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

Department/Office: Political Science and Economics

Department Chair/Head: Dr. Lawrence Markowitz (Print) Lawrence Markowitz (Signature)

Academic Year (circle): **20-21** 21-22 22-23 24-25 25-26

Date Sent to Dean/Supervisor: 09/25/2020

Signature	Date	Approved
Dean/Supervisor:	10/8/2020	**Y**
_____ Add'l Admin:	_____	Y / P / N
_____ Provost/designee:	_____	Y / P / N
_____ President/designee:	_____	Y / P / N

Y = Approved	P = Approved pending modifications	N = Not approved

For P or N decisions, the departmental committee should be provided with the reasons for non-approval, as well as suggested changes to the criteria within a reasonable time to ensure timely approval for first year candidates.

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

SUGGESTED TIMETABLE:	**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**

TENURE AND RECONTRACTING CRITERIA

POLITICAL SCIENCE PROGRAM

DEPARTMENT OF POLITICAL SCIENCE and ECONOMICS

2020-21

DEPARTMENT of POLITICAL SCIENCE and ECONOMICS
POLITICAL SCIENCE PROGRAM

TENURE and RECONTRACTING EVALUATION PROCEDURES
2020-21

The criteria for evaluating political science faculty are determined necessarily by the nature of the discipline. In Part I, we describe political science as an academic discipline and discuss how that shapes what the political science program at Rowan University expects of its tenure-track faculty. In Part II, we elaborate on the program's evaluation criteria in teaching, research and service.

WHAT IS POLITICAL SCIENCE?

Political science is an academic discipline that incorporates a wide array of fields of study and methodological approaches. On its website, the American Political Science Association defines it thus:

> "Political Science is the study of governments, public policies and political processes, systems, and political behavior. Political science subfields include political theory, political philosophy, political ideology, political economy, policy studies and analysis, comparative politics, international relations, and a host of related fields. . . . Political scientists use both humanistic and scientific perspectives and tools, and a variety of methodological approaches to examine the process, systems, and political dynamics of all countries and regions of the world."

As is apparent by this definition, the hallmark of Political Science as an academic discipline is its diversity. This diversity manifests itself in three separate ways: diversity of subject areas, diversity of methodologies, and diversity of applications. As a result, political scientists have multiple paths to contribute to the study and teaching of the discipline

Traditionally, political science has divided itself into five fields: American politics, comparative politics, international relations, political theory, and public law. More recently, this list of fields has expanded to include public policy, research methodology, and race, class and gender studies. Even so, political science is an infinitely more complex discipline as each of these fields is divided into a variety of discrete subfields. For example, scholars of American politics include institutionalists studying the congress, the presidency, or state and local governments; as well as behaviorists who study public opinion, voting theory, or the psychology of political office holders. Comparative politics includes regional specialists as well as those who study phenomena that affect a variety of countries. Public law contains constitutional scholars as well as those who study the courts as political institutions. In short, subjects in political science are highly diverse and segmented.

Methodologically, political science scholars utilize the tools of nearly every other academic discipline. The methodological toolkit of political science includes statistical techniques, historical analysis, theoretical mathematics, psychological studies, controlled experiments, legal analysis,

philosophical inquiry, systems analysis, literary analysis, survey research, and many others. Even the act of data collection varies throughout the discipline as some scholars can access extensive public records while others must perform surveys, do archival research, travel to conduct extensive personal interviews, or collect and analyze enormous new data sets. For American politics specifically, quantitative methods are used most often. For example, Tier 1 peer-reviewed journals for scholars of American politics and public policy (explained in Section II) publish almost exclusively quantitative research.

In terms of its application, political science research varies widely and can speak to many different audiences. Some is designed to help policy makers who, for example, are interested in knowing if government programs are effective. Other research speaks to an academic audience seeking a more scholarly interpretation of the political world. Other political science research is more normative or theoretical in nature, seeking the abstract purity of philosophy and mathematics. As with subject matter and methodology, the research of individual political scientists tends to focus on addressing one of these audiences.

