

FORM 8

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

Department/Office: History *Janet Moore Lindman*
 Department Chair: Janet Moore Lindman Signature
Print

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

Date Sent to Dean/Supervisor: _____

Signature: *Nawal Ammar* Date: 12/3/19 Approved: Y / P / N
 Dean/Supervisor:

Add'l Admin: _____ Date: 1/29/20 Y / P / N
 Provost/designee: _____ Y / P / N

President/designee: _____ Y / P / N

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

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

SUGGESTED TIMETABLE:	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, Department, and Dean	November 1

**ROWAN UNIVERSITY
HISTORY DEPARTMENT
TENURE AND RECONTRACTING CRITERIA FOR ASSISTANT PROFESSORS**

DOCUMENT SPECIFIED FOR DR. DEBBIE SHARNAK

November 2019

The Rowan Mission

A leading public institution, Rowan University combines liberal education with professional preparation from the baccalaureate through the doctorate. Rowan provides a collaborative, learning-centered environment in which highly qualified and diverse faculty, staff, and students integrate teaching, research, scholarship, creativity activity, and community service. Through intellectual, social, and cultural contributions, the University enriches the lives of those in the campus community and surrounding region.

College of Humanities and Social Sciences Mission Statement: Empower. Transform. Engage.

- Empower students to create innovative academic pathways so that they may become the most successful and adaptable leaders and innovators with a lasting impact on society.
- Faculty and students engage with local and global communities to conduct transformative research that mobilizes useful knowledge to benefit society.
- Grow and develop mutually beneficial connections among students, faculty and community partners to reimagine the future.

History Department Mission Statement

The Department of History seeks to provide students with the opportunity to acquire, in depth and in breadth, knowledge of the craft of history and of historical processes from an international and multicultural perspective. Serving as an active learning community, the department promotes "rigorous inquiry, analytical and integrative reasoning" and enables our faculty and students to develop a strong sense of civic responsibility for the nation as well as a clear awareness of technological and global changes in the world. In order to achieve our mission the department has set the following goals:

1. To promote excellence in teaching by encouraging faculty to use current content and diversity of method.
2. To assess student-learning outcomes at the undergraduate and graduate level to improve the quality of student knowledge and skill acquisition.
3. To sustain and grow the master's program in history.
4. To enable faculty to model lifelong learning by supporting and rewarding research and professional development.

5. To provide our faculty, students and staff with current instructional technologies.
6. To develop interdisciplinary relationships within the university.
7. To encourage initiatives for faculty, student and staff development.
8. To develop linkages with South Jersey historical organizations.
9. To encourage civic responsibility through community service and support of regional archives, museums, and historical societies through senior seminar and undergraduate research, internships and experiential learning.

Process and Procedures for 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.

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

For Recontracting of Assistant Professors:

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

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

Dr. Sharnak was hired to teach courses in the History Department and the International Studies Program. While the majority of her teaching load will occur in History, she will teach one to four courses per academic year in International Studies.

Department Criteria for Teaching Excellence

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.

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.

While no single method of teaching is superior to another, the candidates should demonstrate the skill to handle effectively several different approaches to teaching. In addition, they should be able to tailor pedagogical techniques to the diverse needs of students. Whatever the approach, effective teaching fosters critical thinking, subject matter comprehension, clear expression and intellectual engagement.

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

- Academic Instruction
- Developing Learning Activities
- Developing as a Teacher
- Mentoring Students

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

Critical Self-Assessment:

The candidate's critical self-assessment essay should:

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

Course Content Analysis:

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

Peer Review:

The peer review must include one classroom observation per semester. The date of the observation should be mutually agreed upon between the probationary faculty member

and the observing senior colleague. The reviews should include a summary of material presented in the class as well as an evaluation of the candidate's organization of the material, ability to communicate, up-to-date knowledge of subject matter, pedagogical techniques, and classroom environment.

Student Evaluations:

Per the Memorandum of Agreement, the candidate will present student evaluations of teaching (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 instructor administers the online 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.

