

History Department Criteria

for Reappointment, Tenure, and Promotion (Spring 2009)

Following the Article VIII on Faculty Evaluations in the Rollins College Bylaws of the Faculty of Arts and Sciences, the History Department expects candidates to make a strong case for being awarded tenure and promotion. Neither tenure nor promotion is a right, and neither is to be given for work that is merely competent or acceptable. We support fully the emphasis in the Bylaws on teaching excellence, active scholarship (broadly defined), and college service. The following criteria shall be used to evaluate the merits of the application of all candidates for reappointment, tenure, and promotion.

1. Teaching

The History Department affirms both letter and spirit of the general criteria set forth in the Bylaws (Article VIII, Section 1, "Teaching") concerning teaching excellence.

In all evaluations, the first and most important question of our deliberations shall be about pedagogy: has the candidate consistently encouraged active learning? By "active learning" we mean learning that is at least partially student-centered, the result of social/intellectual interaction within (and, ideally, beyond) the classroom through which students learn with and from each other as well as with and from the instructor. We expect the candidate to demonstrate consistent effort to engage students in the creation of a learning community, so that students become, at however humble a level, participants in their own learning, and not merely receivers of knowledge.

To evaluate the candidate's pedagogy, the department will examine:

1. The thoroughness with which the candidate has organized coherent and rigorous courses that evolve over time to reflect recent scholarship and fresh perspectives.
2. The ways in which the candidate has stimulated students, individually and collectively, to think for themselves.

3. The extent to which the candidate has been successful in conveying the essence of history including the complexity of causation in human events; the significance of diverse perspectives in historical thought; and the nature of primary source materials.
4. The care with which the candidate challenges students to read and think critically and to write and speak forthrightly, confidently, and correctly.
5. The spirit with which the candidate displays a commitment to the calling of teaching.

Although measuring teaching excellence is an imprecise venture, we believe that certain means of evaluation are cumulatively revealing. We will employ the following:

1. The candidate's self-assessment statement, detailing teaching/learning philosophy, goals, pedagogy, and plans.
2. The candidate's course syllabi, handouts, examinations, and writing assessments.
3. Student evaluations of the candidate's courses.
4. Classroom visits.
5. Conversations and interviews with students who are advisees of the candidate or class members.
6. Additional means suggested by the candidate.

Because teaching excellence is always the College's primary concern, the department expects candidates for promotion to Professor to exhibit ongoing interest in teaching improvement. This means that the department will not assume that a candidate awarded tenure has achieved teaching excellence for all time. Rather, when evaluating candidates for promotion to Professor, the department will look for examples of continuing efforts to sustain teaching of high quality and to investigate new methods to encourage active learning: attendance at teaching/learning workshops and colloquia (on or off campus), course redesign to incorporate new materials and new pedagogy,

participation in interdisciplinary and team-taught courses, and grant proposals (both internal and external) whose focus is teaching/learning.

2. Research and Scholarship

We affirm both letter and spirit of the general criteria set forth in the Bylaws concerning research and scholarship, emphasizing as they do a broadened definition of scholarship that points towards evidence of ongoing intellectual activity that contributes to the discipline or that deepens intellectual competence. The department looks for a consistent pattern of scholarly activity in its members. We acknowledge a wide variety of scholarship (as stated in Bylaws Art VIII, Section 1) that may be recognized as a basis for promotion and tenure. This includes:

1. Scholarly production for the academic audience. This encompasses peer-reviewed books and articles.
2. Scholarly production for a more public audience. This encompasses non-peer-reviewed books and articles, museum exhibits, web pages, public presentations, and documentaries. The department recognizes that scholarly outreach to a popular audience demands certain abilities and skills different from but no less valuable than those needed for more traditional scholarship.
3. Scholarship that helps shape and define historical fields and subfields. This encompasses editing of scholarly journals or compilation texts and authoring textbooks.
4. Scholarship in the form of service to the academic community. This encompasses serving on boards/committees of academic societies and journals, hosting conferences, advising government entities such as NEH, and mentoring junior scholars.

To be promoted to associate professor and granted tenure, a candidate must have two scholarly accomplishments that fall into the above categories. If a candidate intends to use service to the academic community as a criterion, s/he will need to document a significant pattern of such service over three to four years. If the candidate has

published a scholarly book or textbook, produced a full-length historical documentary, or curated a major exhibit that will be judged sufficient alone.

To be promoted to full professor, a candidate must demonstrate that the pattern of scholarship required for tenure has been enlarged upon both in quantity and quality, establishing convincingly that the candidate is actively involved in an intellectual and scholarly life. The same quantity of research will be required as for promotion to associate professor.

3. College Service

We affirm the general criteria set forth in the Bylaws concerning college service, recognizing as those criteria do a variety of ways in which faculty may fulfill such obligations to students, colleagues, and the institution. The candidate's participation in the departmental advising load, in college governance, in co-curricular programs, and in fostering diversity in the Rollins community will receive particular attention. We affirm the expectations for service to the college community as stated in the Bylaws (Article VIII, Section 1, "College Service").

Candidates may fulfill this criterion in a variety of ways including but not exclusively:

1. Both freshman and major advising (a requirement of all faculty).
2. Projects undertaken for the Department of History.
3. An institution like Rollins depends heavily on the collegiality of its members to operate in a positive and supportive environment, therefore we believe that cordial and constructive relations among colleagues is an important aspect of college service.
4. Service on A&S standing or ad hoc committees, holding offices within the faculty, or serving on all-college committees such as the Diversity Committee.
5. Participation in student-oriented activities such as participation in educational programs in the dormitories or campus organizations.

6. Presentations or lecture to community groups.

7. Participation in community or service organizations.

To be promoted to associate professor and granted tenure, a candidate **MUST** demonstrate service in the first four categories. Other service will considerably strengthen the candidate's service record.

To be promoted to full professor, the same quantity of continuing service will be required as for promotion to associate professor.