

Rollins College Department of Economics
11/20/05
Criteria for Tenure and Promotion

Affirming the criteria as set forth in Article VIII (Faculty Evaluations) of the Bylaws of the Faculty of Arts and Sciences, the economics department faculty provide further specification in the three areas of teaching, research and scholarship, and college service for the purpose of aiding the candidate in making a case for tenure or promotion. In making a case for tenure or promotion the candidate must provide a file that includes a professional assessment statement and other pertinent materials as indicated below in the three areas. This will be done within the time frame established by Article VIII.

TEACHING

While all three criteria areas are important and interdependent, teaching excellence is the core value. We expect economics faculty to be professionally knowledgeable about the evolving discipline of economics and to provide an appropriate mix of challenge and support as effective facilitators of student learning. As economists we understand tradeoffs, and so we also expect the candidate to be flexible and cooperative in sharing the department and college commitment to the variety of academic programs (majors, minors, general education requirements, and special courses in programs such as RCC and Honors) within which student learning takes place. Commitment to excellent teaching is ideally measured by effective student learning, but direct and accurate measurement of the latter in its key dimensions – breadth and depth of knowledge, critical thinking, enhanced motivation and persistence – remains problematic because of the absence of direct dimensional measures and confounding variables. Consequently, we will rely on a panoply of partial and indirect measures of both teaching and student learning that traditionally are used to assess teaching effectiveness. Evidence of the first six measures below *will* be used. The remaining measures *may* be used by the Candidate Evaluation Committee (CEC) in assessing teaching excellence for both tenure and promotion as evidence is provided by the candidate.

1. the candidate's statement of teaching philosophy, specific teaching goals, methods employed, and an appraisal of student learning results in courses taught -- as provided in the candidate's professional assessment statement;
2. course content and organization including goals, procedures, time frames, texts, books, papers, handouts and other reading assignments -- as provided by the course syllabi ;
3. work required of students as indicated by student assignments, tests, papers and presentations, etc. – as provided by the course syllabi;
4. course revisions;
5. class visitations by faculty of the economics department and CEC;
6. standard written student course evaluations;
7. evidence of advising that reflects its use as a teaching opportunity;

8. self constructed student evaluations;
9. new courses developed;
10. innovative techniques such as team teaching, cross-disciplinary teaching; experimental pedagogy, experiential courses locally, nationally, or internationally;
11. teaching awards;
12. other evidence the candidate believes is supportive of teaching excellence.

For promotion to associate and full professor the candidate must show evidence of continuing excellence in teaching and continued growth as a teacher beyond that achieved since tenure.

RESEARCH and SCHOLARSHIP

Evidence of professional output, and a pattern of continuing professional involvement and development are essential to one's professional growth and evolution as a teacher. The economics faculty holds that research and scholarship is revealed by creativity, breadth and depth of one's knowledge in the field, and the ability to communicate this knowledge to others with similar professional interests. Disciplinary, cross disciplinary, and pedagogical research are valued as professional contributions in this assessment, consistent with the vision of ourselves as members of a pragmatic liberal arts institution. Evidence of professional output, and a pattern of continuing professional involvement and development are essential for both tenure and promotion to full professor.

Evidence of professional output can be provided by refereed publications in scholarly or pedagogical journals, scholarly and pedagogical books or texts, and chapters in books or texts. A pattern of continuing professional involvement and development can be provided by evidence of the following: professional editorships; presentations and poster sessions at professional conferences; organizing or chairing sessions for professional conferences or serving as a discussant; formal professional manuscript reviews; informal professional manuscript reviews; and disciplinary contributions used in the classroom whether published or not. The awarding of tenure requires the Candidate to have completed (i.e. accepted for publication) some professional output, including at least one refereed journal publication or book, or chapters in books, and to demonstrate a pattern of active research that is likely to be ongoing. Promotion to full professor requires professional output and an active pattern of research, including at least one refereed journal publication, or book, or chapters/entries in books or other texts beyond that achieved since tenure. Provision of such evidence by the Candidate does not in itself constitute a guarantee of tenure or promotion since it is the responsibility of the candidate to employ such evidence to make a case for tenure or promotion. In particular, just satisfying the output requirement for at least one refereed journal publication or book, or chapters in books is not sufficient to fulfill the requirement of a pattern of active research that is likely to be ongoing.

COLLEGE SERVICE

The economics faculty believes that a broad pattern of service -- to students, the economics department, and the college in general are necessary for tenure and promotion. College service in these three areas can take a variety of forms, and the economics faculty accepts all those activities specified in Article VIII (as passed by the faculty on April 25, 2002) as evidence of college service for the appropriate area. These service activities can include participation in College committees, involvement in student activities, cooperation and effectiveness in departmental and interdepartmental programs, active and effective participation in the cultural and intellectual life of the College, and service in the outside community. Effective academic student advising is essential. The economics major and economics department service commitments are among the largest in the college, and, in any case, it is the responsibility of each economics faculty member to accept or seek out an adequate number of advisees, in or out of the major, over the period relevant to the candidacy to avoid imposing a disproportionate number of advisees on one's colleagues. We also note that evidence of Candidate involvement in Arts and Sciences programs outside the economics department such as RCC, Honors, and interdisciplinary courses or programs are laudatory and encouraged as well.