According to sections 4.12 and 4.13 in the MOA,

Developing learning activities involves:

- a) Developing, reviewing, and redesigning courses and programs
- b) Developing and revising curriculum
- c) Developing teaching materials, manuals, software, and computer exercises
- d) Developing off-campus programs, including study abroad programs
- e) Assessing learning outcomes

Developing as a teacher involves:

- a) Conducting instructional and classroom research to benefit the teaching learning enterprise
- b) Attending and participating in professional development activities
- c) Maintaining currency in discipline-specific and pedagogical concepts
- d) Collaborating with colleagues
- e) Evaluating teaching of colleagues

Contributing to development of learning activities that enhance excellence in academic instruction includes but is not limited to

- a) Participation in development, review, and redesign of courses and programs
- b) Participation in developing and revising curriculum

- c) Developing teaching materials, manuals, software, and computer exercises
- d) Developing online courses
- e) Contributing to study abroad programs
- f) Contributing to service learning programs
- g) Participating in development of learning outcomes assessment tools and analysis of assessment results

Developing as a teacher includes but is not limited to

- a) Reflecting on one's instruction and classroom to benefit the teaching-learning experience
- b) Attending and participating in development activities at Rowan or through professional organizations
- c) Maintaining currency in discipline-specific concepts
- d) Maintaining currency in pedagogical practices
- e) Collaborating with colleagues in course development, pedagogical research, and team teaching
- f) Observing and providing feedback related to the teaching of colleagues as such observations contribute to one's own development in the classroom

Student mentoring activities include but are not limited to

- a) Mentoring students; e.g., with regard to academics and career planning
- b) Mentoring students in senior research projects, theses, dissertations, and other curricular projects

Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

Criteria for Evaluation of Research and Creative 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 Assistant Professors

While Assistant Professor candidates are free to pursue scholarship in all four categories, 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 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 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

There are many modes of scholarly contribution in history, as outlined in the categories above. For some historians and in some subfields -- such as ancient history and public history -- articles or public exhibitions may be the most appropriate research goals. For such fields the department will look to established disciplinary models, such as the recently published report on evaluation of public history scholarship adopted by the American Historical Association. However, the most widely respected mode of scholarly

contribution in the discipline of history is the publication of peer-reviewed books. Because this is the leading way in which new historical knowledge is spread, most historians include such publication in their research agendas. 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 department 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 department 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.

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.

Dr. Sharnak's service will be divided between the History Department and International Studies Program; $\frac{1}{4}$ of her time to the former and $\frac{3}{4}$ of her time to the latter. This will include providing service to the International Studies and Area Studies Programs in a variety of ways, including but not limited to: attendance at open houses, working with student groups, organizing student events (e.g., career day), bringing speakers to campus and arranging volunteer opportunities.

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 interdisciplinary advisory boards.

Role of Department Chairperson

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

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	6	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
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	6	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 pre-published and look especially unfavorably on articles that are essentially late drafts of a chapter. They understand an early article “trialing” 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 pre-published 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 pre-published. She further noted that they would be unlikely to publish a book if it had one pre-published article that covered the major thesis of the book.
- Pennsylvania State Press: Director Patrick Alexander believes that pre-published 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 pre-published is not a problem for them.

AD FOR LATIN AMERICAN HISTORY SEARCH, 2018-19

The History Department of Rowan University is seeking a specialist in Latin American history to fill a tenure-track, assistant professor position, beginning Fall 2019. We welcome applications from scholars with any research specialization, but we are especially interested in those whose work focuses on the twentieth century. The successful candidate will contribute to Rowan's International Studies program, including teaching interdisciplinary research methods and capstone courses in international studies and mentoring students. In history, the successful candidate will teach upper-level courses in the area of specialty and may also teach World History and/or Western Civilization surveys. Candidates should have Ph.D. in hand by the time of employment as well as evidence of an ongoing research agenda and effective college teaching.

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.

Rowan University is a Carnegie-classified Doctoral University (Moderate Research Activity) with approximately 19,000 students. Its main campus is located in Glassboro, N.J., 20 miles southeast of Philadelphia, with additional campuses in Camden and Stratford. The University comprises seven academic colleges and five schools—the William G. Rohrer College of Business; the Henry M. Rowan College of Engineering; the Colleges of Communication and Creative Arts, Education, Humanities and Social Sciences, Performing Arts, and Science and Mathematics; the Cooper Medical School of Rowan University; the Rowan University School of Osteopathic Medicine; the Graduate School of Biomedical Sciences; the School of Health Professions; and the School of Earth and Environment—with an Honors College that spans across disciplines. Rowan is one of two public universities in the country to offer M.D. and D.O. medical degree programs. The institution is also home to the South Jersey Technology Park, which fosters the translation of applied research into commercial products and processes. Rowan has been recognized as one of the top 90 public research universities and the 7th fastest growing research institution in the nation.

