline;
- E. The activity permits the demonstration of appropriate leadership within the Department, College, University, or profession.

Differentiation of Ranks

The Memorandum of Agreement, Section 3.2, specifies general expectations of scholarly and creative activity for the different ranks, as summarized below:

- | | |
|--------------|--|
| Instructor – | - Evidence of the potential for excellence in Professional Development |
| Lecturer – | - Evidence of the potential for excellence in Professional Development |

Master Lecturer –

- Successful experience in Professional Development.
- Evidence must reflect a consistent pattern of professional development since attaining the rank of lecturer.

Senior Lecturer –

- Excellence in Professional Development.
- Evidence must reflect a consistent pattern of professional development since the date of application for promotion to Master Lecturer.

Assistant Professor –

- Evidence of potential for excellence in scholarly and creative activity.

Associate Professor –

- Demonstrated success in Scholarly and Creative Activity (as defined in Appendix A). Evidence for this body of work must reflect a consistent pattern of scholarly accomplishments since attaining the rank of Assistant Professor—completion of and measurable contribution to scholarly and creative activity, as evidenced by work or activity in one or more of the following categories:
 - creative activity or published research;
 - applied research and evaluation;
 - funded research and creative projects, including involvement in grants, consultations, or professional presentations at local, regional, national, and/or international meetings.

Full Professor –

- Excellence in Scholarly and Creative Activity (as defined in Appendix A). Recommendations from evaluators outside the institution must attest to the appropriateness of the individual's research and scholarly activities to the rank of Full Professor. Evidence for this body of work must reflect a consistent pattern of scholarly accomplishments since the date of application for promotion to Associate Professor. Approved external evaluators must attest to the significance of the individual's Scholarly and Creative Activities (as defined in Appendix A). Completion of significant scholarly works or activities, as evidenced by work or activity in one or more of the following categories:
 - creative activity or published research;
 - applied research and evaluation;
 - funded research and creative projects, including involvement in grants, consultations, or professional presentations at local, regional, national and/or international meetings.

Because the English Department is dedicated to its primary mission of teaching, and because the promotion process weights teaching for Professors at 45% of a candidate's overall score, we expect a consistency of research and creative activity but are reluctant to quantify these

contributions too rigidly. In addition, the promotion process weights teaching for Lecturers and Instructors at 60%. In order to demarcate each rank, we make the following general differentiations:

Instructor:

An Instructor is expected to engage in professional development activities to remain current in their field. Otherwise, there are no expectations for scholarship or creative activities. Instructors teach four courses per term, and their primary responsibilities include teaching, professional development, and service. To be considered for promotion to Assistant Professor, Instructors should concentrate primarily on integrating scholarship and teaching, remaining current in their discipline, and incorporating scholarship into classroom presentations, pedagogy, and perhaps extracurricular work with students. Having established a level of competence in integrating scholarship and teaching, an Instructor who applies for promotion to Assistant Professor is further expected to become acquainted with the professional parameters of their specialty through scholarly presentations and a successful record of scholarship and/or creative activities and an ongoing scholarly agenda. (Clarification of the term “successful record of scholarship and/or creative activities” is provided within the Associate Professor category below.)

Lecturer:

A Lecturer is expected to engage in professional development activities to remain current in their field. Otherwise, there are no expectations for scholarship or creative activities for Lecturers. Lecturers teach four courses per term, and their primary responsibilities include teaching, professional development, and service. To be considered for promotion to Master Lecturer, Lecturers should concentrate primarily on remaining current in their discipline and finding ways to incorporate current scholarship in their field(s) of specialization in classroom presentations, pedagogy, and perhaps extracurricular work with students.

Master Lecturer:

A Master Lecturer is expected to engage in professional development activities to remain current in their field. Otherwise, there are no expectations for scholarship or creative activities for Lecturers. Master Lecturers teach four courses per term, and their primary responsibilities include teaching, professional development, and service. To be considered for promotion to Senior Lecturer, Master Lecturers should concentrate primarily on remaining current in their discipline and finding ways to incorporate current scholarship in their field(s) of specialization in classroom presentations, pedagogy, and perhaps extracurricular work with students.

Senior Lecturer:

A Senior Lecturer is expected to engage in professional development activities to remain current in their field. Otherwise, there are no expectations for scholarship or creative activities for Lecturers. Senior Lecturers teach four courses per term, and their primary responsibilities include teaching, professional development, and service. Senior Lecturers should concentrate on remaining current in their discipline and finding ways to

incorporate current scholarship in their field(s) of specialization in classroom presentations, pedagogy, and perhaps extracurricular work with students.

