

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 2nd 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. 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 and general education and extend to 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. To assess teaching effectiveness, we use multiple measures and methods including, but not limited to, the CIEs, class observation, review of syllabi and class assignments and readings. 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.

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, goals, and procedures demonstrated by course syllabi, texts, books, papers, handouts and other reading assignments ;
3. work required of students as indicated by student assignments, tests, papers and presentations, etc. – as provided by the course syllabi;
4. CIE feedback considered when making course revisions;
5. class visitations by faculty of the economics department and CEC;

6. CIEs in their entirety.

The following measures *may* be used to supplement the above.

7. innovative techniques such as team teaching, cross-disciplinary teaching; experimental pedagogy, teaching experiential courses locally, nationally, or internationally;
8. teaching awards.

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 original contributions, breadth and depth of one's knowledge in the field, and the ability to communicate this knowledge to others with similar professional interests. The department of economics also holds that original research which cuts across the candidate's interest e.g. research in other subject areas in social sciences and economic education 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.

A pattern of continuing professional involvement and development can be provided by evidence of the following: professional editorships; presentations at academic conferences; organizing or chairing sessions for academic conferences or serving as a discussant; academic manuscript reviews; and development of scholarly and pedagogical materials that further the mission of the department and the college.

The awarding of tenure requires the Candidate to have formally had accepted for publication at least two scholarly works, at least one of which must be published at the time of the review. Scholarly works are defined as peer reviewed articles in refereed journals or book chapters. The candidate may petition the CEC to substitute a published book from a reputable publisher for two scholarly articles.

The scholarly works for consideration may be single or jointly authored and only work published or in press during employment at Rollins College will be counted toward tenure and promotion. The CEC will consider the quality and the contribution to the discipline and the Rollins College's mission. Merely reaching the minimum number of required publications does not guarantee tenure and promotion. To make a case for tenure and promotion, the Candidate must have demonstrated a pattern of active scholarship that is expected to remain strong after tenure and promotion.

Promotion to Full Professor requires the Candidate to have at least three additional works published at the time of the review. Scholarly work after the awarding of tenure and promotion must indicate that the

candidate has moved into a mature phase of professional inquiry and has become a well-respected scholar in his/her discipline.

COLLEGE SERVICE

The economics faculty believe that a broad pattern of service to students, the economics department, and the college in general are necessary. College service in these three areas can take a variety of forms consistent with the mission statements of the college and the economics department. For Candidates for tenure and promotion these service activities can include active involvement in College governance or college-wide committees, student activities/College's intellectual and cultural life, departmental business and interdisciplinary programs, or service in the outside community (e.g., providing consultation to local associations and agencies, assisting non-profit organizations, coordinate events with charitable causes, organize seminars, etc., provided that this service promotes the College's and/or the Economics Department's mission). Effective academic student advising within the major is essential. It is the responsibility of each economics faculty member to accept or seek out an adequate number of advisees over the period relevant to the candidacy to avoid imposing a disproportionate number of advisees on one's colleagues.

Candidates for promotion to Professor must show evidence of continued growth and maturity regarding college service and leadership as reflected in the roles and responsibilities assumed since promotion to Associate Professor. The department expects that this record of service will incorporate positions of leadership at various levels: department, academic division, college, and professional organizations. These service activities can include the following:

- Leadership in departmental or College governance e.g., chairing the department or a departmental committee or task force, chairing a College committee.
- Active involvement on at least two committees established by the faculty, the department, or the College e.g. hiring and evaluative committees, taking on specific administrative assignments for the department or the College, mentoring junior faculty, serving as faculty advisor for student organizations, assisting the College with student recruiting and initiating programs that strengthen the ability of the College to fulfill its mission.
- Contributions to the academic community e.g. holding a leadership position within at least one professional organization at the regional or national level, organizing and chairing sessions at scholarly conferences and serving as a departmental representative on public outreach.