FORM 8

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

Department/Office: _English_

Department Chair/Head: _Dr. Zena Meadowsong_   _Zena Meadowsong_
                        Print   Signature

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

Date Sent to Dean/Supervisor: _9/13/19_

Signature   Date   Approved

_____   _11/21/19_   Y / P / N
Dean/Supervisor:

                                                           Y / P / N
Add'l Admin:

_____   _1/29/20_   (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: DATE
Departmental approval, sent to Dean/Supervisor: September 25 (earlier if possible)

Dean provides feedback regarding criteria   October 9

Final administrative approval and forwarding to Senate,   November 1
Department, and Dean

ENGLISH DEPARTMENT
RECONTRACTING AND TENURE CRITERIA
Fall 2019

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

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 the written word opens to us. Rowan English majors form a unique and diverse learning community and combine, ideally, critically inquiring minds 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.

Recontracting and Tenure Administrative Procedures
Periodic Review of Department Recontracting and Tenure Procedures
English Department faculty will review and update this document every three years, or more frequently if Department members desire.

Schedule for Evaluation
Each fall when the local University/Union Agreement for Recontracting and Tenure is distributed, the Department Chair shall formulate a schedule for the evaluation of candidates consistent with the Memorandum of Understanding. To ensure the timely evaluation of candidates, the Department Tenure and Recontracting Committee members shall be selected no later than the first Department meeting of the academic year. Also, during this meeting the Committee shall either confirm the Department Chair as chair of the Department Tenure and Recontracting Committee or elect another chair.

Department Tenure and Recontracting Committee Selection
The Committee must consist of at least three tenured Department faculty members, preferably with the rank of Full or Associate Professor. Normally, the Department Chair shall be a member of and shall chair the Committee.

General Recontracting and Tenure Evaluation Procedures for Professors and Instructors and General Recontracting Evaluation Procedures for Lecturers

Expected Balance among Areas to Be Evaluated for Professors:
Following the Memorandum of Agreement for Recontracting and Tenure, the English Department evaluates professors by means of the following four categories:
1. Teaching Effectiveness
2. Scholarly 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 for professors to the area of teaching effectiveness, 35% to scholarship and creative activity, and 20% to contributions to the University community and the wider and professional community.

Expected Balance among Areas to Be Evaluated for Instructors:
Following the Memorandum of Agreement for Recontracting and Tenure, the English
Department evaluates instructors 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 instructors 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.

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 All 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 (if
different from the Department 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.

Characteristics of Excellence and Procedures for Assessment

TEACHING EFFECTIVENESS
Outstanding teaching for professors, Instructors, and Lecturers is demonstrated by a combination
of several of the following characteristics:
1. Organizes subject matter effectively, pacing courses appropriately and adhering 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. Develops course materials that 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 several different approaches to teaching effectively, tailoring pedagogical techniques 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.

Accordingly, the application of each candidate for recontracting and/or tenure must address the following areas in order to establish appropriate professional performance:
1. Excellence in academic instruction.
2. Excellence in developing learning activities.
3. Excellence in developing as a teacher.

General Criteria and Documentation for Evaluating a Candidate's Teaching
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:
      a. The Committee will carefully assess the candidate's student evaluations and the accompanying analyses of student responses to determine 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.
      b. Candidates should follow Paragraph 2.65 in the Memorandum of Agreement, which states "Student perception of the teaching/learning experience will be collected by the department recontracting committee in any two (2) classes once per semester during the last five (5) weeks of the semester or the current recontracting period or during one of the summer sessions during the last week of the summer session. This will be done throughout probationary service."
      c. If possible, the candidate should submit evaluations demonstrating a range of effective teaching, such as courses typically offered to freshmen and sophomores to courses typically selected by juniors and seniors, or ranging from major courses to general education courses.
      d. Note: Student evaluations should clearly identify the course title and number, and they should be signed by the Departmental chairperson.