This multi-dimensional diversity has necessitated segmentation of scholarship. Political scientists cannot be masters of all political subjects, methods and audiences. Instead, scholars focus on a small number of subfields, methods, and typically on a single type of application. This segmentation is manifested in the training of political scientists, the publication of political science research, and the availability of external funding.

*Training of Political Scientist*s

Ph.D. programs typically require degree candidates to train in two fields of political science. Within those fields, Ph.D. students generally focus on only a couple of subfields. Moreover, given the wide variation in methodologies available, political scientists gain expertise in the techniques relevant to their area of research, obtaining a substantially lower capacity in other political science methodologies.

Publication and Grants in Political Science

Because of the diversity and segmentation of the political science discipline, publishing opportunities are also diverse and segmented. There is no single canon in political science. Instead, each subfield has its own literature and its own publishing outlets. Few political science journals publish articles across the entire range of the discipline, and those are dominated by scholars from Ph.D. granting universities. A 2010 study showed that only 16 percent of articles in top political science journals were written by scholars from non-Ph.D. granting universities.[1] Most journals concentrate on a single field, subfield or subject area. Thus, there is no single metric that can be applied to all publishing outlets. Each publication must be judged by the prestige of the journal within the political scientist's individual specialty.

The diversity of audiences has also affected the number of outlets for scholarly books. University presses publish a wide array of scholarly books aimed at other political scientists. However, there is also a large number of well-respected non-university academic presses that publish political science books that focus on more real-world subject matter. These books are scholarly in nature and useful to academics, but are also read by political practitioners, students,

[1] Collins, Todd A. Christopher A. Cooper and H. Gibbs Knotts. 2010. "Scholarly Productivity in Non-Ph.D. Departments, *PS: Political Science and Politics* Vol. 43, No. 3, pp. 509-514.

and educated citizens interested in politics. High-quality book-length scholarship in political science is published in both university and non-university presses. It is, however, accepted that vanity presses are not a prestigious venue of publication for political science scholars.

The availability and size of external grants and contracts vary sharply across the political science discipline. Two determinants of the availability of grants and contracts are the cost of conducting the research and the potential for the research to have real-world consequences. Large grants, therefore, are available for large data gathering efforts such as survey research or the development of software to manipulate massive data sets. Small travel grants are also available to help researchers travel (domestically and abroad) to conduct interviews or archival research to collect data that is not in the public domain. Similarly, grants and contracts are much more available for studies of issues of immediate relevance to current political problems.

IMPLICATIONS FOR EVALUATING CANDIDATES

Because of the diversity and segmentation of the discipline, the research of each candidate for recontracting must be judged based on the standards of his or her own field, subfield, subject area, and methodological approach.

The political science program within the Department of Political Science & Economics has adopted four performance categories to evaluate faculty members. These categories fall within the guidelines established by the University. They include:

- Teaching Effectiveness
- Scholarly and Creative Activity (for Full-Time Tenure Track Assistant, Associate or Full Professors) or Professional Development (Full-Time Instructors)
- Contribution to University Community
- Contribution to the Wider and Professional Community

Consistent with the University's and the College's Mission statements, teaching is the most important faculty responsibility. The political science program will use the percentages listed below for weighting **Full-Time Assistant**, **Associate** or **Full Professor** faculty responsibilities.

- Teaching Effectiveness – 45 percent
- Scholarly and Creative Activity – 40 percent
- Contributions to University community – 10 percent
- Contributions to the Wider and Professional Community – 5 percent

The political science program will use the percentages listed below for weighting **Full-Time Instructor** responsibilities.