Applications must be submitted through our online applicant tracking system at: [INSERT URL HERE](#). Submit a letter of application, curriculum vitae (to include a list of three references), and other appropriate supporting materials such as syllabi and teaching

evaluations. Please do not submit letters of reference at this time. The review process will begin on October 1, 2018 and will continue until the position is filled. An EOE/AA employer, Rowan University especially encourages applications from women, minorities, and persons with disabilities.

Contact Info:

Dr. Kelly Duke Bryant
Chair, Latin American History Search Committee
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Email: duke-bryant@rowan.edu

Website: <http://www.rowan.edu/history> and
https://academics.rowan.edu/chss/inter_majors/internationalstudies/index.html

**FORM 11
DEPARTMENT/OFFICE COMMITTEE
RECOMMENDATION FORM**

Date _____

Name _____ Rank/Title _____

Department/Office _____ Ext. _____

Application for: 2 nd	3 rd	4 th	5 th	6 th	7 th	Promotion to:
Year of Service: 1 st	2 nd	3 rd	4 th	5 th	6 th	()

Recommendation:

Reappoint/Recontract/Promote:

Do Not

Recontract/Promote:

Date:

(See 2.681 T&R MOA or 5.343 Promotion MOA, which indicates that the numerical vote must be recorded)

Attach the committee's assessment of the following areas:

1. Teaching Effectiveness OR Professional Performance
- 2a. Scholarly and Creative Activity (faculty), OR
- 2b. Professional Development (Staff, Instructors)
3. Service to the University Community
4. Service to the Wider and Professional Community

Committee Members:

Print or type

Signature

Department/Office Committee Chairperson

Department/Office Committee Chairperson

Print or type

Signature

Candidate's Reaction (if any): Attach at end of Committee Assessment

Candidate's Signature:

Date:

FORM 12: CHECKLIST FOR ALL FACULTY / LIBRARIANS

CANDIDATE NAME _____ **DATE HIRED**

OFFICE / DEPARTMENT _____ **PHONE EXT.**

DEPT CHAIR/HEAD/DESIGNEE _____ **PHONE EXT.**

CHECKLIST FOR FACULTY & LIBRARIANS within the Bargaining Unit appointed after December 31 of the current academic year shall be reviewed the following year as a first-year candidate. The Departmental Tenure & Recontracting Chairperson's initials must appear on blank lines under "Initials." Please number the printed pages of the recontracting file and collate in the order listed, and include the corresponding page number where indicated.

Start Page	#	CHECKLIST ITEM	Initial
i	1.	Checklist (this page)	_____
<u>1</u>	2.	Application Form	_____
___	3.	Curriculum vitae (required)	_____
___	4.	Executive Summary (required)	_____
___	5.	Job Description (from initial job posting)	_____
___	6.	Courses Taught and Adjusted Load (current review cycle)	_____
___	7.	Approved Department Tenure/Recontracting Document	_____
___	8.	Teaching/Professional Performance: <ul style="list-style-type: none"> • Self assessment • Student evaluations (current cycle) and candidate's responses • Peer evaluations (current cycle) and candidate's response • Student evaluations (all prior cycles) • Peer evaluations (all prior cycles) • Plans for future growth 	_____
___	9.	Scholarly/Creative Activity or Professional Development <ul style="list-style-type: none"> • Self-assessment • External review (fourth review, Scholarly/Creative Activity only) and response. (Appendix E) • Plans for future growth 	_____
___	10.	Service to the University Community <ul style="list-style-type: none"> • Self-assessment • Plans for future growth 	_____
___	11.	Service to the Wider and Professional Community <ul style="list-style-type: none"> • Self-assessment • Plans for future growth 	_____
___	12.	Departmental/Committee evaluation, numerical vote, and minority report (if necessary). (Appendix D) ENSURE THAT ALL SIGNATURES ARE PRESENT.	_____
___	13.	Previous evaluations (as applicable) <ul style="list-style-type: none"> • First review (Department/Office, Dean/Supervisor) • Second review (Department/Office, Dean/Supervisor, Senate, Dean, Provost) • Third review (Department/Office, Dean/Supervisor, Senate, Dean, Provost) 	_____
___	14.	Supplemental Folder (if needed)	_____