FORM 8

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

	Date	Approved
	10/8/2020	✓ Y / P / N
		Y / P / N
		Y / P / N
		Y / P / N

President/designee:

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

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

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

ENGLISH DEPARTMENT
RECONTRACTING AND TENURE CRITERIA
Fall 2020

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

The Rowan Mission
Rowan University will become a new model for higher education by being inclusive, agile, and responsive, offering diverse scholarly and creative educational experiences, pathways, environments, and services to meet the needs of all students; maintaining agility by strategically delivering organizational capacity across the institution; and responding to emerging demands and opportunities regionally and nationally.

Mission Statement for the College of Humanities and Social Sciences The Mission:

Empower students to create innovative academic pathways so that they may become 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 knowledge to benefit society.

Grow and develop mutually beneficial connections among students, faculty, and community partners to reimagine the future.

English Department's Mission Statement
Rowan English majors explore how meaning is made in and through language. They study a wide range of literary texts, learning to read closely, to ask sharp questions, and to write skillfully and with purpose. Rowan English majors form a unique and diverse learning community—one that celebrates intellectual curiosity, civic responsibility, and the rigors of research and critical analysis. At all levels of the curriculum, English majors engage with questions of genre, form, style, author, and audience as well as with questions of history, nation, culture, and social identity. The departmental mission is to teach and model the range of traditions and perspectives necessary for the study of literature, its history, and its contexts today.

Rowan English Department's Student Learning Outcomes
Students graduating from Rowan with a degree in English should be able to:
1. perform insightful close readings of literary texts, articulating clear, concise thesis statements, supporting their arguments with textual evidence, and analyzing their evidence in support of their claims;
2. demonstrate knowledge of major figures, periods, and movements in the US, British, and global Anglophone literary traditions;

3. develop and demonstrate, through engagement with literary texts and critical theory, knowledge of diversity with regard to nation, culture, community, ethnicity, race, class, gender, and sexual identification;

4. understand how literary works construct, enforce and/or subvert ideas of race, ethnicity, class, gender, and sexual identification;

5. understand the effect of race, ethnicity, gender, sexual identification, and class on canon formation;

6. understand how national, cultural, and/or historical factors contribute to shaping literary texts, traditions, and/or canons;

7. communicate effectively in oral and/or written assignments, using discipline-specific language in appropriate contexts;

8. find and incorporate critical sources to expand their readings of literary texts, and evaluate the relevance and reliability of their sources;

9. demonstrate academic integrity, acknowledging and citing their sources correctly.

Recontracting and Tenure Administrative Procedures

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

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

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

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

Expected Balance among Areas to Be Evaluated for Professors:
Following the Memorandum of Agreement for Recontracting and Tenure, the English Department evaluates professors by means of the following four categories:
1. Teaching Effectiveness
2. Scholarly and Creative Activity
3. Contributions to the University Community
4. Contributions to the Wider and Professional Community

The English Department has chosen to allot 45% of its candidate evaluation for professors to the area of teaching effectiveness, 35% to scholarship and creative activity, and 20% to contributions to the University community and the wider and professional community.

Expected Balance among Areas to Be Evaluated for Instructors:
Following the Memorandum of Agreement for Recontracting and Tenure, the English Department evaluates Instructors by means of four categories:
1. Teaching Effectiveness
2. Professional Development
3. Contributions to the University Community
4. Contributions to the Wider and Professional Community

The English Department h

"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."

I.   Scholarly Publications

Candidates will explain the significance and value of their print publications to Committee members outside the discipline using a variety of criteria, including but not limited to the acceptance rate at the press/journal, the longevity and prestige of the press/journal, the level(s) of editorial and peer review at the press/journal, the impact factor of the book or article itself (including the number and quality of reviews, notices, references, citations, etc.), the size of the audience (i.e., subscribers to the journal, sales of the book), etc.

For many years, journals and presses—both new and established—have published scholarly works in a digital format. Because there is no longer a meaningful distinction between digital and print publication, these scholarly works will be evaluated using the same criteria.

In general, an invitation to submit or contribute a scholarly work to a collection, journal, or press is a noteworthy honor, as it indicates that the scholar's work is respected within a particular field. However, publishing an uninvited publication is also highly estimable, as it indicates the value of the argument itself, rather than the prior reputation of the scholar.

Co-authored publications are much less common in English than in other disciplines (e.g., the sciences or engineering). If a publication is co-authored, candidates should specify their contributions and their importance to the success of the work. Co-authored and co-edited publications will be evaluated using the same criteria as single-authored publications.

A. Writing a book (including a monograph, scholarly edition, collection of scholarly essays, or creative work);
B. Editing a book series;
C. Editing a collection of scholarly essays;
D. Writing an article, whether authorship is single or collaborative, for a refereed journal or collection of essays;
E. Editing or guest-editing a journal;
F. Writing an article, whether authorship is single or collaborative, in a non-refereed journal or collection of essays;
G. Writing an article, whether authorship is single or collaborative, in a professional/scholarly newsletter;
H. Writing an entry for a reference work; I. Writing a book review;
J. Editing an article.

II.   Securing Grants, Sponsored, and Contracted Research

External funding is not required for most kinds of research and scholarship in English; most materials are readily available through local research libraries, and there are rarely any major costs (such as the lab space or equipment costs required by research in other

II.   Optional Documentation
    A. Reviews of the candidate's work, published in either print or non-print media.
    B.

The candidate must demonstrate that s/he has a thoughtful and ongoing strategy for professional development. Factors that will be considered in the Committee's review include, but are not limited to, the following:

A. Researching and reading current scholarship on subject matter content;
B. Researching and reading current scholarship on pedagogical strategies;
C. Researching and reading current scholarship on student learning styles;
D. Participating in on-campus training/education via workshops, lectures, forums, readings, etc.;
E. Staying current regarding curricular changes to majors, minors, and sequences that affect both first-year and transfer students;
F. Implementing new teaching strategies into existing courses;
G. Incorporating new ideas and materials into existing courses;
H. Attending and participating in professional conferences, webinars, etc.;
I. Presenting papers and publishing articles (and books), while neither expected nor required, would indicate strong professional development.

To demonstrate professional development, candidates should identify, explain, and document activities that—individually or collectively—meet the following criteria:

A. The activity is directly related to the candidate's area of expertise or area of instruction.
B. The activity prepares the candidate for current or future teaching assignments.
C. The activity prepares the candidate for service to the Department, College, and/or University.
D. The activity is recognized as maintaining standing within a profession or discipline.
E. The activity permits4BT/F5 12 Tf1 0 0 055108 0 0 055108 0 0 055108 0 0 055108 0 0 0strn f 055108pofess-

A. Any supporting documentation to clarify the candidate's statement (e.g., posters advertising student or public events, thank you letters for service provided to campus or community groups).

B. Any other form of support acceptable to the Committee.