- Teaching Effectiveness – 60 percent
- Professional Development – 15 percent
- Contributions to Department, College and University Community – 15 percent
- Contributions to the Wider and Professional Community – 10 percent

I. Evaluation of Teaching Effectiveness (All Full-Time Tenure-Track Faculty)

As candidates for recontracting proceed toward tenure, the political science program looks for a record of growth and accomplishment as a teacher. We value reflection and refinement of teaching strategies, including responding to SIR evaluations, peer observations, and formal evaluations of the candidate by the department, college, and university. We value efforts to improve as a teacher and to develop as an educator, including participation in teaching and learning conferences, seminars and workshops, as needed. As a small program in a diverse discipline, we value willingness to cover a variety of subject areas within the faculty member's field of expertise, including the development of classes beyond his or her specific areas of research.

Teaching includes academic instruction, advising, developing learning activities, and developing as a teacher.

A. Academic Instruction.

Characteristics of excellence in academic instruction include, but are not limited to, the following:

(1) Good organization of subject matter and course material
(2) Effective communication
(3) Knowledge and enthusiasm for subject matter
(4) Positive attitudes toward students
(5) Flexibility in approaches to teaching
(6) Fairness in examinations and grading
(7) Appropriate student learning outcomes

B. Advising.

Characteristics of excellence in advising include, but are not limited to the following:

(1) Punctuality and consistency in keeping office hours or other advisory appointments
(2) Cordiality and fairness in the treatment of students
(3) Helping resolve any problem promptly, either through one's own actions or advice or by directing the student to a source that can help him/her
(4) Currency of knowledge of appropriate graduate or professional opportunities
(5) Currency of knowledge of employment opportunities available to majors
(6) Interest in improving advising skills through attending appropriate seminars, training sessions, conferences, etc.
(7) Participation in extra-office advising (e.g. in-person registration, open houses, etc.)

C. Developing Learning Activities.

Characteristics of excellence in developing learning activities include, but are not limited to, the following:

(1) Developing, reviewing and redesigning courses and programs
(2) Developing and revising curriculum
(3) Developing teaching materials, manuals, software, and computer exercises

(4) Conducting off-campus programs, including study abroad

D. Developing as a teacher.

Characteristics of such development include, but are not limited to, the following:

(1) Conducting pedagogical research
(2) Attending and participating in professional development activities
(3) Keeping up to date about pedagogical concepts
(4) Collaborating with colleagues to develop new concepts and techniques

II. Evaluation of Scholarly and Creative Activity (Assistant, Associate, and Full Professor)

Scholarly and creative activity (research) includes activities that are discipline- related, that can be replicated or elaborated, whose results can be documented and peer-reviewed. It should be innovative, break new ground, or demonstrate other types of significance or impact.

Candidates for tenure must demonstrate a record of sustained scholarly productivity since their appointment. The recognized benchmark for high-quality contributions to scholarship is peer-reviewed publication. Such publication, whether in print or in other formats, is subjected to evaluative review by experts in the appropriate field, who make a judgment about the suitability of the work for public presentation. The Program in Political Science expects that all Assistant Professor candidates for promotion will show evidence of peer-reviewed scholarship from among the indicators in Tier I or Tier II. These two tiers are differentiated as follows: publications from Tier I will be considered peer-reviewed without explanation from candidate. Publications in Tier II, however, will require the candidate to demonstrate that they were peer-reviewed. In addition to peer-reviewed publications, those publications in Tier III are also possible contributions of substantial scholarly production but they will require the candidate to demonstrate their scholarly importance. For purposes of departmental evaluation, judgment about whether such scholarship is substantial will include both qualitative and quantitative considerations.

