

Rollins College
Department of Business
Tenure & Promotion Criteria

Purpose: *Evaluation Criteria for Tenure, Promotion to Associate Professor, and Promotion to Full Professor*

The faculty evaluation process serves two functions. First, it provides individual faculty members with feedback on their performance so they can improve their teaching, scholarship, and service activities. Second, it provides the evaluative bodies (Candidate Evaluation Committee (CEC), Faculty Evaluation Committee (FEC), Dean, Provost, and President) with information so they can make better tenure and/or promotion recommendations. These guidelines support our maintenance of accreditation with the AACSB.

We expect faculty candidates to make a case that they merit tenure or promotion. The following criteria (in order of importance) will be used by the Department of Business (DoB) CEC to evaluate candidates for tenure and/or promotion:

- Teaching
- Research & Intellectual Contributions
- College & Professional Service

In terms of relative importance, DoB considers the value of teaching as about twice the value of intellectual contributions and the value of intellectual contributions as about twice the value of service.

Teaching

Since the primary mission of DoB is undergraduate education, we regard this criterion as the most important of the three, and we expect candidates to emphasize teaching excellence and promoting student learning.

Table 1 shows the factors CECs will consider in evaluating teaching. “Mandatory” means that the candidate must present evidence in these areas, while “optional” means that the candidate may choose to present evidence in these areas at their discretion. With reference to the CEC, “mandatory” means that the CEC must utilize these sources of information in making its judgments, while “optional” means that CEC may consider these sources of information when made available.

Table 1: Teaching

Candidates shall provide the following kinds of evidence:	CEC shall consider the following sources of information:
<p>MANDATORY</p> <ul style="list-style-type: none">▪ Evidence of current academic competence in the discipline▪ Evidence of student learning▪ Evidence of student satisfaction▪ Evidence of organizing coherent and useful courses▪ Evidence that new knowledge, perspectives, methods, and/or materials are regularly incorporated into courses <p>OPTIONAL</p> <ul style="list-style-type: none">▪ Current professional certifications & licenses▪ DoB competencies integrated into courses▪ Activities leading to teaching improvement	<p>MANDATORY</p> <ul style="list-style-type: none">▪ Conversations with the candidate▪ The candidate’s vita▪ The candidate’s Professional Assessment Statement▪ Course syllabi▪ Course handouts and assignments▪ Course exams & quizzes▪ Student evaluations per the official evaluation of courses by the college▪ Classroom visits <p>OPTIONAL</p> <ul style="list-style-type: none">▪ Teaching Awards▪ Participation by the candidate in teaching improvement workshops▪ New courses developed & taught▪ New teaching methods/pedagogy

<ul style="list-style-type: none"> ▪ Student abilities to apply what they learned ▪ Realistic, but demanding, student expectations 	<ul style="list-style-type: none"> ▪ Incorporation of new teaching technology ▪ Student and alumni testimonials ▪ Any other information the candidate wants the CEC to consider
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In applying this criterion, the CEC will consider (1) the quality of the evidence presented; (2) the relevance of the evidence to the DoB teaching mission; and (3) the sufficiency of the evidence to establish that the candidate is an excellent teacher.

At a minimum, we expect candidates for tenure and/or promotion to Associate Professor to present evidence of current academic qualifications, and a pattern of growth in course development, student learning, and positive student feedback (as measured by college-wide student evaluations).

We expect tenured faculty and candidates for promotion to Full Professor to present evidence of current academic qualifications, a pattern of continuing effectiveness and growth in course development, student learning, and student satisfaction (as measure by college-wide student evaluations).

Research & Intellectual Contributions

The DoB supports the general criteria discussed in the By-Laws of the College of Liberal Arts (CLA), Article VIII. The DoB expects tenured faculty and candidates for tenure and/or promotion to make the case that their research, scholarship, and intellectual contributions represent a pattern of professional development, suggesting intellectual activity that will continue after the awarding of tenure or promotion.

