

Department of Art and Art History
Criteria for Tenure and Promotion in Art History

Revised 2007; 2010; 2022

The Department of Art and Art History bases its evaluations of the teaching, scholarship, and service of art historians on the following statement from the College of Liberal Arts Bylaws, Article VIII, B, Section 1, p. 13: *“The education of students is the primary mission of Rollins College. To that end the role of the Faculty involves teaching, research and scholarship, and service as interrelated components that serve this mission. Rollins values teaching excellence above all. We see scholarship and service as concomitant to good teaching. We expect candidates for tenure and promotion to demonstrate scholarly interests and give evidence of an active scholarly life. We expect candidates for tenure and promotion to engage in service within the College and to demonstrate how service outside the College is connected to the mission of the College.”*

Evaluation of Teaching

The standards for evaluation listed below reflect our values as educators. We believe that quality education should involve “desirable difficulty,” risk-taking on the part of both the faculty member and student in a supportive, compassionate environment that encourages curiosity, openness to new ideas and information, respect for human differences, an understanding of history’s impact on the present, and critical thinking, reading, and viewing. Faculty members should strive for continuous improvement of their teaching based on reflection.

Faculty members in the Department of Art and Art History are expected to contribute to both the curriculum of the Art History and Studio Art Majors and Minors. Each faculty member normally teaches six different courses each year from approximately 10-15 unique courses prepared and listed in the college catalog. Because of the inherently interdisciplinary nature of the discipline of art history, faculty members often contribute courses beyond the department to support majors and minors in African and African American Studies, Archaeology, Classics, and Women’s and Gender Studies, among others. Faculty members also contribute additional courses to campus-wide, general education programs including RCC, rFLA, Honors, and MLS. In addition, department faculty contribute to the Ethics and Foreign Language competencies. Faculty members also regularly incorporate on-site teaching from artworks and adjust course content to take advantage of temporary exhibitions at the Rollins Museum of Art (RMA).

Candidates are expected to demonstrate how they carry out the following practices and goals in their materials submitted for tenure and promotion to associate professor:

- Evidence of evolution as a teacher and reflection on and response to peer and student feedback, written and spoken
- A commitment to student-centered learning without sacrificing content
- Pedagogy that centers on development of critical thinking and visual analysis skills

- Assignments designed to strengthen students' oral and written communication skills
- Utilization of the permanent collection and special exhibitions of the RMA and the Alford Collection of Contemporary Art as course material
- An awareness of new or innovative pedagogical approaches and their application, where appropriate
- An awareness of new technologies in the teaching of art history and a willingness to employ these technologies, where appropriate
- Familiarity with emerging art-historical and/or archaeological scholarship and methodologies and their pedagogical applications, which should result in periodic revision of existing courses

Means of evaluating the teaching effectiveness of art history faculty are as follows:

- The candidate's Professional Assessment Statement (PAS) and supporting materials including syllabi, examples of assignments, student work, and reflection on trends in student evaluations over time
- Discussions with the candidate, especially with the CEC
- Reviewers' interpretations of patterns that emerge in student evaluations over time
- Faculty and dean/associate dean classroom observations

The candidate should include with their materials:

- A statement of teaching philosophy within the PAS, demonstrating reflection on how their teaching has evolved since coming to Rollins or award of tenure and discussion of how they responded to student, peer, and CEC/FEC feedback
- Evidence of how the philosophy is carried out, including syllabi, assignments, and examples of student work
- For tenure and promotion to associate professor, an analysis of all prior student evaluations of the candidate; for promotion to professor, an analysis of student evaluations since the award of tenure
- Additional optional material that supports the candidate's case for tenure and/or promotion can include written comments of peers who observed the candidate's teaching, letters from former students, nomination for or the receipt of teaching awards, participation in ACS teaching workshops, work with the Director of the Endeavor Center for Faculty Development, participation in reflective teaching partnerships, etc.

Promotion to professor: We do not believe that there is such a thing as perfection in teaching, so we expect our faculty to engage in continued dedication, reflection, and evolution as educators and to demonstrate evidence of these goals in order to make a case for promotion to professor. As we mature as teachers, we gain increased self-awareness and a greater sense of our own and our students' strengths and weaknesses, thus becoming better able to leverage our skills in educating and mentoring our students. We look for evidence of the ways in which the candidate has applied their experience since tenure to fine-tune their pedagogical strategies as they progress through their career. Such evidence may include but is not limited to the creation of new courses, periodic revision of

existing courses, incorporation of RMA collections into teaching, integration of new methods of teaching, application of new technologies in the classroom, and responses to changing student demographics and contemporary concerns (e.g., addition of material or development of new courses that address issues within the discipline and/or society). In general, candidates should provide evidence of a level of pedagogical sophistication appropriate to the candidate's rank and years of service.

Scholarship

According to the College of Liberal Arts Bylaws, Article VIII, B, Section 1, p. 14, “*We expect the candidate to demonstrate scholarly accomplishment, as well as ongoing intellectual activity directed toward making a contribution to his or her fields(s) and/or toward the extension or deepening of intellectual competence. We recognize the value not only of scholarship in a particular academic discipline, but also of interdisciplinary scholarship and pedagogical research.... [These activities] must represent a pattern of professional development, suggesting intellectual and scholarly life that will continue after the awarding of tenure or promotion. These requirements are the same for tenure and promotion, except that the College has higher expectations for candidates for promotion to Professor. Given the time that normally elapses before a candidate can apply for promotion to Professor, he or she must be able to demonstrate a stronger record of scholarly accomplishment to merit promotion.*”

Taking the Bylaws as the college's official guide to faculty scholarship, we also recognize a wide range of scholarly activities (listed below) as appropriate for consideration for tenure and promotion in Art History. Since our values align with the Bylaws' emphasis on the primary importance of “ongoing intellectual activity” and “a pattern of professional development,” we look for consistency and scholarly rigor in our faculty's scholarly practice, rather than arbitrary quantities of publications, which do not necessarily represent or ensure the level of quality for which we strive.

