

FORM 8

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

Department/Office: HISTORY

Department Chair/Head: W. D. CARRIGAN W. D. Carrigan
 Print Signature
 Academic Year (circle): 15-16 16-17 17-18 18-19 19-20

Date Sent to Dean/Supervisor: 10-9-2018

Signature [Signature] Date 10/25/18 Approved (Y) P/N
 Dean/Supervisor: _____ Y/P/N

Add'l Admin: _____
[Signature] 3/17/19 (Y) P/N
 Provost/designee: _____ Y/P/N

President/designee: _____

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

2. Definition of Terminal Degree for the History Department (Section 2.113)

A terminal degree in History is the Ph.D.

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

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

For Recontracting of Lecturers:

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

For Recontracting of Assistant Professors:

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

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

STATEMENT OF PROGRAMMATIC NEED

Process: During the Spring and Summer of 2013, 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:

- Summarize the candidate's teaching responsibilities and activities
- Describe and analyze pedagogical strategies
- Discuss ongoing process of substantially revising existing courses and/or developing new courses
- Discuss modalities of student assessment utilized by the candidate
- Discuss strategies to develop and improve teaching skills
- 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 (an assessment form developed by the department) 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, and accessed at

<http://www.historians.org/pubs/Free/ProfessionalStandards.cfm> on 16 February 2010.

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

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

Full-Time, Tenure Track Lecturers

Lecturers 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 Lecturers 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 Lecturers.

Professional Development for faculty with the rank of Lecturers is defined as those activities that maintain and improve a Lecturer'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 Lecturer 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 Lecturers are:

- A. The activity is directly related to the area of expertise or area of instruction.
- B. The activity prepares the lecturer 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 Lecturer 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.

Full-Time, Tenure Track Assistant Professors

While Assistant Professor candidates are likewise free to pursue scholarship in all four categories, likewise they are expected to focus on the first category, the advancement of knowledge. The specific evidence provided will no doubt vary from individual to individual depending upon their sub-field and the candidate's decisions about how best to disseminate their research findings. It is the candidate's duty to demonstrate the existence of an ongoing research agenda to the committee. As noted below, the Department recognizes several common forms of evidence of an ongoing research agenda, but the committee is open to new forms of evidence appropriate to the candidate's field.

Common Forms of Evidence of an Ongoing Research Agenda (Advancement of Knowledge)

Monograph Published by a University Press or a Commercial Press employing Peer Review
Book-Length Translation with Commentary Published by a University Press
Article in a Peer-Reviewed Journal
Edited Volume of Original, Scholarly Essays
Article in an edited and peer-reviewed volume of original scholarship

Additional Common Forms of Evidence of Scholarly Activity

Fellowship and Grant Applications (both submitted and funded)
Encyclopedia
Historical Atlas
Textbook
Scholarly Edition of Primary Sources
Public Presentation of Research in Print or Non-Print Form
Review of Book Manuscript
Review of Article Manuscript
Article in Anthology (not peer-reviewed and/or of non-original scholarship)
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

Evaluation Of Scholarly and Creative Activity In History

There are many modes of scholarly contribution in history, as outlined in the categories above. The discussion below pertains to Assistant Professor candidates. Lecturer candidates will not be evaluated on the basis of scholarly research, though they are free to pursue such research.

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. In setting standards for tenure and recontracting, it is essential to provide institutional support for the research plans appropriate to individual faculty.

The timeline of scholarly production will vary from candidate to candidate, and it is the duty of the Departmental Tenure and Recontracting committee to establish a clear timeline with the candidates so that they may be evaluated for progress on their research agendas. This timeline should be included in each recontracting application, with comments on progress toward the agreed upon goals. The Department is aware that research agendas frequently require alterations once underway, and such changes should be noted in subsequent recontracting applications.

Since book publication is the most time-consuming as well as the most prestigious of historical endeavors, 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 (see Appendix B for tenure requirements at peer, aspirant, and regional research universities). Because peer-reviewed book publication is long and laborious (see Appendix C), candidates who do not yet have peer approval demonstrated at the time of tenure review may choose to supplement their evidence of scholarly production with external review by experts in the field. If requested, the departmental Tenure and Recontracting Committee will advise and assist with this process.

As noted above, each faculty candidate will develop an individual research plan for scholarly activity. Research expectations should be made clear at the outset of the tenure/recontracting process and not escalated in midstream. To illustrate expected levels of scholarship, we have appended a sample timeline reflecting the path a productive junior 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.