First, we expect candidates to demonstrate that they are maintaining academic qualifications by providing evidence that they are making intellectual contributions in at least two of the following areas:

- Basic discipline-based scholarship (contributions to the discipline)
- Applied research & development (contributions to practice)
- Instructional research & development (contributions to teaching and learning)

Since AACSB-International emphasizes peer reviewed intellectual contributions in evaluating faculty qualifications¹, the candidate is expected to provide the CEC evidence of peer-reviewed publications or acceptance of publication. The CEC will consider (1) the quality of the intellectual contributions, (2) the appropriateness of the intellectual contributions to the DoB mission, and (3) the sufficiency of the intellectual contributions to establish that the candidate is meeting expectations regarding academic/professional competency. Table 2 provides guidance reflecting DoB's expectations and presents how candidates can demonstrate the value of their publications, research, and scholarship.

At a minimum, we expect candidates for tenure and/or promotion to Associate Professor to present evidence of an integrative pattern of intellectual contributions covering their years of service. This can be met by the following (earning at least 9 points from Table 2):

1. Publication of 3 "Tier 3" peer reviewed journal articles (ABDC/SCOPUS), or
2. Publication of at least 2 "Tier 3" peer reviewed journal articles (ABDC/SCOPUS) and sufficient additional intellectual contributions to attain or exceed the point threshold (cf. Table 2)

¹ Note: The definition by AACSB of academic qualifications. (1) A faculty member is qualified as a Scholarly Academic (SA) if they have an appropriate doctorate plus at least 3 peer reviewed articles (or the equivalent) in the last five years. (2) A faculty member is qualified as a Practice Academic (PA) if they have an appropriate doctorate plus substantive linkages to practice, consulting, or other forms of professional engagement. (3) A faculty member is qualified as a Scholarly Practitioner (SP) if they have an appropriate graduate degree, sustain currency and relevancy through continued professional experience, plus at least 3 peer reviewed articles in the last five years. (4) A faculty member is qualified as an Instructional Practitioner (IP) if they have an appropriate graduate degree and sustain currency and relevancy through continued professional experience and involvement.

At a minimum, we expect tenured Associate Professors and other candidates (i.e., faculty members who entered Rollins as an Associate Professor) going up for promotion from Associate to Full Professor or for promotion from Associate Professor to tenure and Full Professor, respectively, to demonstrate a pattern of continuing publications beyond those reviewed as part of the initial tenure and promotion decisions. This can be met by the following (earning at least 12 points from Table 2):

1. Publication of 4 additional “Tier 3” peer reviewed journal articles (ABDC/SCOPUS), or
2. Publication of at least 3 additional “Tier 3” peer reviewed journal articles (ABDC/SCOPUS) and sufficient additional intellectual contributions to attain or exceed the point threshold (cf. Table 2)

Table 2: Points for Intellectual Contributions

Tier 1 (1 point each)	Tier 2 (2 points each)	Tier 3 (3 points each)
<ul style="list-style-type: none"> ▪ Published article in an edited academic/ professional journal ▪ Published book review ▪ Published instructors’ manual or student study guide ▪ Published software, cyberware, or simulation ▪ Competitively selected presentation at scholarly or professional conference ▪ Published research monograph ▪ Published book chapter in peer/editor reviewed book ▪ Published revised textbook or scholarly book 	<ul style="list-style-type: none"> ▪ Published peer reviewed article (not -ABDC-listed or SCOPUS-indexed journal) ▪ Textbook or scholarly book (1st edition only) ▪ Published edited book (1st edition only) 	<ul style="list-style-type: none"> ▪ Published peer reviewed article in ABDC-listed or SCOPUS-indexed journal

<ul style="list-style-type: none"> ▪ Published revised edited book ▪ Published peer reviewed case ▪ Other publication for reputable national or international organizations 		
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All contributions must identify the individual's Rollins affiliation and most of the work must be completed during their Rollins tenure. The only exception is if a candidate was granted approval for prior publications during the hiring process.