List of Written Works (organized by tier)

Tier I: Clear indicators of peer-reviewed scholarship

- Book or monograph published by a university press
- Book-length translation with commentary published by a university press
- Article in an acknowledged and peer-reviewed journal
- Edited volume of original, scholarly essays
- Edited special issue of journal
- Article in a peer-reviewed edited volume

Tier II: Possible indicators of peer-reviewed scholarship

- Book or monograph published by commercial press
- Article in an edited volume
- Encyclopedia entry
- Textbook
- Scholarly edition of primary sources

Tier III: Possible contributors to substantial production

- Review of book manuscript
- Review of article manuscript
- Article in anthology (not peer-reviewed)
- Review article
- Book review
- Film review
- Article in popular press
- Article in professional newsletter
- Entry in encyclopedia

Producing, consulting, coordinating, or working on video programs, TV or radio programs
Conference presentations
Discussant or commentator at conference
Chair on panel at international, national or regional conference
Professional development seminars
Professional consultation
Other scholarly work in nontraditional venues (such as online blogs)
Other forms of recognition of scholarly reputation

These works are not listed in any priority, though it is necessary for some of the candidate's scholarly production to include publications in Tier I and/or in Tier II. The quality of the written work, as well as the outlet, will be evaluated individually (i.e., the nature of a commercial press or the ranking of a refereed journal). Candidates should include information that assists in evaluating the quality of publication, such as impact factor, acceptance rate, recognized prestige of press or journal, etc. Single- and joint-authorship will both be considered for tenure and recontracting, though the candidate will be expected to specify the nature and proportion of work s/he has done on any jointly authored work. It should be clear that candidates are establishing their own research agenda and not merely assisting with the research of others.

A part of substantial scholarly production may include the pursuit of internal and external funding. The pursuit of external funding will be valued more than internal funding, but neither is required. As noted above, the nature and availability of external funding varies greatly depending on the candidate's subject, methodology, and application. Therefore, the pursuit of external funding will be valued, and in some subfields it may be expected, but it is not required of candidates.

2nd Year Recontracting

From candidates for 2nd year recontracting, we expect to see a research agenda that is clearly defined. The candidate should elaborate on the topics of the research and how he or she envisions its accomplishment, including the data and resources to be attained and the methodologies to be utilized. The candidate should also discuss the expected products or outputs of the research. We also expect to see one or more conference papers that stem from the research agenda.

3rd and 4th Year Recontracting

In addition to the materials listed above, we expect the candidate to present specific information on how the research agenda will be carried out. This could include any of the following:

(1) Measurable progress on data creation or data collection
(2) Measurable progress on data analysis
(3) Drafts of scholarly works presented at conferences or submitted to publications
(4) Grants received or grant applications submitted (or at an advanced stage of development)
(5) Publication of scholarly works

5th & 6th Year Recontracting

In addition to the materials listed above, we expect to see tangible results from the candidate's research activities. This should include presentation of conference papers, submissions for publication, and publications of any of the Written Works listed above. It is expected that some of this production

will include Written Works from Tier I and/or Tier II. It is also expected to include the submission of grant applications (of candidates in relevant subfields).

7th Year Recontracting (Tenure Review)

In addition to the materials listed above, we expect to see tangible results from the candidate's research activities. This should include conference papers, publication of scholarly works, and submissions for publication of any of the Written Works listed above. It is expected that some of this production will include Written Works from Tier I and/or Tier II. It is also expected to include the submission of grant applications (of candidates in relevant subfields).

Tenure

To be recommended for tenure, the candidate must present research outputs that, when examined as a whole, represent a significant body of scholarly production and an ongoing agenda of scholarship. This production may encompass any combination of the Written Works listed above that is appropriate and significant for the candidate's subject, methodology, and application. It is required that some of this production will include Written Works from Tier I and/or Tier II.

Expected Candidate Documentation

1. A statement providing a summary (listing) of the candidate's scholarly activities since coming to Rowan University. The statement should clearly indicate how each activity relates to political science.

