



Statement of Expectations
Max Kade Center for European and German Studies
Vanderbilt University

The **mission** of the Max Kade Center for European and German Studies is manifold:

- To support research and scholarship in European and German Studies;
- To educate students in European and German Studies;
- To educate students in issues relating to Europe, the European Union, European integration, and transatlantic relations; to prepare and mentor students for future careers, within and outside academia;
- To prepare our students to serve society at large by teaching them about other societies;
- To enrich the curriculum of the College of Arts and Science by exposing students to a global and interdisciplinary perspective with a focus on the European continent, its member states, and the historical evolution of the idea of Europe.
- To ensure that the College of Arts and Science maintains a teaching and research focus on things European in a transatlantic context.

Promotion and tenure in all units of the College of Arts and Science are governed by principles stated in the *Faculty Manual* of the University and in the *Rules and Procedures for Faculty Appointments, Renewals, Promotions and Tenure* in the College of Arts and Science. This document describes how the Max Kade Center for European and German Studies utilizes these criteria.

The faculty of the Max Kade Center for European and German Studies view this document as a description of what we expect of all faculty members, regardless of rank. It describes what we do and how well we expect to do it. We endorse the view that as we move through the professorial ranks, from assistant professor to associate professor, from associate professor to professor, and to higher academic honors, such as Distinguished or Centennial Professor, the level of contribution and the standard of accomplishment at each stage should be ever higher.

Research

A main mission of the Max Kade Center for European and German Studies is to advance research on European history and culture in its many manifestations. We value innovative research that adopts an interdisciplinary approach be it in anthropology and ethnography, literary and cultural studies, the history of nations, European integration, comparative politics, migration studies, identity formation, legal history, and so on. Because of the bequest by the Max Kade Foundation, the Center for European and German Studies is especially concerned with the roles played by German-speaking countries over the centuries in transformations on the European continent and in transatlantic relations. We hold in high regard scholarship that meets the most demanding standard in our fields.

We use diverse indicators to assess excellence in research including the following:

- considered evaluations by European Studies colleagues
- the quality of journals and books in which our articles and chapters are published;
- the quality of publishing houses which publish our books;
- external reviews of research accomplishments (as collected, for example, in promotion dossiers);
- invited lectures and conference presentations;
- service on editorial boards and grant review panels;
- scholarly awards;
- critical reviews of submitted manuscripts and grant proposals, and extramural funding.

The most important assessment is that by the European Studies core (regular contributors) and affiliated (occasional contributors) faculty members, who are best qualified to address issues of quality and innovation and who also more fully understand the unique demands and difficulties of our research and teaching.

Impact and visibility result, in part, from sustained research productivity, and we expect that our research will result in published articles and books on a regular basis. In our fields, scholarly books published by respected publishers and articles published in scholarly journals and presenting original work are most highly valued. Chapters in carefully edited volumes may be considered as the equivalent of articles in refereed journals. Critical editions, volumes of edited personal papers, anthologies, translations, and edited collections of scholarly articles are considered to be valuable scholarly activities. Textbooks are recognized as potentially important contributions to the profession and to society. Book reviews, review essays, and interviews, while valuable, are not weighted in the same manner at the early stages of a scholar's career. The Max Kade Center recognizes, however, that a piece of work may have exceptional value, regardless of category.

Extramural funding does not play the role in our disciplines that it does in the natural sciences and some of the social sciences. Nevertheless, the ability to obtain funding from a federal agency such as NEH or from private agencies or foundations to support research or research-related activities, such as conferences, provides additional evidence of the quality of the research program. It is in the interests of the Max Kade Center and of the College for faculty to receive the recognition that such funding brings.

Teaching

One of the missions of the Max Kade Center for European and German Studies is the dissemination of knowledge and the nurturing of critical thinking and analytic skills. We expect to be knowledgeable in our fields and to develop expertise in teaching our students modes of inquiry and approaches to critical thinking. We expect to execute our teaching duties responsibly and to demonstrate a consistent record of effective teaching in all of the settings in which teaching occurs, both inside and outside of the classroom. Those of us in European Studies strive to teach with distinction courses that emphasize

comparative perspectives, courses that place an emphasis on culture or transdisciplinary study, courses that acknowledge transatlantic relations, and courses in which the analysis of European integration is predominant. We strive to teach our students to read critically, to write effectively, to analyze rigorously, and to think creatively. We believe that one of our important roles as teachers exists in advising and mentoring our students. We expect to prepare our students to pursue rewarding careers in teaching, research, commerce, and government service.

For decisions about promotion, one of the ways that we evaluate teaching is by examining the teaching portfolio. The teaching portfolio is an evolving genre but usually includes course syllabi, statements of the goals of courses and the methods used to achieve these goals, and analyses of the extent to which courses were successful in achieving their goals. A discussion of grading policies, grade distributions, and of student teaching evaluations is also included. Non-classroom teaching, such as independent studies and advising, should be described and evaluated. Preparation of excellent teaching materials (such as student workbooks, power-point presentations, or class packs) can also provide evidence of teaching skills.

We also assess teaching by examining student teaching evaluations, including not only those with the designation EUS but also in any of our related disciplines taught under such rubrics as ANTH, FREN, GER, HIST, HUM, MUSL, PHIL, PSCI, RUS, SOC, or SPAN. Ratings and written comments are carefully considered. We strive to obtain ratings and comments indicative of clarity in communication, sensitivity to the needs of students, rigorous and fair course requirements, and high overall effectiveness in teaching. We endorse the view that these evaluations must be interpreted in the context of other information and documentation, such as the size of the course, the type of course, and relevant materials in the teaching portfolio. We are aware that student responses do not necessarily represent an objective evaluation, since the forms ask for subjective impressions.

Service

We expect to be good citizens of the Center, the College, the University, and the community at large. Maintaining excellence in an academic center requires a great deal of work, and we expect all faculty members to participate fully in this work. Relevant activities include, but are not limited to, preparing for and attending faculty meetings and participating in the affairs of European and German Studies, supervising graduate teaching assistants (where appropriate), serving as Director of one of our European study abroad programs, teaching a Maymester course in Europe, serving on committees within the Center, serving as faculty advisor to organizations of majors and minors, or serving as liaison with the Heard Library or McTyeire International House. All but the most junior faculty are expected to serve on College and University committees and, on occasion, to take on major administrative responsibilities. We try to protect our tenure-track faculty from burdensome service assignments; the corollary is that we expect to contribute more to the work of the Max Kade Center and to the University as our careers mature.

We expect maturing scholars to begin to participate in the affairs of their disciplines and professional organizations. Evidence of this overlaps in many instances with evidence of excellence in research. Among the indicators of participation in the scholarly community outside the University are the following:

- organizing conferences,
- reviewing grant or fellowship proposals,
- editing journals, refereeing articles,
- evaluating candidates for promotion at other institutions,
- serving as an officer or committee member of a professional organization.

Faculty members who participate with distinction in these and other activities enhance the reputation of the Max Kade Center and of the University, and we expect to become more deeply involved in these activities as we mature as scholars.

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