Assistant Professor:

At first, an Assistant Professor is expected to concentrate primarily on integrating scholarship and teaching, remaining current in their discipline and finding ways to incorporate scholarship into classroom presentations, pedagogy, and perhaps extracurricular work with students. Having established a level of competence in integrating scholarship and teaching, an Assistant Professor is further expected to become acquainted with the professional parameters of their specialization through scholarly presentations and, by the sixth year of service (the tenure decision), a successful record of scholarship and/or creative activities and an ongoing scholarly agenda. (Clarification of the term “successful record of scholarship and/or creative activities” is provided within the Associate Professor category below.)

Associate Professor:

An Associate Professor is expected to demonstrate a consistent pattern of research and creative activity through integration of scholarship and teaching, participation in scholarly presentations (ideally at a national or international level), a successful record of achievement in scholarship and/or creative activities, and an ongoing scholarly agenda.

To evaluate a candidate’s record of achievement in scholarship and/or creative activities, especially for purposes of promotion to Associate Professor, it is essential to consider the context within which the evaluation is taking place. As noted above, while Rowan has recently been Carnegie-classified as a Research II University (High Research Activity), faculty members are still generally teaching three courses, with two or three course preparations and no graduate or teaching assistants; are not eligible for junior sabbatical; prepare for tenure on an accelerated six-year clock; and must compete for sabbatical after tenure.

Within this context, the English Department expects that a candidate for promotion to Associate Professor will have published peer-reviewed journal articles. For a candidate with a book contract in hand or a nearly completed manuscript, the Department would (1) expect that they have also published articles, as tangible proof of an active research agenda, and (2) recommend that the candidate have published work based on the monograph in progress to demonstrate the marketability of the larger project.

The English Department is reluctant to quantify too rigidly the number of peer-reviewed journal articles necessary for promotion to Associate Professor. Typically, we would expect candidates to have twothree or more peer-reviewed articles either in print or accepted for publication, with the number of articles deemed acceptable to be determined by the quality of the publishing journals and whether or not the candidate has a book contract in hand and/or a nearly completed book manuscript. Although there is no ranking system for journals within the Humanities, the *MLA Directory of Periodicals* does indicate the level of competition for publication within each journal by specifying the average number of submissions each year and the percentage of articles actually published. In addition, faculty members working within a particular area of expertise are

almost always aware of the professional reputation of journals within their field. It is the responsibility of the candidate to indicate both the significance of the published or accepted journal article and the prestige of the journal publishing the article. It is then the responsibility of the department's Promotion Committee to verify this information.

Full Professor

Promotion from Associate to Full Professor entails a record of proven and ongoing excellence in scholarship and/or creative activity. A Full Professor is expected to demonstrate expertise through consistent and significant contributions to their field(s) of specialization, especially by means of active publication. For promotion to Professor, the English Department requires significant contributions to the discipline, whether those contributions take the form of: one or more books published by academic presses; several peer-reviewed articles establishing the candidate's recognized expertise; a combination of one or more books and peer-reviewed articles; and/or some combination of additional scholarly and/or creative activities. It is the responsibility of the candidate for promotion to Professor to establish, to the satisfaction of the department committee and the selected external reviewer, the extent and significance of contributions made to the candidate's field. The evaluation of the external reviewer, a specialist in the candidate's field, will be crucial in determining the level of significance of the candidate's work.

Contributions to the University Community

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

1. Active service to the Department, College, and University
2. Leadership in Department, College, and University governance

The candidate should detail the nature and demands of the work for each committee activity or assignment, as well as leadership roles and other factors, such as reassigned time for service. The candidate's contribution should be regular and ongoing.

Documentation for Evaluating a Candidate's Contributions to the University Community

I. Required Documentation

- A. Statement of candidate's contributions to Department, College, and University.
- B. Any supporting documentation to clarify the candidate's statement.

II. Optional Documentation

- A. Letters of recommendation, appreciation, or support from administrators, committee chairs, colleagues, students, or other appropriate individuals.
- B. Any other form of support acceptable to the committee.

Professional activities vary in type and importance. The candidate should detail the nature and demands of the work for each activity or assignment.

General Criteria for Evaluating Contributions to the University Community

Candidates for promotion are expected to demonstrate full engagement as a member of the University community. Candidates should specify the dates, nature, and demands of the work they have performed in service to the University community. The candidate's contributions should be regular and ongoing. The Department Promotion Committee will further take into account the candidate's leadership roles and other factors, such as receiving reassigned time for service.

