

# Departmental Evaluation Criteria<sup>1</sup>

## Department of Economics

The Departmental Evaluation Criteria (DEC) is defined in [SUU Policy #6.1 Faculty Evaluation, Promotion, and Tenure](#) as “Department-created and maintained standards and expectations for Promotion and Tenure and Good Standing for Non-Tenure-Track, Tenure-Track, Tenured Faculty, and Academic Administrators.” (Policy 6.1, section III.E).

Please refer to [SUU Policy #6.1](#) for complete details regarding faculty evaluation, promotion and tenure.

### Faculty Responsibility

Each faculty member will “complete a FEC Report or application for Mid-Point Review, Promotion and/or Tenure, or Five-Year Review. . . documenting and reflecting on the duties and activities they performed and how the duties and activities align with their DEC, Student-Centric Faculty Engagement, and the University Mission.”<sup>2</sup> ([SUU Policy #6.1](#), IV.G.4). School of Business faculty will also document how their duties and activities align with the School of Business Mission and Vision.

Faculty, at any rank or tenure status, who are not in compliance with [SUU Policy #6.28 Faculty Professional Responsibility](#) or who are on a development plan will not be permitted to serve as a faculty mentor or serve on a P&T or DEC committee.<sup>3</sup> Additional guidelines, including increased frequency of Alignment and Integration Meetings and Faculty Engagement and Contribution Reports, will be determined by the Department Chair, with approval of the Dean and in accordance with [SUU Policy #6.28](#).

### Departmental Evaluation Criteria Applicability

This Departmental Evaluation Criteria applies to all faculty hired after January 1, 2024. The applicability of this Departmental Evaluation Criteria to faculty hired prior to January 1, 2024 is designated in the table below.

Submission date:	Fall 2023	Fall 2024	Fall 2025	Fall 2026
FEC Reports and Mid-Point Reviews	Legacy DEC	Choose either Legacy or This DEC	This DEC	This DEC
Tenure and/or Rank Advancement and 5-Year Reviews	Legacy DEC	Choose either Legacy or This DEC	Choose either Legacy or This DEC	This DEC

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<sup>1</sup> Final approval of this version of the DEC was granted by the Provost’s Office on September 29, 2025.

<sup>2</sup> Appendix F lists required and suggested documents for FEC Reports, and Appendix G lists required and suggested documents for applications of Mid-Point Review, Promotion and/or Tenure Review, or Five-Year Review.

<sup>3</sup> Appendix H contains specific rules regarding Promotion & Tenure Committees.

## **TEACHING EFFECTIVENESS CRITERIA**

Faculty will provide evidence of teaching effectiveness in student evaluations, professional development and self-evaluation. Examples of Teaching Effectiveness measures by rank are included in Appendix A and examples of Teaching Effectiveness resources and ideas are included in Appendix B.

### **All Faculty (Non-Tenure-Track, Tenure-Track, Tenured, Special Appointments, Academic Administrators, etc.)**

<b>Criteria</b>	<b>Current Rank</b>	<b>Standards to Remain in Good Standing and for Mid-Point Reviews</b>	<b>Additional Standards Required for Rank Advancement and/or Tenure</b>
Student Evaluations	All Faculty	<ul style="list-style-type: none"><li>● Achieve an average score of 4.0 out of 5.0 or higher in 66% of courses on questions relating to Excellent Course and Excellent Teacher<ul style="list-style-type: none"><li>○ If an average score of 4.0 out of 5.0 or higher is not reached in 66% of courses, a substantive review of student feedback is required in the courses that failed to meet the average 4.0 minimum standard</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Provide evidence of exceptional teaching effectiveness (See Appendix B for examples)</li><li>● During the review period, consistently achieve scores in excess of the Good Standing standards or demonstrate improving scores during the review period that lead to scores in the recent years that exceed the Good Standing standards.</li></ul>
Professional Development	All Faculty	<ul style="list-style-type: none"><li>● Participate in one formal or informal professional development activity to improve teaching effectiveness each year.</li></ul>	<ul style="list-style-type: none"><li>● Participate in multiple formal or informal professional development activities to improve teaching effectiveness each year (See Appendix B for examples)</li></ul>
Self Evaluation	All Faculty (Note: See Appendix A for Rank Specific Examples)	<ul style="list-style-type: none"><li>● Describe teaching effectiveness measures consistent with current rank that align with the Dixie L. Leavitt School of Business Mission and Vision (See Appendix A for examples)</li></ul>	<ul style="list-style-type: none"><li>● Provide evidence of efforts above and beyond minimum expectations for teaching effectiveness measures consistent with current rank that align with the Dixie L. Leavitt School of Business Mission and Vision (See Appendix A for examples)</li></ul>

