

Rollins College
Tenure and Promotion Criteria
Department of Education
Revised and approved, Spring 2011

As indicated in Article VIII of the Rollins College Bylaws of the Faculty of Arts and Sciences pertaining to Faculty Evaluation, the Department of Education expects that candidates will make a strong case for promotion and tenure. This case must go beyond adequate work, and distinguish the candidate. We also are in agreement with the emphasis in the Bylaws on the three areas of excellence in teaching first, active scholarship (representing a pattern and broadly defined), and service to the College and outside community. The following criteria will be used to evaluate a candidate's application for reappointment, tenure, and promotion.

I. Teaching

The Department of Education is in full agreement with Article VIII, Section I, "Teaching", in the Bylaws, and defines excellence in teaching as a record of building outstanding pedagogy consistently over a period of time, and a commitment to continued quality instruction. Additionally, we expect faculty to understand both the discipline and how it might be learned and to be committed to sustaining an engaged community of learners among Rollins students and Faculty. Faculty candidates provide a written statement on teaching and learning and engage in a formal discussion with the CEC.

Outstanding Pedagogy:

Evidence indicates the Candidate recognizes human learning is a complex process and formulates worthy and substantive learning objectives which may include, but are not limited to those that

- encourage students to develop multiple perspectives
- help students to think about their own thinking
- help students to understand ideas for themselves
- facilitate student reasoning with concepts and information
- challenge students to apply what they have learned
- encourage students to relate material to previous experience and learning
- require students to recognize and evaluate assumptions, evidence, and conclusions

Sources of Evidence: course syllabus, lecture notes, assignment sheets, examinations, student work, student evaluative comments that exhibit what students actually learned in the course, pertinent quantitative data, formal discussion with the Candidate, the Candidate's written statement on teaching, and observational data.

Interactive Pedagogy:

Evidence the Candidate is committed to creating diverse learning experiences inside the classroom and outside the classroom when permitted. This pedagogy will include active learning, theory applied to practice, and student-centered course activities. Interactive Pedagogy may exhibit, but is not limited to

- offering visual information (pictures, diagrams, films demonstrations, charts, timelines, etc.),
- emphasizing auditory processes (speech or panel discussions, etc.) that allow students to talk things out, interact with each other, reflect with others and/or independently, hear explanations/experiences of others and share their own.
- providing opportunity for kinesthetic and/or tactile learning experiences

Sources of Evidence: observations of the Candidate teaching classes, the Candidate's written statement on teaching, a formal discussion with the Candidate, and student evaluative comments.

Commitment to Continued Improvement:

Evidence the Candidate demonstrates the continued pursuit of excellence in teaching over time.

Sources of Evidence: student evaluative comments describing incidences of critical thinking and problem solving, creative engagement, curiosity, consideration of ethical dilemmas, and evaluating specific funds of knowledge with various standards of evidence used to produce that knowledge. Other evidence of Candidate's commitment to continued improvement may include, but is not limited to

- development of new courses and the revision and modification of older courses using current research
- formal and informal student feedback
- team teaching, RCC teaching, off-campus teaching, directing elective field experiences, teaching in the Honors Program and Rollins Plan, independent studies
- Candidate's written statement on teaching demonstrating a thorough, systematic, reflective appraisal of their own teaching approaches/strategies (a self study of teaching includes asking questions about the what, when, how and why of one's instructional decisions and providing evidence of the learning theory that drives these teaching choices).
- Evidence the Candidate treats teaching as serious and important intellectual and creative work

Promotion to Professor

With regard to promotion to Professor, we expect the Candidate to meet all of the above criteria, but in addition, to provide ample evidence of continued commitment to quality instruction. This evidence will include new methods of instruction, use of new and innovative materials for instruction, interdisciplinary teaching experiences, and application of information gained through attendance at workshops/conferences on teaching and learning. This commitment will be measured by student evaluative data, the Candidate's written statement on teaching, observations of the Candidate teaching, and formal discussions with the Candidate.

II. Research and Scholarship

Research and scholarship are critical components of a faculty member's professional development, and should be evaluated in terms of their contribution to the individual's currency, intellectual growth, and teaching effectiveness. We recognize that one's enthusiasm about their discipline is reflected in her/his consistent pursuit of research and scholarship at a professional level. Therefore, the candidate for tenure or promotion must have established and demonstrated a **pattern of professional activity and development** since their first year at Rollins.

This professional activity and development should positively contribute directly or indirectly to the candidate's impact on students. Involving students as partners in research and scholarship activities outside their usual coursework can enrich their intellectual experience and promote subsequent, more independent student research and scholarship. The candidate's research and scholarship activity can also strengthen the content and delivery of their courses, or simply provide students with evidence of an instructor who is intellectually engaged outside of the classroom.

Furthermore, the candidate's research and scholarship should be focused on recognizable goals along one or two lines of inquiry, and contribute to the field by enhancing, increasing, organizing, redefining, explaining or synthesizing existing knowledge in their discipline. Additionally, generating new knowledge, new theories, or new lines of inquiry are recognized as valuable scholastic endeavors. These contributions must be shared through publication in peer-reviewed journals, books, or peer-reviewed publications of research in proceedings from national or international meetings. In addition, oral papers, poster session presentations, and panel participation at professional meetings may contribute to meeting the criteria of establishing and demonstrating a pattern of professional activity and development.

A pattern of professional activity and development since beginning service at Rollins that is commensurate with promotion to associate professor and tenure must result in at least two publications in peer-reviewed journals, two peer-

reviewed publications of research in proceedings from national or international professional meetings, or a book. A peer-reviewed journal or publication in proceedings is one to which writers submit their work, and that work is sent out by the editor to be assessed by two or more people who are in academic positions and regarded as experts in the area of the writer's work. The work published must be based on professional activity undertaken since beginning at Rollins. Pertinent letters from professionals at other institutions of higher learning may be included to support the candidate's pattern of activity.

Promotion to Professor

For promotion to full professor, a higher standard of publication must be demonstrated, one that includes continuing research and scholarship after tenure resulting in the publication of two or more peer-reviewed journals or books that reflect one or two focused lines of inquiry. Continuing scholarship can be demonstrated by research activity, grant writing, and presentations at professional meetings.

III. Service

The candidate's active and effective participation in service to the Department, the College, the Community, and the Profession must be in evidence. Within the Department, the candidate must effectively advise an equitable number of students in the major and/or minor, and contribute consistently to the ongoing departmental activities and affairs. Program development and review activities that lead to continuing program approval at the state level are also critical aspects of the candidate's service to the Department.

At the College level, the candidate is expected to establish a pattern of willingness to participate in college-wide committees, activities, and events. In order to meet the criteria for promotion to full professor, the candidate should assume a leadership role in college governance.

Service to the Community is also expected, and may include building relationships with area school officials, participating in partnership activities with area schools, and offering professional services to educators in the area. Service to the Profession should include assuming leadership positions within professional organizations, reviewing the written work (articles, conference proposals) of peers, or participation in professional meetings.