



Evaluation Criteria for Tenure, Post-Tenure, Promotion to Associate Professor, and Promotion to Full Professor Reviews

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. Secondly, it provides the deliberative bodies (Candidate Evaluation Committee, Faculty Evaluation Committee, Dean, Provost, and President) with information so they can make better tenure and/or promotion recommendations.

As a business department we teach our students the importance of making the business case for their recommendations. Accordingly, we expect faculty candidates to make a case that they merit tenure or promotion. Candidates will be evaluated on the case they make. The following criteria (in order of importance) will be used by the Department of Business (DOB) CEC to evaluate tenured faculty and candidates for tenure and/or promotion:

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

In terms of relative importance, DOB thinks of 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 tenured faculty and candidates to emphasize teaching excellence. Specifically, we expect candidates

for tenure and/or promotion to make the case that they do an excellent job of teaching and promoting student learning.

Table 1 shows the factors CEC will consider in evaluating teaching. With reference to the candidate, “mandatory” means that the candidate must present evidence in these areas, while “optional” means that the candidate may 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 if available.

Table 1: Teaching

Candidates should provide the following kinds of evidence:	CEC should consider the following sources of information:
<p>MANDATORY</p> <ul style="list-style-type: none"> • Evidence of current, up-to-date, academic competence in her/his discipline • Evidence of student learning • Evidence of student satisfaction with the courses taught by the candidate • Evidence of the ability to organize coherent and useful courses • Evidence that new knowledge, new perspectives, new methods, & new materials are regularly incorporated into current courses <p>OPTIONAL</p> <ul style="list-style-type: none"> • Current professional certifications & licenses • BUS Competencies integrated into courses • Rollins teaching principles integrated into courses • Activities leading to teaching improvements • Innovative teaching methods • The ability to communicate the important dimensions of the discipline to students • The ability to motivate student learning & performance • Student abilities to apply what they learned 	<p>MANDATORY</p> <ul style="list-style-type: none"> • Conversations with the Candidate • The Candidate’s vita • The Candidate’s self-assessment • Course syllabi • Student evaluations • Classroom visits <p>OPTIONAL</p> <ul style="list-style-type: none"> • Teaching Awards • Articles/papers written by the candidate about teaching issues • Participation by the candidate in teaching improvement workshops • New Courses Developed & Taught • New Teaching Methods/Pedagogy • New Teaching Technology • Course Handouts & Assignments • Course Exams & Quizzes • Alumni Testimonials • Any other information the Candidate wants CEC to consider

<ul style="list-style-type: none"> • Student abilities to perform independently, based on what they learned • Realistic, but demanding, expectations of student performance 	
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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 BUS teaching mission; and (3) the sufficiency of the evidence to establish that the candidate is an excellent teacher.

At the minimum, we expect candidates for tenure and/or promotion to Associate Professor to present evidence of current academic qualifications, and a pattern of effectiveness in course development, student learning, and student satisfaction.

We expect tenured faculty and candidates for promotion to Full Professor to present evidence of current academic or professional qualifications and continuing effectiveness and growth in new course development, student learning (as measured by Assessments of Learning), and student satisfaction (as measured by Course & Instructor 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 an intellectual life 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 Business Practice)
- Instructional Research & Development (Contributions to Teaching and Learning)

Since AACSB-International emphasizes peer reviewed intellectual contributions in evaluating faculty qualifications, the candidate is expected to provide the CEC evidence of publications. 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 maintaining academic/professional competency. Using Table 2 for guidance, we expect candidates to demonstrate the value of their publications, research, and scholarship.

At the 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 (9 points from Table 2):

1. Publication of at least 3 peer reviewed journal articles, or
2. Publication of 2 peer reviewed journal articles and 3 other intellectual contributions (cf. Table 2)

At the minimum, we expect tenured faculty and candidates for promotion from Associate to Full Professor 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 (12 points from Table 2):

1. Publication of at least 4 additional peer reviewed journal articles, or
2. Publication of at least 3 additional peer reviewed journal articles and 3 other intellectual contributions (cf. Table 2)

Special case will be handled on an *ad hoc* basis.

Table 2: Points for Intellectual Contributions

1 point each	2 points each	3 points each
<ul style="list-style-type: none"> • Article in professional journal • Published book review • Published instructors' manual or student study guide • Published software, cyberware, or simulations • Competitively selected presentation at scholarly or professional conference • Research monograph • Article in edited academic/professional journal • Book chapter • Revised edition of textbook • Peer reviewed case • Other publication for national or international organizations 	<ul style="list-style-type: none"> • Peer reviewed article in academic/professional journal • Edited book (1st edition only) • ISO Standards 	<ul style="list-style-type: none"> • Peer reviewed article in ABDC ranked or SCOPUS indexed journal • Textbook or scholarly book (1st edition only)

All contributions must identify the individual's Rollins affiliation.

Second, we expect BUS faculty to demonstrate that they are meeting current AACSB International Standards for continuing maintenance of academic qualifications.

- A faculty member is qualified as a *Scholarly Academic (SA)* if they have an appropriate doctorate plus at least three peer reviewed articles (or the equivalent) in the last five years.
- 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.
- 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 three peer reviewed articles in the last five years.

- 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.

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, to the Community, or to their Profession.

We recognize that service can take many forms, including student advising, service to student organizations, service to the BUS department, 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 appropriate. Table 3 shows the factors that the CEC will consider in evaluating service.

Table 3

Candidates should provide the following kinds of evidence:	CEC should consider the following sources of information:
<p>MANDATORY</p> <ul style="list-style-type: none"> • Evidence of student advising • Evidence of service to students • Evidence of service to the BUS Department • Evidence of service to Rollins College • Evidence of support for the BUS Academic Mission <p>OPTIONAL</p> <ul style="list-style-type: none"> • Evidence of service as a reviewer for scholarly or professional journals or textbooks or conferences • Evidence of service on editorial review boards of scholarly or professional journals • Evidence of organizing a scholarly or professional conference • Evidence of service as session organizer, chair, participant, or discussant at scholarly or professional conferences 	<p>MANDATORY</p> <ul style="list-style-type: none"> • Conversations with the Candidate • Observations of the Candidate • The Candidate’s vita • The Candidate’s self-assessment • Participation in BUS activities • Participation in Rollins activities <p>OPTIONAL</p> <ul style="list-style-type: none"> • Testimonials • Participation in student activities • Participation in professional activities • Any other information the Candidate wants CEC to consider

<ul style="list-style-type: none"> • 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 	
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At the 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 have higher expectations for candidates for promotion to Full Professor. We expect them to present evidence of a continuing pattern of service activities in several areas (Department, College, Community, or Profession), including evidence of service in leadership roles.

In applying this criterion, the CEC will consider (1) the significance and extent of the service activities, (2) the appropriateness 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)

After each member of the CEC has reviewed the candidate’s file, the CEC meets with the candidate to discuss the activities addressed in the file. Issues that the CEC considered relevant to the evaluation that might not have been addressed by the candidate are also raised here. The CEC then approves a report and recommendation written by the Chair. The report and recommendation records the vote of the CEC. For tenure and promotion to Associate Professor, all tenured faculty can vote. For promotion to Full Professor all tenured Full Professor can vote. The report and recommendation are sent electronically to the candidate, the Dean of the Faculty, and the FEC.

Approved by the Faculty Evaluation Committee, September 19, 2017