

ENGLISH DEPARTMENT

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

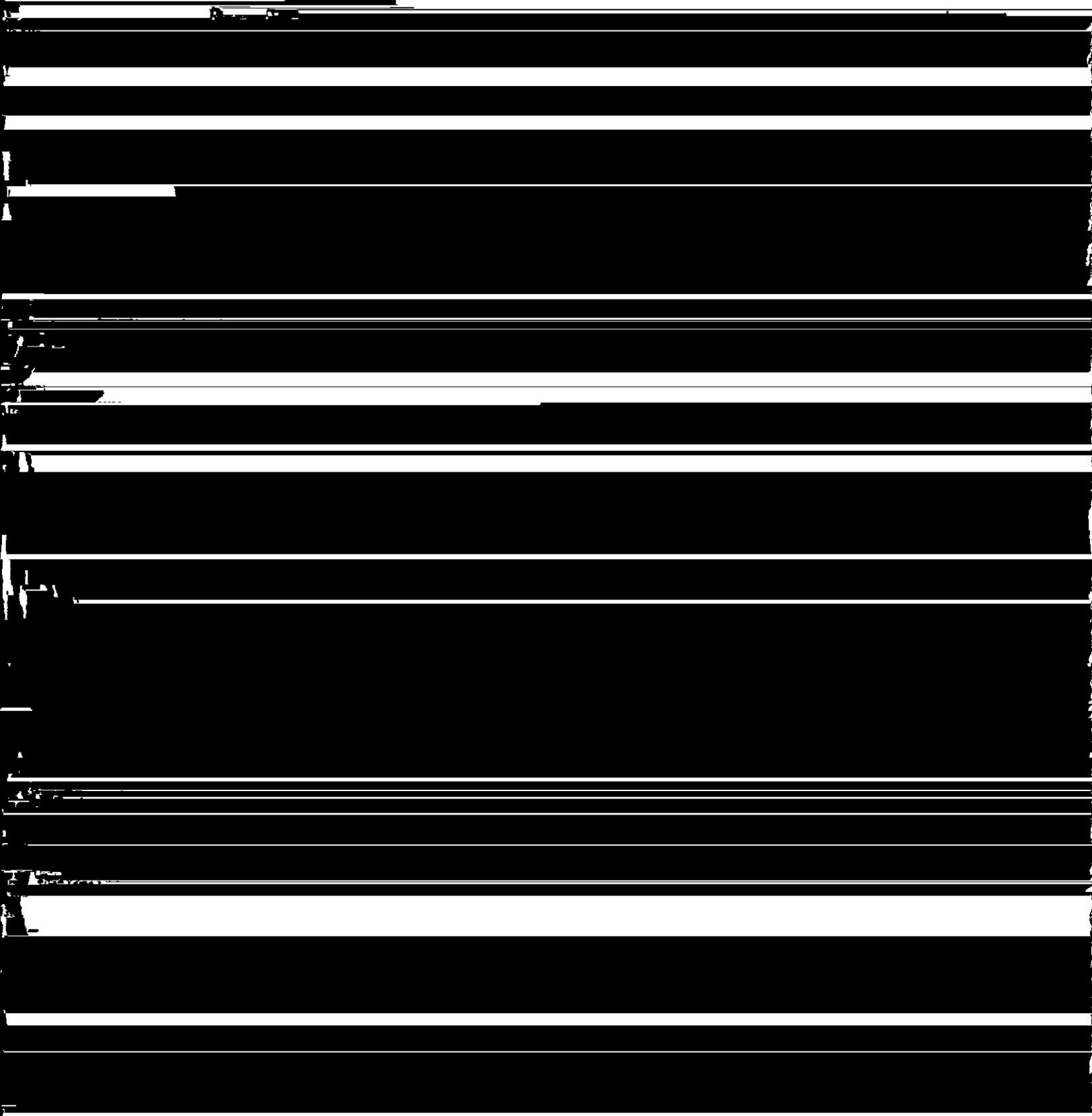
Rowan University will become a new model for higher education by being inclusive, agile, and responsive, offering diverse scholarly and creative educational experiences, pathways, environments, and services to meet the needs of all students; maintaining agility by strategically

6. Realize how schools of literary theory can offer new perspectives from which to read .

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





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:

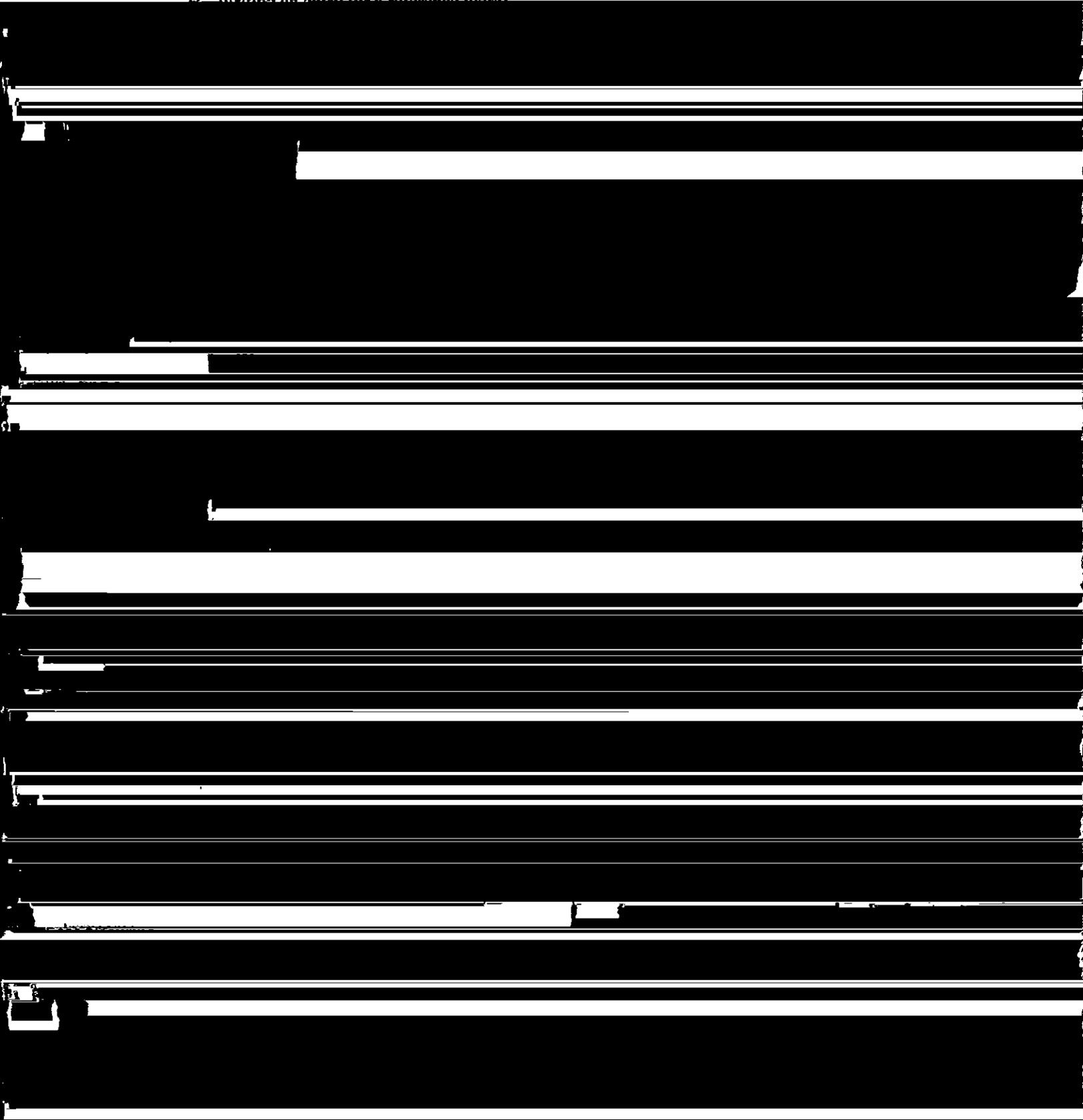
A. Submission of Teaching Portfolios:

- 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



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

- 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;



- ✓ 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

- 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 candidates who are not on the list, a representative description or sampling of creative work, as well as an explanation or documentation of the value and quality of the work.

**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 quality of the article

**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;

The candidate should detail the nature and demands of the work for each committee activity or assignment, as well as leadership roles in the Senate, in the House of Representatives, and in the Executive Branch.

[REDACTED]

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