The research required in art history—archival, archaeological, often including international travel and residence abroad—means that a single scholarly publication is typically years in the making. We strongly value mentorship in our department and actively encourage our colleagues to pursue high-quality, in-depth research projects and publications over quantity.

Evaluation of Scholarship

To be recommended for tenure and promotion to associate professor, a candidate must fulfill both of the following:

- 1) One peer-reviewed scholarly written work published or formally accepted for publication by the review year, such as:

- writing or co-writing a scholarly peer-reviewed book¹
- writing or co-writing a scholarly peer-reviewed essay in an edited volume
- writing or co-writing a scholarly peer-reviewed article published in an academic journal or exhibition catalogue

2) Evidence of continuing and regular scholarly contributions. Scholarly activity may consist of any combination of the above or following:

(a) Scholarly contributions that result in published scholarly writing

- editing or co-editing a scholarly peer-reviewed collection of essays, published in book form or special issue of a scholarly journal²
- curating or co-curating museum exhibitions³
- writing essay-length exhibition catalogue essays
- writing monographs or textbooks intended for the general public
- writing pedagogical essays
- writing scholarly book reviews for peer-reviewed publications
- writing short, scholarly entries in dictionaries, encyclopedias, and exhibition catalogues

(b) Other areas of scholarly contribution

- regularly presenting peer-reviewed papers at professional and academic conferences⁴
- organizing, chairing, and/or acting as discussant on panels at professional and academic conferences
- organizing national and/or international conferences and symposia
- creating or contributing substantially to digital humanities projects
- writing op-eds or short articles for the general public
- presenting invited lectures based on the candidate's research to the public
- serving as external reviewer for manuscripts submitted to scholarly journals and publishers of scholarly books
- serving on the editorial board for a scholarly journal

The candidate should include with their materials:

- a current CV listing all scholarly contributions since coming to Rollins

¹ Because of the significant scholarly accomplishment inherent in a monograph-length project, authorship or co-authorship of a peer-reviewed book shall be sufficient to fulfill the departmental scholarship requirement for promotion to professor. Where a publication is the result of a co- or multi-author team, the candidate should provide a statement articulating their contribution.

² Candidates should clarify their contributions and make a case for their role as editor and/or author.

³ Exhibitions curated with students in courses shall count as teaching. Exhibitions curated with students independently, such as through the Student-Faculty Collaborative Scholarship Program, can count as both scholarship and service when a significant art history project results, such as a museum exhibition or publication. Publications authored by faculty members in conjunction with curating exhibitions shall count as scholarship.

⁴ For archaeologists, presenting a poster can represent an equivalent undertaking.

- an introduction to their research within the PAS, including a coherent research plan beyond the review period
- digital copies of publications formally accepted for publication and published during the review period

Promotion to professor: to be recommended for promotion to professor, a candidate must provide evidence of an ongoing and sustained pattern of scholarly activity in the following areas, as evidenced by:

- 1) A book; or two additional, post-tenure scholarly publications, one of which must be published, and one may be formally accepted for publication by the review year
- 2) Evidence of continuing and regular scholarly contributions, as listed above in item 2 under requirements for tenure

Service

According to the College of Liberal Arts Bylaws, Article VIII, B, Section 1, p. 13, “*We expect every faculty member to make a contribution to the College community beyond the classroom and beyond his or her research efforts.*” Faculty involvement in college committees and other campus activities is important in order to provide a consistent venue for faculty voices in policies shaping the institution. In other words, we exercise our rights and duties as citizens of the institution. Regular, equitable participation in the operations of the department and the college is also necessary for tenure and for promotion to professor. All candidates are expected to contribute consistently to the ongoing operations of the department and the college to be considered for tenure and promotion.

Successful candidates for tenure must show a strong and regular commitment to service as listed above and articulate a rationale for service opportunities pursued and a plan for future service to the department and the college. Candidates are encouraged to choose opportunities that align with their personal expertise, talents, and interests and to seek synergies among their teaching, research, and service endeavors.

Advising and mentoring individual students outside of class are essential components of our work as educators, and we expect our faculty to use their knowledge and experience to guide students as they navigate college life and make plans for their future.

Evaluation of Service

The successful candidate for tenure and promotion to associate professor must:

- serve regularly as an academic advisor and serve an equitable number of students

- be regularly available to students for mentoring, including offering support in professional and personal development, career exploration and internships, study abroad, and research opportunities
- offer informal advising to students in other majors and programs about opportunities at the RMA, in our department, and on scholarship applications
- contribute equitably to the operations of the department
- serve on at least one college-wide committee or task force during the review period

Other activities that are encouraged and enhance a faculty member's candidacy for promotion and tenure include:

- participation in projects on behalf of the department and/or the college
- involvement at the RMA, such as serving on the Board of Visitors, participating in programming, and serving as a consultant
- service reviewing proposals for national or international grants or fellowships that fund scholarly production
- service in a nationally recognized professional organization in art history or archaeology
- participation in student-oriented activities, including advising student organizations

Promotion to professor: To be recommended for promotion to professor, a candidate must continue a regular pattern of equitable service to the department and the college and is strongly encouraged to seek leadership roles; for example, chairing college-wide committees or task forces, serving as an officer within faculty governance, serving on college-wide search committees, or serving as the chair, co-chair, or program coordinator of an academic unit of the college, especially the department.

The candidate should include with their materials:

- a general statement on the candidate's service within the PAS, reflecting on their motivations, strengths, and synergies within service
- evidence of consistent participation in service activities