2. Copies of relevant publications, reviews, reports, proceedings, etc. should be included in the Supplemental Folder.

II. Evaluation of Professional Development (Instructor Only)

Professional Development for faculty with the rank of Instructor is defined as those activities which improve an Instructor's currency in political science or teaching, maintains their standing within political science, or expands their area of expertise. Probationary faculty with the rank of Instructor should engage in activities which:

A. Assist them in maintaining currency in the political science profession, and/or improving their abilities as teachers

B. Deepen and/or broaden their knowledge of political science content

   (1) Attending and participating in professional conferences where the focus is the dissemination of new knowledge within a field of inquiry
   (2) Seeking additional training or education to improve or expand their knowledge

C. Strengthen their understanding and application of the pedagogy of political science

   (1) Attending and participating in professional conferences/workshops where the focus is the pedagogy associated with political science

D. Improve their knowledge of the teaching and learning processes

   (1) Attending and participating in workshops/training that focuses on the teaching and learning processes
   (2) Developing or enhancing skills in the assessment of the teaching and learning processes within political science

Characteristics of excellence in professional development for instructors are:

A. The activity is directly related to the area of political science.

B. The activity prepares the instructor for future political science 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 political science

D. The activity is recognized as maintaining standing within the political science discipline

E. The activity permits the demonstration of leadership within political science

<u>Expected Candidate Documentation</u>

- The candidate should provide a statement providing a summary (listing) of the candidate's professional development activities since coming to Rowan University. The statement should clearly indicate how each activity relates to political science.
- Reflective discussion of scholarship the Instructor has read dealing with subject matter content, pedagogical strategies, student learning styles, assessment, or other relevant topics.

- Evidence of participation in workshops, webinars, etc. related to teaching and/or political science.

- Active participation in a learning community or other activities directed by Rowan's Faculty Center or similar entities.

- 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.

- Engagement in the scholarship of teaching, including presentation of those results within the department, college, university, or professional/wider community settings.

- Training in and effective use of instructional technology, teaching innovations, etc.

- Acquiring and maintaining certification or licensure relevant to the political science discipline.

III. Evaluation of Professional Service to the University (All Full-Time Tenure-Track Faculty)

As candidates for recontracting proceed toward tenure, the political science program looks for an increasing level of professional service. This term refers to contributions to the local campus, dissemination of knowledge, and development of new products or practices, forming partnerships with other agencies, and contributions to disciplinary and professional associations and societies.

A. Active participation and leadership in campus activities and governance includes but is not limited to:

   (1) Serving as a departmental representative on college and university bodies
   (2) Chairing or serving on a department, college, or university committee
   (3) Contributing to tasks central to the department's day to day activities serving both students and faculty
   (4) Helping the department meet the expectations of the College and the University
   (5) Assisting with other campus-wide activities; e.g., Homecoming, Rowan Day, advising student groups
   (6) Course and program development, review, and redesign
   (7) Chairing a department
   (8) Program coordination/Senate participation/Union participation

B. Mentoring other faculty or staff within the candidate's own Department, or College, or University-wide including but not limited to taking part in the established department, or college mentoring programs or working with the Faculty Center mentoring programs.

C. Representing the institution for its advancement includes but is not limited to:
   (1) Participation in open houses
   (2) Recruiting students
   (3) Outreach for bringing more students or resources to University

2nd Year Recontracting:
Faculty must minimally demonstrate some evidence of contribution to the university community at the department level.

3rd and 4th Year Recontracting:
In addition to the departmental service listed above, faculty must show a developing record of contribution to the University community. An appropriate example would be to have more service commitments at the departmental level and become involved in some service at the college level.

5th & 6th Year Recontracting
In addition to the service listed above, we expect to see evidence of growth in all aspects of service to the University community, which includes service at the department, college, and university levels.

7th Year Recontracting/Tenure:
For their evaluation (the tenure review) in the sixth year of service, faculty must clearly demonstrate evidence of a progressive and appropriate record of service at the department, college, and university levels.

