



Department of Health Professions

Criteria for Tenure and Promotion

Approved April 29, 2016 by CPS Promotion & Tenure Committee

The Department of Health Professions affirms the spirit and intent of Article VII 7.3 of the bylaws of Rollins College as it pertains to evaluation of faculty for tenure and promotion. Rollins values teaching excellence above all. We consider scholarship as congruent with quality teaching and expect candidates to demonstrate scholarly interests and provide evidence of an active scholarly life.

We expect candidates for tenure and promotion to engage in service within Rollins and the Department of Health Professions and to demonstrate how service outside the institution is connected to the mission of Rollins and the Department. It is the responsibility of the candidate to make and document his/her case for reappointment, tenure, and/or promotion. Candidates will be evaluated on the case they make. Neither tenure nor promotion is a right; and neither is earned by performance that merely satisfies the minimum criteria.

Candidates employed at the Associate Professor level who will receive both tenure and promotion to Professor must show evidence of continued excellence and growth. Candidates who have received tenure from a previous institution may receive one year of Rollins credit for every two years of tenure

Faculty members are expected to behave in a professional manner throughout the evaluation process. The following criteria shall be used to evaluate the merits of a candidate's application for reappointment, tenure, and/or promotion, and represent the minimum professional accomplishment necessary to apply.

Teaching Evaluation Criteria

The Department of Health Professions criteria for assessing teaching are in accordance with the standards stated in the Faculty By-Laws. Evaluation of teaching quality is multifaceted and both direct and indirect observation methods are employed to assess teaching quality. In evaluating teaching, the reviewers will:

- (1) review the candidate's self-assessment statement;
- (2) review the candidate's course materials (e.g., syllabi, study guides, handouts, examinations, writing assignments);
- (3) conduct classroom visits; and
- (4) analyze student evaluations as assessed by the Course and Instructor Evaluation (CIE) form.

The reviewers may also consider peer reviews conducted by colleagues outside the Department, works produced by students (e.g., papers, portfolios), formal evaluations of learning outcomes, communications from current and former students, feedback from colleagues who have taught with the candidate, and other relevant documentation provided by the candidate. An appendix may be submitted for additional consideration provided the included materials are relevant to the candidate's professional development with his or her current rank.

Candidates for tenure or promotion must demonstrate a consistent record of excellence in teaching. *Teaching excellence is demonstrated to the extent that the candidate can show that his or her teaching includes the following evaluative criteria:*

- 1) well-organized, rigorous, and challenging;
- 2) incorporates up-to-date readings and research findings;
- 3) includes a technology component;
- 4) demonstrates student engagement;
- 5) includes clear and effective means for evaluating student performance; and
- 6) must serve the mission of the Department and Rollins.

Research and Scholarship Evaluation Criteria

The Department of Health Professions recognizes that research and scholarship is an important part of a faculty member's responsibilities and that scholarship can take many forms. All candidates for tenure and promotion must show evidence of a sustained commitment to scholarship and a trajectory of continued growth as a scholar in your academic area of expertise.

Candidates for tenure and promotion to Associate level are expected to have at a minimum, three level one scholarly activities and two level two scholarly activity within a six-year period. A minimum of one level one scholarly activity must be first authored. A candidate for promotion to Professor is expected, at a minimum, to have the equivalent of at least 6 additional (3 level 1 and 3 level 2 scholarly activities in their teaching area and/or academic area of expertise.

Satisfying these requirements ensures eligibility for tenure and/or promotion but does not guarantee a successful application. In addition to satisfying the minimum requirements for scholarship, candidates may show evidence of an active research program that involves students as research assistants and intellectual contributors.

We expect candidates to demonstrate that they are making contributions in at least two of the following areas:

- Basic Discipline Based Scholarship (contributions to the discipline)
- Applied Research & Development (contributions to industry practice)
- Instructional research & development (contributions to teaching and learning)

Achievement in these areas may be demonstrated by level one and level two activities which include but are not limited to:

Level One Scholarship authoring peer-reviewed articles,

- authoring peer reviewed articles with students,
- authoring peer reviewed scholarly books,
- authoring peer reviewed textbooks,
- authoring peer reviewed book chapters,

Level Two Scholarship

- externally or internally funded grants,
- editing books and journals,
- presenting at professional conferences,
- refereed conference proceedings,
- developing instructional manuals for textbooks,
- written cases with instructional materials, t,
- developing innovative pedagogical materials,
- developing instructional software, , or software, and/or
- an activity approved by department.

It is expected that the peer reviewed journal articles are published in a quality journal in the designated discipline. It is the responsibility of the candidate to clearly demonstrate the overall impact and quality of the journals where he or she has published. It is the responsibility of the candidate to provide evidence of the quality and impact of the journals such as appropriate data and assessment tools (e.g., journal evaluation databases, impact evaluations, article acceptance rates)

A candidate may be credited with work completed at other academic institutions initiated prior to employment at Rollins if Rollins is listed as the candidate's primary academic affiliation on the published work.

Service

Candidates for tenure and promotion are expected to demonstrate a pattern of consistent commitment to college, department discipline, and community.

At the departmental and college level, this may involve a range of activities including, but not limited to: advising students enrolled in all programs, participation in departmental business and activities, serving on college committees and in college governance, involvement in student activities, participation in interdisciplinary programs, and, more generally, active participation in the college's intellectual and cultural life.

Within the community, faculty may provide consultation with local associations and agencies, assist nonprofit organizations, coordinate events with charitable causes, and organize public symposia or humanitarian initiatives, provided that

this service is connected to the mission of Rollins and/or the Health Professions Department.

Within their discipline, candidates can provide valuable service by serving in association governance positions, organizing conferences, providing program evaluations for other departments, serving as a peer reviewer for conference proposals, and so forth.

Candidates for promotion to Professor, who are subject to a higher level of expectations, must show evidence of continued commitment to college service beyond that achieved for tenure.

Candidates for promotion to Full Professor must show evidence of continued engagement in service to the department or college beyond that necessary for achieving tenure. Specifically, these candidates must demonstrate sustained active participation in departmental and college service that includes leadership components (e.g., chairing a college-level committee) and/or higher levels of contribution to the college's mission (e.g., coordinating the department's continuous improvement plan for reaffirmation of accreditation; assisting the college with an important survey and report).