

**HISTORY DEPARTMENT CRITERIA
FOR REAPPOINTMENT, TENURE, AND PROMOTION**

Approved by FEC 9-20-19

Following the Article VIII on Faculty Evaluations in the Rollins College Bylaws of the College of Liberal Arts, 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.

I—TEACHING

The History Department affirms both letter and spirit of the general criteria set forth in the Bylaws concerning teaching excellence.

In all evaluations, the first and most important questions of our deliberations shall be about pedagogy: does the candidate have the requisite historical training to be an effective teacher in our department? and has the candidate demonstrated a consistent effort to engage students in the creation of a learning community so that students become participants in their own learning?

A—Evaluation of Teaching

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

1. The candidate's credentials to teach history at a tertiary level.
2. The thoroughness with which the candidate has organized coherent and rigorous courses that evolve over time to reflect recent scholarship and fresh perspectives.
3. The ways in which the candidate has stimulated students, individually and collectively, to think for themselves.

4. 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.
5. The care with which the candidate challenges students to read and think critically and to write and speak forthrightly, confidently, and correctly.

B—Promotion to Full Professor

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.

C—Means of Evaluation

While 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 preparation for teaching history at a tertiary level. This should include a PhD in history, which will ensure that all our department members have the appropriate training in historical methodology.
2. The candidate's self-assessment statement, detailing teaching/learning philosophy, goals, pedagogy, and plans.
3. The candidate's course syllabi, handouts, examinations, and writing assessments.
4. Student evaluations of the candidate's courses.

5. Classroom visits.
6. Conversations and interviews with students who are advisees of the candidate or class members.
7. Additional means suggested by the candidate.

II—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 that may be recognized as a basis for promotion and tenure.

A—Types of Scholarship

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 that address historical topics, are substantive in nature, and reach a national or international audience; museum exhibits;¹ and historical 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.

1. "Standards for Museum Exhibits Dealing with Historical Subjects," <https://www.historians.org/jobs-and-professional-development/statements-standards-and-guidelines-of-the-discipline/standards-for-museum-exhibits-dealing-with-historical-subjects>.

3. Digital scholarship that meets the criteria of the American Historical Association's guidelines.²
4. Scholarship that helps shape and define historical fields and subfields. This encompasses long-term editing of scholarly journals, editing compilation texts, and authoring textbooks.
5. 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.

B—Promotion to Associate Professor

To be promoted to associate professor and granted tenure, a candidate must have two scholarly accomplishments that fall into the above categories. At least one scholarly accomplishment must be from the first three categories. If a candidate intends to use service to the academic community as a criterion, they 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 for national or international distribution, or curated a major exhibit that has national or international reach that will be judged sufficient alone.

C—Promotion to Full Professor

To be promoted to full professor, a candidate must demonstrate that the pattern of scholarship required for tenure has been enlarged upon. For this promotion, four scholarly accomplishments are required, with the same caveats regarding bigger and smaller projects as outlined above. The candidate can go up for promotion with three accomplishments, but needs to demonstrate that at least one of their accomplishments is of the highest achievement—for example, a book receiving a scholarly award and one

2. "Guidelines for the Professional Evaluation of Digital Scholarship by Historians," American Historical Association, <https://www.historians.org/teaching-and-learning/digital-history-resources/evaluation-of-digital-scholarship-in-history/guidelines-for-the-professional-evaluation-of-digital-scholarship-by-historians>.

peer-reviewed article would be sufficient or three peer-reviewed articles, one of which was in the journal of note in the field.

D—Means of Evaluation

To evaluate scholarship, the department will employ the following:

1. The candidate's self-assessment statement, detailing research achieved and research goals.
2. The candidate's research portfolio.
3. Letters from three external evaluators solicited by the chair. The candidate can suggest potential scholars to act as evaluators, but the chair may also ask other, qualified, candidates. If the candidate is counting digital scholarship or public history scholarship as part of their portfolio, at least one outside evaluator must be specialized in that area.

III—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.

A—Types of 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 CLA standing or ad hoc committees, holding offices within the faculty, or serving on all-college committees such as the Diversity Advisory Council, the Student Affairs Committee, or the Global Initiatives Committee.
5. Service to the profession by involvement in historical organizations. This includes, but is not limited to, service on prize committees, program committees, or executive committees.
6. Participation in student-oriented activities such as educational programs in the dormitories or campus organizations.
7. Presentations or lecture to community groups.
8. Participation in community or service organizations.

B—Promotion to Associate Professor

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.

C—Promotion to Full Professor

To be promoted to full professor, the same quantity of service will be required as for promotion to associate professor. However, the quality of service should be superior, demonstrating leadership either in college or professional service, i.e. the candidate has chaired a governance committee, served as department chair, chaired a professional committee, etc.