### **Standards for Faculty Wishing to Apply for Early Tenure**

Faculty wishing to apply for early tenure will need to consistently demonstrate duties and activities that meaningfully exceed the Additional Standards Required for Rank Advancement and/or Tenure.

### **Procedures for Faculty seeking redress relating to measures of Teaching Effectiveness**

Faculty with concerns relating to measures of Teaching Effectiveness, including outliers in student feedback, who would like to seek redress are invited to include a statement outlining their concerns and proposed remedy in their FEC Report or application for Mid-Point Review, Promotion and/or Tenure Review, or Five-Year Review. These statements will be evaluated by the P&T committees and other evaluators.<sup>4</sup>

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<sup>4</sup> Faculty who seek redress for low response rates must show adequate efforts on their part to encourage and solicit student feedback. Where faculty can show such efforts were made, response rates below 25% can be removed from the evaluation criteria at the request of the faculty member. For redress sought regarding a low number of responses due to a small class size, classes with fewer than 10 responses can be removed from the evaluation criteria at the request of the faculty member.

## **SERVICE/LEADERSHIP CRITERIA**

Faculty will provide evidence of Service/Leadership. Examples of Service/Leadership measures by rank are included in Appendix C and examples of Service/Leadership resources and ideas are included in Appendix D.

### **All Faculty (Non-Tenure-Track, Tenure-Track, Tenured, Special Appointments, Academic Administrators, etc.)**

<b>Criteria</b>	<b>Current Rank</b>	<b>Standards to Remain in Good Standing and for Mid-Point Reviews</b>	<b>Additional Standards Required for Rank Advancement and/or Tenure</b>
Committee Service	All Faculty	<ul style="list-style-type: none"><li>● Serve on one committee (department, college, or university)<ul style="list-style-type: none"><li>○ Examples of Service/Leadership measures appropriate for each rank are listed in Appendix C</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Demonstrate a pattern of consistently participating in service activities that contribute to the profession, university, school of business, department, or student outcomes (See Appendix D for examples)</li><li>● Demonstrate how this service contributes to the mission of the department, the college, or the university<ul style="list-style-type: none"><li>○ Examples of Service/Leadership measures appropriate for each rank are listed in Appendix C.</li></ul></li></ul>
Student Service	All Faculty	<ul style="list-style-type: none"><li>● Support and attend a campus activity that will benefit Economics students</li></ul>	<ul style="list-style-type: none"><li>● Demonstrate a pattern of consistently engaging in activities that benefit Economics students. (See Appendix D for examples)</li></ul>

### **Standards for Faculty Wishing to Apply for Early Tenure**

Faculty wishing to apply for early tenure will need to consistently demonstrate duties and activities that meaningfully exceed the Additional Standards Required for Rank Advancement and/or Tenure.

## **SCHOLARSHIP/CREATIVE ACTIVITY CRITERIA**

Standards to maintain Good Standing for Scholarship/Creative Activity are established by the current [Dixie L. Leavitt School of Business Faculty Qualifications Policy](#), and are defined by AACSB classification. These classifications are Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Additional Faculty. Please refer to this policy for complete details regarding these standards (<https://www.suu.edu/business/faculty-staff-resources.html>).

Faculty will provide evidence of Scholarship/Creative Activity. Examples of Scholarship/Creative Activity measures by rank are included in Appendix E and examples of Scholarship/Creative Activity resources and ideas are included in the current [Dixie L. Leavitt School of Business Faculty Qualifications Policy](#).