Expected Candidate Documentation

For all areas of service, it is the candidate's responsibility to document the extent and level of service he or she has provided. Documentation may be provided using the methods listed below:

1. Candidate's statement explaining his or her service and the importance of that service with dates of service clearly indicated.

2. Testimony/letters from University, College and Department committee chairpersons and committee colleagues, may be placed in the Supplemental Folder.

IV. Evaluation of Professional Service to the Wider and Professional Community

(All Full-Time Tenure-Track Faculty)

Contribution to the Wider and Professional Community is defined by the following characteristics:

A. Dissemination of knowledge to private and public sector needs through publications, consulting, presentations and workshops

The following is only a partial list. The department may take into consideration other forms of dissemination of knowledge when the candidate can provide sufficient documentation to warrant its evaluation:

(1) Consulting or technical assistance provided to public or private organizations
(2) Public policy analysis for governmental agencies at all levels
(3) Briefings, seminars, lectures, and conferences targeted for general audiences
(4) Summaries of research, policy analyses, or position papers for general public or targeted audiences
(5) Expert testimony

(6) Writing or editing newsletters
(7) Electronic productions

B. Partnerships with other agencies.

(1) Collaborations with schools, industries, or civic agencies for program or policy development
(2) Exhibits in other educational or cultural institutions
(3) Economic or community development activities

C. Contributions to disciplinary and professional associations.

(1) Leadership positions in professional organizations such as the American Political Science Association, The Northeastern Political Science Association, etc.
(2) Service to accreditation boards
(3) Organizing regional or national conferences sponsored by professional associations.
(4) Service to governing boards and task forces

2nd Year Recontracting:
For their second evaluation in the second year of service, faculty must minimally demonstrate some evidence of contribution to the wider and professional community.

3rd and 4th Year Recontracting:
For their evaluation in the third year of service, faculty must show a developing record of contribution to the wider and professional community that provides evidence of progressive growth

5th and 6th Year Recontracting/Tenure:
For their evaluation in the fifth year of service, faculty must clearly demonstrate evidence of professional activity and involvement in their profession and/or discipline.

7th Year Recontracting/Tenure:
For their evaluation (the tenure review) in the sixth year of service, faculty must clearly demonstrate evidence of a progressive and appropriate record professional activity and involvement in their profession and/or discipline.

Expected Candidate Documentation

For all areas of service, it is the candidate's responsibility to document the extent and level of service he or she has provided. Documentation should include:

1. Candidate's statement explaining his or her service and the importance of that service with dates of service clearly indicated.

2. Additional documentation may be placed in the Supplemental Folder.

ASSISTANT PROFESSOR OF POLITICAL SCIENCE

Rowan University

Rank: Assistant Professor

Subfield(s): Public Policy

The Department of Political Science and Economics at Rowan University invites applications for a tenure-track Assistant Professor of Political Science position beginning in Fall 2020. The Department seeks candidates with expertise in public policy. Applicants must demonstrate a commitment to excellence in both research and teaching, as well as the potential to secure external grant/fellowship support. Teaching responsibilities include introductory and advanced courses in public policy and American politics. A 3/3 teaching load is guaranteed for the first two years and can be renewed annually with evidence of continuing scholarship. Female candidates and candidates of color are strongly encouraged to apply. Rowan University is an equal opportunity and affirmative action employer. All qualified applicants will receive consideration for employment without regard to age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or status as a protected veteran.

If you plan to attend the American Political Science Association (APSA) conference in Washington D.C. and would like to meet, please send your CV and a letter of application by August 1 to pluta@rowan.edu. We plan to meet with a limited number of applicants during the conference; however, all applicants will have equal consideration, regardless of attendance at APSA. Full applications should be submitted through the online applicant tracking system as discussed below.

Rowan University is a comprehensive state-designated research institution with approximately 15,000 students. Its main campus is located in Glassboro, N.J., 20-miles southeast of Philadelphia and it has a branch campus and medical school in Camden and a second medical school in nearby Stratford. The University boasts seven colleges—Rohrer College of Business and colleges of Communication and Creative Arts, Education, Engineering, Humanities and Social Sciences, Performing Arts, and Science and Mathematics.