   B. Peer Evaluations:
      a. The Committee will carefully assess peer evaluations in determining teaching effectiveness for candidates. As per the Memorandum of Agreement, candidates

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for recontracting and tenure will be observed once each semester. The candidate may also request additional observations.

II. The candidate must demonstrate excellence in developing engaging pedagogical materials. Factors that will be considered in the Committee's review include but are not limited to the following:
A. Submission of Teaching Portfolios:
a. To assist in the process of peer review, the candidate will submit to the Committee a portfolio for one or more courses, preferably including (1) a course for which the candidate is regularly responsible and/or (2) a course under consideration in the file through student evaluations or through peer observation. The portfolio will consist of the course syllabus, instructor-prepared handouts, examinations and/or explanations of paper assignments, discussion of assessment techniques, and any other materials the candidate believes are pertinent—e.g., evidence of effective responses to student writing; discussion of various pedagogical techniques used to engage students, to suit diverse learning styles, and/or to exhibit innovative teaching strategies; discussion of the range of preparation required to teach the course; and explanation of how the candidate's research interests enhanced course content.
B. Evidence of Development of Learning Activities:
a. 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 in attendance at a program held for one of the "monthly" celebrations (Women's History Month, African American History Month, Asian-Pacific Heritage Month, etc.); or any other enrichment experience that indicates pedagogical creativity.
C. Other
a. The candidate may supply evidence of having developed teaching materials, manuals, software, computer exercises, etc., that have not been included in the teaching portfolios.

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.
C. Maintaining currency in discipline-specific and pedagogical concepts.
D. Collaborating with colleagues.

I. Required Documentation
   A. Student evaluations from two or more classes each semester.
   B. The candidate's response to the student evaluations.
   C. A minimum of two peer evaluations.
   D. Teaching portfolio for one or more courses.
   E. Evidence that the candidate has taken responsibility for developing as a teacher.

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.

SCHOLARSHIP AND CREATIVE ACTIVITY

Outstanding scholarship and creative activity are demonstrated by professors using the following methods:
1. Makes scholarly contributions to the body of knowledge within a discipline.
2. Engages in scholarly activities that are in the candidate's field(s) of teaching, with the goal of integrating scholarship and teaching.
3. Integrates scholarship and teaching through the development of new courses (including the development of Seminar topics), 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.

Please note: Instructors and lecturers are not required to engage in scholarship or creative activities for tenure and/or recontracting.

General Criteria for Evaluating a Candidate's Scholarship and Creative Activities
The English Department has defined five major categories of scholarship and creative activity 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 contributions, but it is the candidate's responsibility to explain the significance of each scholarly and/or creative activity in such a way that the Committee may make a fair assessment of its value. For purposes of recontracting and tenure of professors, the Committee is looking for evidence of a successful record of scholarship and/or creative activity 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 among the categories. 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 specialty, achieving widespread recognition of authority in that area; others may choose to undertake a broader variety of contributions, following a diversity of interests rather than concentrating on one. It is, therefore, the candidate's responsibility to make clear to the Committee the nature, depth, range, and significance of scholarship in order to make possible a fair assessment of accomplishment.

<u>Categories of Scholarship and Creative Activities</u>
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 of value as they apply these schemata to their own scholarly accomplishments.

I. Scholarly Publications
    Please note:
    ✓ Candidates will explain the significance and value of their print publications to Committee members outside the discipline using a variety of criteria, including but 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 itself (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 a noteworthy honor, as it indicates that the scholar's work is respected within a particular field. However, publishing an uninvited publication is also highly estimable, as it 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, candidates should specify their contributions and their 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 (including a monograph, scholarly edition, collection of scholarly essays, 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 costs required by 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 except in those cases where it is genuinely necessary or beneficial (e.g., in the case of a scholarly project that requires archival research at remote libraries or museums).
   ✓ Further, 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, applying for funding can potentially hinder progress toward publication. Consequently, the Department advises faculty to prioritize research and writing, applying for external grants only when necessary or especially beneficial.
   ✓ Other kinds of grant activity, outlined in B. below, are commendable but not expected or required.