### **All Faculty (Non-Tenure-Track, Tenure-Track, Tenured, Special Appointments, Academic Administrators, etc.)**

<b>Criteria</b>	<b>Current Rank</b>	<b>Standards for to Remain in Good Standing and for Mid-Point Reviews</b>	<b>Additional Standards Required for Rank Advancement and/or Tenure</b>
AACSB Faculty Qualification	All Faculty	<ul style="list-style-type: none"><li>● Maintain qualified status by achieving the minimum number of points required in each type of engagement activity for the appropriate AACSB classification (Scholarly Academic, Practice Academic, Scholarly Practitioner, Instructional Practitioner, or Additional Faculty) in accordance with the <a href="#">School of Business Faculty Qualifications Policy</a>.</li></ul>	<ul style="list-style-type: none"><li>● During the review period, earn total activity points in excess of what is required to remain in Good Standing.</li><li>● Describe specific academic and professional engagement activities and how they relate to the department, college, or university student-centric mission</li></ul>

### **Standards for Faculty Wishing to Apply for Early Tenure**

Faculty wishing to apply for early tenure will need to consistently demonstrate duties and activities that meaningfully exceed the Additional Standards Required for Rank Advancement and/or Tenure.

### **Procedures for Faculty seeking redress relating to evaluations of Scholarship/Creative Activity**

Faculty with concerns relating to evaluations of Scholarly/Creative work who would like to seek redress are invited to include a statement outlining their concerns and proposed remedy in their FEC Report or application for Mid-Point Review, Promotion and/or Tenure Review, or Five-Year Review. These statements will be evaluated by the P&T committees and evaluators.

## Appendix A: Examples of Teaching Effectiveness Measures

The table below provides a sample of exemplars—traits and activities valued and/or expected for faculty members at various stages of development in the Department. The traits, activities, and accomplishments listed below are not intended to be exhaustive; neither are faculty members expected to model every single exemplar. The table's intent is to give faculty members a sense of what is valued and expected to achieve success in our department.

Assistant Professor (TT, Lecturer (NTT) Pre-Midpoint Review) Professional in Residence Entrepreneur in Residence	Assistant Professor (TT, Post-Midpoint Review) Assistant Professor (NTT)	Associate Professor (TT) Associate Professor (NTT)	Professor (TT)
<ul style="list-style-type: none"> <li>• Begins to develop class presentations and student coursework that reflect School of Business standards of a rigorous, relevant, and innovative curriculum</li> <li>• Begins to incorporate evidenced-based and high-impact practices in the classroom</li> <li>• Demonstrates respect and concerns for students' welfare and educational experiences</li> <li>• Upholds all professional responsibilities as outlined in <a href="#">SUU Policy #6.28 Faculty Professional Responsibility</a></li> </ul>	<ul style="list-style-type: none"> <li>• Examples from the prior rank plus the following examples</li> <li>• Updates course materials to insure currency in an advancing field</li> <li>• Dedicates time to mentoring students</li> <li>• Seeks ways for students to engage in extracurricular activities</li> <li>• Begins to incorporate additional high-impact practices in the classroom appropriate with the faculty member's qualification category</li> </ul>	<ul style="list-style-type: none"> <li>• Examples from the prior rank plus the following examples</li> <li>• Demonstrates increasing proficiency with high-impact teaching practices and develops quality pedagogical materials</li> <li>• Routinely engages with students in extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Examples from the prior rank plus the following examples</li> <li>• Demonstrates high levels of professional competence in the classroom through the use of effective pedagogical approaches</li> </ul>

## Appendix B: Examples of Teaching Effectiveness Resources and Ideas

Criteria	Resources and Ideas
Student Evaluations	<ul style="list-style-type: none"> <li>• Additional information from student evaluations showing excellent teaching</li> <li>• Student comments from student evaluations, individual course assessments, exit surveys, etc.</li> <li>• Other forms of student comments or feedback</li> <li>• Student nominations for department, school or university awards</li> <li>• Other student-sourced engagement activities or evidences</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• Peer Observation of in-class teaching</li> <li>• Course content evaluation</li> <li>• Online course material review</li> <li>• Attendance at faculty development workshops or webinars</li> <li>• Conference attendance</li> <li>• Attendance at Faculty Teaching Seminars or Scholarly Seminars</li> <li>• Presentation at Faculty Teaching Seminars or Scholarly Seminars</li> <li>• Training from the Center for Teaching Innovation (CTI)</li> <li>• Curriculum Innovation Grants</li> <li>• Other engagement activities and evidences of professional development</li> </ul>
Self-Evaluation	<ul style="list-style-type: none"> <li>• Implementation of AAC&amp;U High-Impact Educational Practices</li> <li>• Development or update course curriculum that reflect the School of Business standards of a rigorous relevant, and innovative curriculum</li> <li>• Incorporation of scholarship efforts into the classroom</li> <li>• Mentoring honor students</li> <li>• Mentoring student participation in the Festival of Excellence</li> <li>• Other mentoring of students</li> <li>• Incorporating student feedback to improve design and delivery of a course</li> <li>• Participation in new course development</li> <li>• Receipt of teaching awards from department, school or university</li> <li>• Service as student club advisor</li> <li>• Service as Internship Coordinator or Advisor</li> <li>• Other engagement activities and evidences of self-evaluation</li> </ul>