The College of Humanities and Social Sciences (CHSS) is the second largest college at Rowan University with seven departments, seven interdisciplinary programs, and seventeen majors. The College also has a number of established graduate programs and is in the process of developing more programs at the Master's and Doctoral level. 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.

Candidates should have an earned doctorate in Political Science (or related field) by August 1, 2020. Applications will be accepted on a rolling basis until the position is filled. The first full review of applications will begin on October 28, 2019. Applications must be submitted through our online applicant tracking system at http://jobs.rowan.edu/cw/en-us/job/493760/assistant-professor-of-political-science-tenure-track.

Applications must include a cover letter, a CV, unofficial transcripts, a writing sample, and a teaching portfolio (including a statement of teaching philosophy, courses taught, teaching evaluations, etc.). Please do not submit letters of reference at this time.

Rowan University values diversity and is committed to equal opportunity in employment. Candidates must demonstrate authorization to work in the United States. All positions are contingent upon budget appropriations.

Addendum to Political Science T&R requirements: Dr. Andrew Gooch 09/25/2020.

Dr. Gooch has expressed (Fall 2020) the intent to publish Tier 1 journal articles in the short-term, and then potentially turn to a book project starting in year 2. Gooch has several working papers that are in various stages of the review process, which will be progressed toward publication during the first year. It is the goal to first get these papers published in Tier 1 journals before potentially moving to a book project. The Department of Political Science Tenure Committee recognizes that other forms of peer-reviewed interactions, such as conference presentations and peer-reviewed scholarly articles are also highly encouraged.. These additional expectations, beyond progress on the monograph, are described in the primary T&R document.

Due to Gooch's intention to consider a book project in year 2 and beyond, the T&R committee of the Department of Political Science see the utility of providing more specific guidance on the progress expected in manuscript preparation, not only for tenure but for the pre-tenure reviews. This guidance is included in this addendum. However, it must be noted that the Department of Political Science Tenure Committee acknowledges that Dr. Gooch's research agenda may change over the course of six years and the inclusion of this addendum in no way precludes Dr. Gooch from pursuing primarily publication in prestigious journals as evidence of scholarly activity and research productivity.

Candidates for tenure must demonstrate a record of sustained scholarly productivity since their appointment. The recognized benchmark for high-quality contributions to scholarship is peer-reviewed publication. The most widely respected mode of scholarly contribution in the discipline of political science is the publication of peer-reviewed books. However, as book publication is the most time-consuming, 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.

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

Book Path: An Example Decade Timeline of Scholarly Production

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

Monographs in Political Science: Book-length monographs in political science usually begin with the selection of a dissertation topic in graduate school. It is important to note that political science

monographs usually differ in profound ways from the book-length work of textbook authors, journalists, or other writers. Unlike these accounts, which are usually synthetic of other works, the kind of monograph discussed in this addendum is based upon years and years of original research, is exhaustively footnoted, makes an original and lasting contribution to the field, and is 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 Life Cycle of a Scholarly Monograph

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

The length of time it takes to complete all twelve stages varies from university to university depending upon teaching load, junior faculty leave, and internal financial support for research. Following the example of the Department of History at Rowan University, the expectation for outstanding scholarship is that the manuscript be submitted to a peer-reviewed press (stage seven) by the end of the sixth year. This compares very favorably with peer and aspirant schools both in history and political science.

ADDENDA TO TENURE & RECONTRACTING CRITERIA ADDRESSING POTENTIAL IMPACT OF COVID-19

"Note on the Impact of COVID-19 on areas of teaching, research, and service:

Consideration shall be given to all members who include an impact statement in their package and whose review falls within the period where the pandemic may have had an impact on their performance in any of the three areas."