

**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. As noted in the A&S Bylaws [Article VIII, Part B, Section 1, first sentence of the 2<sup>nd</sup> paragraph], “we expect candidates to make a case for tenure and promotion.” Consequently, provision of evidence of teaching effectiveness, works of scholarship, and service activities by the Candidate do not in themselves constitute a guarantee of tenure or promotion to full professor. It is the responsibility of the candidate to employ evidence in all three areas to make a case for tenure or promotion: to show how their teaching, scholarship, and service have been performed to date and constitute a pattern of professional and pedagogical interests that are likely to continue and evolve in the future. 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 department and college commitments to a variety of academic programs. While we do not expect every faculty member to teach in all areas, teaching in multiple areas in economics is expected. These areas include: core ECO courses, elective ECO courses, general education and/or Rollins Plan courses, and RCC courses. Because we also understand the important intersection of economics with other academic areas, we also value highly teaching courses that add breadth to student learning: Honors courses, cross-disciplinary courses, interdisciplinary courses, and team taught courses with faculty outside of the economics department. 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 by the Candidate Evaluation Committee (CEC) in assessing teaching excellence for both tenure and promotion. The remaining measures *may* be used by the candidate as evidence of teaching effectiveness.

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

For promotion to 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 excellence in terms of scholarly output, and a pattern of continuing scholarly involvement and development are essential for both tenure and promotion to full professor. Relevant *scholarly output* in economics is defined as refereed professional or pedagogical work in economics or economics-related interdisciplinary publications.

Scholarly output may include journal articles (print and online), 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) at least one work of scholarly output as previously defined. A jointly authored book or book chapter may count as scholarly output if the Candidate's contribution is judged substantial by the CEC. In addition the Candidate must demonstrate a pattern of active research that is likely to be ongoing. Promotion to full professor requires at least one piece of scholarly output beyond that achieved since tenure along with a continuing pattern of ongoing and projected future research since earning tenure.

## 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 to full professor. 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 evidence of college service for the appropriate area. These service activities can include participation in College committees, involvement in student activities, participation in departmental and interdepartmental programs, participation in the cultural and intellectual life of the College, and service in the outside community. Effective academic student advising is essential. 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. Service on a College standing committee or standing subcommittee for multiple years, or serving as department chair for multiple years, along with establishing a pattern of service that has continued beyond that established by tenure and is likely to be ongoing in the future is required for promotion to full professor.