Candidates may only earn points once for each unique research project, regardless of multiple outcomes. For instance, if a project leads to both a conference presentation and a peer reviewed journal article, candidates will only earn points at the highest level, in this instance, the peer-reviewed journal article.

College & Professional Service

The DoB expects faculty members to make contributions beyond their teaching and scholarship. One of the core values of Rollins College is community and we expect all tenured faculty and candidates for tenure and/or promotion to be actively involved in service to the Department, to the College, and to the Community/ Profession.

We recognize that service can take many forms, including student advising, service to student organizations, service to DoB, service on College committees/taskforces, service to interdepartmental programs, service to the academic discipline, service to the profession, service to the practitioner community, and participation in the cultural and intellectual life of the College. We expect the candidate to make the case that their service activities are making a

difference in the department, the College, or the profession. Table 3 shows the factors the CEC will consider in evaluating service.

Table 3: Types of Service

Candidates shall provide the following kinds of evidence:	CEC shall consider the following sources of information:
<p>MANDATORY</p> <ul style="list-style-type: none"> ▪ Evidence of student advising ▪ Evidence of service to the DoB ▪ Evidence of service to Rollins College ▪ Evidence of service to their community/profession <p>OPTIONAL</p> <ul style="list-style-type: none"> ▪ Evidence of service as a journal reviewer ▪ Evidence of service on editorial review boards ▪ Evidence of organizing a scholarly or professional conference ▪ Evidence of service as session organizer, discussant, chair ▪ Evidence of service to student organizations ▪ Evidence of service on College committees/taskforces ▪ Evidence of participation in the cultural and intellectual life of the College ▪ Evidence of service to interdepartmental/interdisciplinary programs ▪ Evidence of service to the practitioner community ▪ Evidence of professional service to the Central Florida community 	<p>MANDATORY</p> <ul style="list-style-type: none"> ▪ Conversations with the candidate ▪ Observations of the candidate ▪ The candidate's vita ▪ The candidate's Professional Assessment Statement ▪ Participation in DoB activities ▪ Participation in Rollins activities ▪ Participation in community/professional activities <p>OPTIONAL</p> <ul style="list-style-type: none"> ▪ Testimonials ▪ Participation in student activities ▪ Any other information the candidate wants the CEC to consider

At a minimum, we expect candidates for tenure and/or promotion to Associate Professor to present evidence of a pattern of active participation in some combination of Department, College, Community, and/or Professional service activities.

We expect candidates for promotion to Full Professor to present evidence of a continuing pattern of service activities in several areas (e.g., Department, College, Community, and/or Profession), including evidence of service in leadership positions/roles. This demonstration of leadership may take many shapes. For instance, candidates could have chaired a college-wide committee, a college-wide subcommittee, a college-level task force, a department-level committee, or held a significant scholarly-community-level role.

In its evaluation, the CEC will consider (1) the significance and extent of the service activities, (2) the relevance of the activities to the missions of Rollins and DOB, and (3) the sufficiency of the activities to establish that the candidate is making contributions beyond teaching and scholarship.

Candidate Evaluation Committee (CEC)

The CEC normally consists of the Chair of the department (unless the Chair is being evaluated) and a minimum of two additional tenured members of the department who are selected by the tenured faculty members of the department, without excluding tenured members who wish to serve. For tenure and promotion to Associate Professor, all tenured faculty are invited to be part of the CEC and can vote. For promotion to Full Professor, ideally the CEC consists of at least three Full Professors from the Department; however, if that is not possible, and in accordance with the College bylaws, Associate Professors are invited to bring the number of members to a minimum of three.

Members of the CEC review the candidate's file and meet with the candidate to discuss their submitted materials. During the discussion, CEC members consider all candidate's materials and ask

relevant questions related to the candidate's file. The CEC then writes a report, makes recommendations, and records the votes.

Approved by the Faculty Evaluation Committee, February 6, 2024