## Appendix C: Examples of Service/Leadership Measures

The table below provides a sample of exemplars—traits and activities valued and/or expected for faculty members at various stages of development in the Department. The traits, activities, and accomplishments listed below are not intended to be exhaustive; neither are faculty members expected to model every single exemplar. The table’s intent is to give faculty members a sense of what is valued and expected to achieve success in our department.

<b>Assistant Professor (TT, Lecturer (NTT) Pre-Mid-Point Review) Professional in Residence Entrepreneur in Residence</b>	<b>Assistant Professor (TT, Post-Mid-Point Review) Assistant Professor (NTT)</b>	<b>Associate Professor (TT) Associate Professor (NTT)</b>	<b>Professor (TT)</b>
<ul style="list-style-type: none"> <li>• Supports the Department and School through regular and consistent attendance at Department and School meetings and retreats</li> <li>• Begins light service on School and Department-level committees</li> <li>• Conducts themselves in ways that foster a positive learning and working environment for the benefit of the SUU community.</li> </ul>	<ul style="list-style-type: none"> <li>• Assists the Department with student recruitment efforts</li> <li>• Uses his or her talents by engaging in community service</li> <li>• Serves on University committees as opportunities present</li> <li>• Begins to actively participate with the Department in the development of new courses, conferences, etc.</li> <li>• Begins service on accreditation committees.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentors junior faculty members</li> <li>• Chairs Department level committees as opportunity presents</li> <li>• Serves as a member of high-impact committees on campus</li> <li>• Assumes a more significant role on accreditation committees</li> <li>• Contributes to the profession by serving on business-related organizations outside SUU.</li> </ul>	<ul style="list-style-type: none"> <li>• Assumes leadership roles by serving on or chairing high impact committees and programs at the Department, School, and University levels</li> <li>• Assumes leadership roles in the development of new courses, programs or degrees</li> <li>• Contributes to the profession by assuming a leadership role in business-related organizations outside SUU.</li> </ul>

## Appendix D: Examples of Service/Leadership Resources and Ideas

Criteria	Resources and Ideas
Committee Service	<ul style="list-style-type: none"> <li>● For non-tenured faculty, discuss which committee(s) might be best to serve on (expertise, time requirements, interests, need, etc.) with mentor and department chair prior to starting each year</li> <li>● Volunteer for ongoing committee service</li> <li>● Volunteer for ad hoc committee service like faculty searches</li> <li>● For tenured faculty, volunteer for more intensive committees for the benefit of junior faculty</li> <li>● Volunteer to chair committees to which you are assigned</li> <li>● Serve as a faculty mentor</li> <li>● Contribute to the profession by assuming a leadership role on business and economic-related organization outside SUU</li> <li>● Provide professional services and/or consultations</li> <li>● Serve as a referee or editor for an academic journal</li> <li>● Serve as a conference discussant or session chair</li> </ul>
Student Service	<ul style="list-style-type: none"> <li>● Serve as a club advisor</li> <li>● Participate in employer sponsored activities</li> <li>● Organize or participate in a career exploration trip</li> <li>● Employer outreach to facilitate internships and job placements for students</li> <li>● Support activities of the Business Career Services Coordinator and university career services</li> <li>● Mentor honor students</li> <li>● Mentor students participating in the Festival of Excellence</li> <li>● Mentor other economics or business students</li> <li>● Prepare students for graduate school</li> <li>● Write letters of recommendation for students</li> <li>● Invite and host outside speakers to campus</li> <li>● Participate in career and graduate fairs</li> <li>● Participate in other High-Impact Educational Practices outside the classroom</li> <li>● Serve as a judge in student competition</li> </ul>



