

Department of International Business
Criteria for Tenure, Post Tenure, & Promotion Recommendations
(effective for new faculty hired as of Fall 2014)

The faculty evaluation process serves two functions. First is to provide individual faculty members with feedback on their performance so they can improve their teaching, scholarship, and service activities. Second is to provide the deliberative bodies (Candidate Evaluation Committee, Faculty Evaluation Committee, Dean of the Faculty, Provost, and President) with information so they can make tenure and/or promotion recommendations.

We teach students that the facts seldom speak for themselves and it is important 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 basis of the case they make.

The following criteria (in order of importance) will be used by the Department of International Business Candidate Evaluation Committee (CEC) to evaluate candidates for tenure and/or promotion as well as tenured faculty:

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

Teaching

The INB Department supports the general criteria discussed in the Arts & Sciences By-Laws, Article VIII, Title B, Section 1, *Teaching*. Since the primary mission of INB 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 demonstrate that they do an excellent job of teaching and promoting student learning.

In addition, we expect tenured faculty and candidates to demonstrate that they meet AACSB Standards for initial and continuing maintenance of academic qualifications. Faculty members are Academically Qualified (AQ) if they have an appropriate doctorate plus at least two publications in the last five years. Faculty members are Professionally Qualified (PQ) if they have an appropriate graduate degree plus relevant professional experience within the last five years.

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"> • Evidence of current professional certifications & licenses • Evidence of activities leading to teaching improvements • Evidence of student abilities to apply what they learned • Evidence of student abilities to perform independently, based on what they learned • Evidence of realistic, but demanding, expectations of student performance 	<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"> • Participation by the candidate in teaching improvement workshops • New courses developed & taught • Course handouts, assignments, exams & quizzes • Teaching awards, testimonials • New teaching methods, pedagogy, technology • Any other information the Candidate wants CEC to consider

In applying this criterion, the CEC will consider (1) the quality of the evidence presented, (2) the relevance of the evidence to the INB 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 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 sustained pattern in course development, student learning, and student satisfaction.

Research and Intellectual Contributions

The INB Department supports the general criteria discussed in the Arts & Sciences By-Laws, Article VIII, Title B, Section 1, *Research and Scholarship*. Specifically, we expect tenured faculty and candidates for tenure and 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.

INB recognizes the importance of interdisciplinary scholarship and the diversity of INB constituencies. We value various kinds of intellectual contributions (basic contributions to the discipline; applied contributions to business practice; & instructional development) presented to various audiences (academic, professional, & practitioner) in various formats (publication, presentation, discussion, electronic media, etc.). Publications, presentations, media, and other forms of dissemination will be acknowledged as relevant and valued according to their quality and impact.

The CEC will consider (1) the quality of the intellectual contributions, (2) the appropriateness of the intellectual contributions to the INB 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 justify 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 pattern must include at least (2) two peer reviewed intellectual contributions in addition to intellectual contributions from other categories as specified in Table 2 (**at least 9 points total**). All contributions should show the candidate's Rollins affiliation.

Rollins College as well as the International Business Department has higher expectations for candidates for promotion to Full Professor. The rank of professor should be bestowed only on those individuals with an established reputation of scholarly excellence as evidenced through a continuing record of publication and who are expected to maintain that reputation in the future. At the minimum, we expect tenured faculty and candidates for promotion to Full Professor to present evidence of a continuing pattern of intellectual contributions covering their years of service (since they received tenure and/or promotion; or seven years for tenured faculty reviews).

This pattern must include at least (4) four peer reviewed intellectual contributions in addition to intellectual contributions from other categories shown in Table 2 (**at least 12 points total**). All contributions should show the candidate’s Rollins affiliation.

Table 2: Points for Intellectual Contributions

.5 points each	1 point each	2 points each	3 points
<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 • Continuing Professional education (CPE) presentation 	<ul style="list-style-type: none"> • Research monograph • Article in edited academic/professional journal • Book chapter • Revised edition of textbook • Peer reviewed case 	<ul style="list-style-type: none"> • Peer reviewed article in academic/professional journal • Edited or trade book • ISO Standards 	<ul style="list-style-type: none"> • SSCI ranked journal • Textbook (1st Edition) • Scholarly book

Table 3 shows the factors CEC will consider in evaluating intellectual contributions.

Table 3: Research & Intellectual Contributions

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 a pattern of intellectual contributions as specified above • Evidence of conference presentations <p>OPTIONAL</p> <ul style="list-style-type: none"> • Evidence of participation in continuing professional education programs required to maintain Licenses or Certifications • Evidence of published articles in scholarly or professional newsletters 	<p>MANDATORY</p> <ul style="list-style-type: none"> • Conversations with the Candidate • The Candidate’s vita • The Candidate’s self-assessment • Candidate’s publications & other scholarly activities <p>OPTIONAL</p> <ul style="list-style-type: none"> • Reviewer’s evaluations • Testimonials from outside academic reviewers • Awards/recognitions for intellectual contributions • Any other information the Candidate wants CEC to consider

College & Professional Service

The INB Department supports the general criteria discussed in the Arts & Sciences By-Laws, Article VIII, Title B, Section 1, *College Service*. We expect faculty members to make contributions beyond their teaching and scholarship. Because of the numbers of INB majors and the complexity of the INB program, we regard student advising as an especially important part of college service.

One of the core values of Rollins College is Community and, given the unique interdisciplinary nature of our program, we expect all tenured faculty and candidates for tenure and/or promotion to be actively involved in service to the Department and the College. We recognize that service can take many forms including student advising, service to student organizations, service to the INB 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. Table 4 shows the factors CEC will consider in evaluating college service.

Table 4: Service

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 INB Department • Evidence of service to Rollins College • Evidence of support for the INB 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 • Evidence of service to student organizations • Evidence of service on College committees/taskforces • Evidence of participation in the cultural and 	<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 INB 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

<p>intellectual life of the College.</p> <ul style="list-style-type: none"> • 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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In applying this criterion the CEC will consider (1) the significance of the service activities, (2) the appropriateness of the activities to the missions of Rollins and INB, and (3) the sufficiency of the activities to establish that the candidate is making contributions beyond teaching and scholarship.

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

Again, we have higher expectations for candidates for promotion to Full Professor. We expect candidates for promotion to Full Professor to present evidence of a continuing pattern of Department, College, Community, and Professional service activities, including service in at least one leadership role.

The Candidate Evaluation Committee (CEC)

The department CEC is composed of those faculty members who, according to the Arts & Sciences By-Laws, are entitled to vote on a particular recommendation. The CEC is charged with the responsibility of reviewing the evidence presented by the candidate, evaluating the evidence in light of the College and Department criteria, and making recommendations according to its interpretations. Faculty Evaluation meetings will be open to all members of the INB faculty.