   A. Pursuit of grants, as appropriate, to further the candidate's scholarship and/or creative activity. Even if the candidate's grant application is not successful, the Committee values the effort of 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 an international, national, or regional 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 of or commentator on 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 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.

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B. A statement of plans for future scholarship and creative activities.
C. A representative sampling of publication (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, explanation and/or documentation of activities related to grants, sponsored, 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; and is required to prepare for tenure on a six-year tenure clock. Further, despite the new imbedded advisor in the Department, a new faculty member will typically have about fifty advisees.

Given the comparatively heavy teaching load, the English Department does not expect a new faculty member at Rowan (who often is teaching full-time for the first time) to have a book published or in proof at the end of six years of service.

In the last five years, the Modern Language Association (MLA) commissioned both a Task Force for Evaluating Scholarship for Tenure and Promotion, and a Committee on the Status of Women in the Profession (CWSP), to study the issue of current scholarship demands. The CWSP report confirms and endorses the findings of the earlier Task Force for Evaluating Scholarship, recommending that "colleges and universities adopt a more expansive conception of scholarship, research, and publication; rethink the dominance of the monograph; and consider work produced and disseminated in new media. The committee also recommends public scholarship as an important avenue of research" (see http://www.mla.org/pdf/cswp_key_findings_4_24_09.pdf). We have made every effort to follow this recommendation in adopting our departmental criteria for recontracting and tenure.

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 the article 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 may take another year or more before it appears in print. If a candidate is asked to revise and resubmit an essay, that request should be considered a positive sign; being asked to revise is a step toward publication. The candidate may include correspondence from editors and reviewers that demonstrates the potential value of an essay before it actually appears in published form. The candidate should also explain the value of an essay 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.

Given Rowan's Carnegie classification, a book contract from an academic press is more than adequate for tenure. This understanding is based upon two factors: (1) The contract signals the publisher's evaluation of the proposal as a significant contribution to scholarship; and (2) that evaluation is typically based upon review of a substantial or complete manuscript by at least two scholarly experts in the relevant area. ·

Evaluating a Book Manuscript:

As stated above, books are the "gold standard" at Research I institutions (such as Rutgers New Brunswick and Princeton); thus, we encourage our faculty to pursue book projects, as these raise the reputation of the Department, College, and University. We consider a book-length manuscript to be a significant achievement. We also recognize, however, that obtaining a book contract before tenure may not be possible given the regular teaching load and the relatively short interval before tenure at Rowan. In addition, the review process at many presses can take months—even a full year—before a decision is made, and a press may also ask for revisions (which, although a positive sign—insofar as it demonstrates a preliminary investment in the work on the part of the publisher—may delay the offer of a final contract).

Note: If a candidate wishes to count a book manuscript toward tenure, the Department would (1) expect that s/he 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 academic 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 the editors demonstrating their interest in the manuscript.

Professional Development for Instructors and Lecturers
Professional development is defined as those activities that maintain Instructors' and 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 s/he has 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:
   A. Researching and reading current scholarship on subject matter content;
   B. Researching and reading current scholarship on pedagogical strategies;
   C. Researching and reading current scholarship on student learning styles;
   D. Participating in on-campus training/education via workshops, lectures, forums, readings, etc.;
   E. Staying current regarding curricular changes to majors, minors, and sequences that affect both first-year and transfer students;
   F. Implementing new teaching strategies into existing courses;
   G. Incorporating new ideas and materials into existing courses;
   H. Attending and participating in professional conferences, webinars, etc.;
   I. 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.

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.

CONTRIBUTIONS TO THE UNIVERSITY COMMUNITY
Outstanding performance in this area may be demonstrated by the following activities:
   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.

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 student or public events, thank you letters for service provided to campus or community groups). .
  B. Any other form of support acceptable to the Committee.