## Appendix E: Examples of Scholarship/Creative Activity Measures

The table below provides a sample of exemplars—traits and activities valued and/or expected for faculty members at various stages of development in the Department. The traits, activities, and accomplishments listed below are not intended to be exhaustive; neither are faculty members expected to model every single exemplar. The table’s intent is to give faculty members a sense of what is valued and expected to achieve success in our department.

<b>Assistant Professor (TT, Lecturer (NTT) Pre-Midpoint Review) Professional in Residence Entrepreneur in Residence</b>	<b>Assistant Professor (TT, Post-Midpoint Review) Assistant Professor (NTT)</b>	<b>Associate Professor (TT) Associate Professor (NTT)</b>	<b>Professor (TT)</b>
<ul style="list-style-type: none"> <li>• Begins to define themselves as scholars in alignment with the current version of the School of Business Faculty Qualifications Policy and in accordance with the faculty member’s AACSB classification (SA, PA, SP, IP or Additional Faculty)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates continued development as scholars by engaging more fully in academic activities as outlined in the School of Business Faculty Qualifications Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates themselves as proficient scholars by engaging in appropriate scholarly activities as outlined in the Faculty Qualifications Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates themselves as master scholars by not only engaging in scholarly activities as outlined in the Faculty Qualifications Policy, but by integrating these activities into their roles and responsibilities at SUU</li> </ul>

## Appendix F: List of Required and Suggested Documents for Faculty Engagement and Contribution Report

Criteria	Resources and Ideas
Required Documents	<ul style="list-style-type: none"><li>• FEC Report</li><li>• Faculty Activity Summary Report (“one-pager”)</li><li>• University-driven student feedback is always required documentation for all FEC Reports. Faculty who serve as instructors of record for any course must include all such feedback provided by the University for those courses</li><li>• Substantive review of student feedback if scores relating to Excellent Teacher or Excellent Course are below 4.0 (when applicable)</li></ul>
Suggested Documents	<ul style="list-style-type: none"><li>• Supporting documentation and evidence of exceptional teaching effectiveness</li><li>• Documentation of teaching-related professional development</li><li>• Supporting documentation of service/leadership</li><li>• Supporting documentation of scholarship/creative activity</li></ul>

**Appendix G: List of Required and Suggested Documents for Applications of Mid-Point Review, Promotion and/or Tenure Review, or Five-Year Review**

Criteria	Resources and Ideas
Required Documents	<ul style="list-style-type: none"><li>• All required documentation outlined in <a href="#">Policy 6.1 Appendix A</a></li><li>• University-driven student feedback is always required documentation for applications of Mid-Point Review, Promotion and/or Tenure Review and Five-Year Review. Faculty who serve as instructors of record for any course must include all such feedback provided by the University for those courses.</li></ul>
Suggested Documents	<ul style="list-style-type: none"><li>• Supporting documentation and evidence of exceptional teaching effectiveness</li><li>• Documentation of teaching-related professional development</li><li>• Supporting documentation of service/leadership</li><li>• Supporting documentation of scholarship/creative activity</li></ul>

## **Appendix H: Specific Rules Regarding P&T Committees**

### **Length of P&T Committee Service**

P&T Committee service will be determined on a year-to-year basis depending on departmental needs and availability. Preference will be given to eligible members within the department.

### **Percentage of Faculty Votes Required to Serve on P&T Committees**

50% or more.

### **Procedures When There Are Insufficient Faculty to Serve on the Department P&T Committee**

The Department Chair will propose an eligible and willing faculty member from another department within the School of Business. If there are no eligible or willing faculty members within the School of Business, the Department Chair will propose an eligible and willing faculty member from another department on campus. Department faculty will vote on the proposed committee member. At least 50% of faculty votes are required for the individual to serve on the committee.

### **Location Where Departments Will Keep Archived Copies of DEC Documents**

Archived copies of DEC documents will be kept in a folder within our shared H drive (H:\Economics\DEC - Archived Copies).