Documentation for Evaluating a Candidate's Contribution to the University Community

I. Required Documentation

- A. Statement of candidate's contributions in this area.
- B. Any supporting documentation to clarify the candidate's statement.

II. Optional Documentation

- A. Letters of recommendation, appreciation, or support from administrators, committee chairs, colleagues, students, or other appropriate individuals.
- B. Any other form of support acceptable to the Committee.

Differentiation of Ranks

The Memorandum of Agreement, Section 3.2, specifies general expectations of contributions to the University community for the different ranks, as summarized below:

Instructor –

- Full engagement as a member of the University community.

Lecturer –

- Active participation on, or leadership in, Department, College, and University committees or task forces at the University.

Master Lecturer –

- Active participation on, or leadership in, Department, College, and University committees or task forces at the University.

Senior Lecturer –

- Leadership in Department, College, and University committees or task forces at the University.

Assistant Professor –

- Full engagement as a member of the University community.

Associate Professor –

- Active participation on, or leadership in, Department, College, and University committees or task forces at the University.

Full Professor –

- Leadership in Department, College, and University committees or task forces at the University.

Contributions to the Wider and Professional Community

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

1. Membership and service in appropriate professional organizations and participation in their governing process.
2. Commitment to community service and civic responsibility in ways that draw upon the candidate's area of professional expertise.

The candidate should provide information about the nature and demands of the candidate's professional responsibilities and how those responsibilities relate to the candidate's academic role. The following list provides examples of professional responsibilities:

1. Dissemination of knowledge to a larger, more general community. Such service may consist of consulting or technical assistance provided to public or private organizations; activities involving the candidate's expertise but targeted for a general audience; expert testimony or witness; writing or editing a newsletter; electronic publications.
2. The design or creation of new products, innovations, or inventions.
3. Partnership with other agencies, including collaborations with schools, industries, or civic agencies for program or policy development; exhibits or performances in other educational or cultural institutions; community development activities; teaching, conducting workshops, or making presentations to school or community groups not affiliated with the University; serving as a peer reviewer or field bibliographer for a journal or publishing company.
4. Contributions to disciplinary and professional associations and societies. These include but are not limited to maintaining membership and assuming leadership roles within professional organizations; serving accreditation bodies or national examination boards; serving governing boards and task forces; organizing meetings and conferences sponsored by professional organizations.

Documentation for Evaluating a Candidate's Contributions to the Wider and Professional Community

I. Required Documentation

- A. Statement of candidate's fulfillment of professional responsibilities.
- B. Any supporting evidence to clarify the candidate's statement.

II. Optional Documentation

- A. Any supporting documentation to clarify the candidate's statement (e.g., posters advertising professional or public events, thank you letters for service provided to professional or community groups)
- B. Any other form of support acceptable to the Committee.

Differentiation of Ranks

The Memorandum of Agreement, Section 3.2, specifies general expectations of contributions to the wider and professional community. Due to the nature of our discipline, however, the English Department recognizes that contributions to the wider and professional community may not always be possible to mandate, depending upon a candidate's profile of teaching and scholarly interests. We therefore offer the following clarification for purposes of promotion within our department, in accord with the Memorandum of Agreement, but reserve the right to be flexible in our evaluation of a candidate's contributions in this area.

Instructor

The English Department expects that an Instructor will show evidence of potential contributions to the wider and professional community.

Lecturer

The English Department expects that a Lecturer will show evidence of potential contributions to the wider and professional community.

Senior Lecturer

The English Department expects that a Senior Lecturer will actively contribute to the wider and professional community whenever possible. Depending on the candidate's level of campus contributions, however, these contributions to the wider community may be significant but not extensive. Also, since Lecturers are not expected to maintain a scholarly program, their opportunities for building a reputation beyond Rowan University are limited.

Master Lecturer

The English Department expects that a Master Lecturer will actively contribute to the wider and professional community whenever possible. Depending on the candidate's level of campus contributions, however, these contributions to the wider community may be significant but not extensive. Also, since Lecturers are not expected to maintain a scholarly program, their opportunities for building a reputation beyond Rowan University are limited.

Assistant Professor

The English Department expects that an Assistant Professor will show evidence of potential contributions to the wider and professional community.

Associate Professor

The English Department expects that an Associate Professor will actively contribute to the wider and professional community. Depending on the candidate's level of campus contributions, however, these contributions to the wider community may be significant but not extensive.

Full Professor

The English Department expects that, if possible, a Full Professor will show evidence of leadership in practice and professional service at local, state, or national levels.