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 such as the graduation breakfast, 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

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 (see Appendix D for responses from University Presses regarding this question). 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, a teaching load of two courses (or fewer) per year, and a tenure decision in the sixth 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 and recontracting 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 a significant material that was 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 Departmental Tenure and Recontracting Committee 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.

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.)

SUMMARY

Total Expected Outcomes in Five Years:

- Two conference presentations
- Applications for external funding (if necessary for research; the appropriate number will depend upon research needs, size of grant awards, grant opportunities, etc.)
- Zero to one peer-reviewed articles (depending upon publication record prior to beginning at Rowan University)

- Book proposal submitted to peer-reviewed press
- Complete manuscript submitted to peer-reviewed press or to external reviewers
- Initial planning on research project after publication of first book

Total Expected Outcomes in Ten Years:

- Four conference presentations
- Applications for external funding (if necessary for research; the appropriate number will depend upon research needs, size of grant awards, grant opportunities, etc.)
- Two to three peer-reviewed articles (depending upon publication record prior to beginning at Rowan University)
- One Monograph with peer-reviewed press
- Significant progress on post-monograph research agenda

Research Expectations and the Tenure and Recontracting Cycle

The following transforms the above “book path” year-by-year timeline into the T&R Schedule. Note that this is an example timeline and that each individual faculty member will construct a different timeline in collaboration with the Departmental Tenure and Recontracting committee.

Spring First Year

- Research plan for revision of dissertation
- Applications for external funding (if necessary for completion of project)

Fall Second Year:

Possible evidence of scholarly activity (assuming adjusted teaching load)

- Evidence of 10% of dissertation revision completed (i.e. research trips completed, chapters revised or added, etc.)
- Conference presentation
- Applications for external funding (if necessary for completion of project)

Fall Third Year (if necessary):

Possible evidence of scholarly activity (assuming adjusted teaching load)

- Evidence of 35% of dissertation revision completed (i.e. research trips completed, chapters revised or added, etc.)
- Conference presentation (if none by Fall of 2nd Year)
- Scholarly article submitted (unless two articles previously published)
- Applications for external funding (if necessary for completion of project)

Spring Third Year (assuming adjusted teaching load):

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

Fall Fifth Year (assuming adjusted teaching load):

- Book proposal submitted to University Press or other publisher of peer-reviewed monographs
- Evidence of 85% of dissertation revision completed (i.e. research trips completed, chapters revised or added, etc.)
- Second conference presentation
- Research plan for next project

Spring Fifth Year (if necessary)(assuming adjusted teaching load):

- Complete manuscript submitted to University Press or other publisher of peer-reviewed monographs (or to external reviewers)
- Applications for external funding for next project submitted (if necessary for completion of research project)

APPENDIX B

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

College or University	Year of Tenure Decision	Research Expectations
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

College or University	Year of Tenure Decision	Research Expectations
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
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
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

Notes: The length of time it takes to complete all ten 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 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 press (stage five) by the end of the fifth year.

APPENDIX D:
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.

5. Job Advertisement

The History Department of Rowan University is seeking specialists in modern history (1789-present) to fill two ongoing, non-tenure-track lecturer positions, beginning in Fall 2018. Teaching duties include history surveys related to field of expertise, *Historical Methods*, and upper level courses in area of specialty. Specialization is open. The successful candidate will be expected to deliver one or more classes in an online format from time to time. For more information on the Department, please see:
<https://academics.rowan.edu/chss/departments/history/index.html>

Candidates should have Ph.D. in hand by the time of employment as well as evidence of effective college teaching. Applicants must be currently authorized to work in the United States on a full-time basis.

Located 17 miles southeast of Philadelphia, Rowan University is a comprehensive institution with a present enrollment of 17,200 undergraduate students and 2,100 graduate students. Applications must be submitted online at [website address TBD]. Please submit a letter of interest, a curriculum vitae including a list of at least three references, and any other appropriate supporting materials such as syllabi and teaching evaluations.

The College of Humanities and Social Sciences (CHSS) is the second largest college at Rowan University with seven departments, seven interdisciplinary programs, and fifteen majors. The College also houses a number of Centers and Institutes that serve both research and pedagogical functions. CHSS places a strong emphasis on exceptional teaching, research and service. Our mission is to empower, transform, and engage students and faculty, as well as the global communities in which we live. We actively support faculty research and strive to include faculty as full partners in governance within the College.

If you have any questions, please contact Dr. Janet Lindman at the address below. The review process will begin on March 1, 2018. No applications will be accepted after March 15th. An EOE/AA employer, Rowan University especially encourages applications from women, minorities, and the handicapped.