Department Evaluation Criteria (DEC)
Department of Marketing, Entrepreneurship, Sales, and Analytics

The Department of Marketing, Entrepreneurship, Sales, and Analytics (i.e., The Department) supports the Vision, Mission, and Value Statements of the Dixie L. Leavitt School of Business and the University Mission as defined in SUU Policy 6.1. The purpose of this policy is to establish Departmental Evaluation Criteria (DEC) needed for achieving acceptable progress on annual evaluations and mid-point reviews, achieving promotion and tenure, and maintaining good standing (as defined in Policy 6.1). This Policy is built on [SUU Policy 6.1: Faculty Evaluation, Promotion, and Tenure](#) and [SUU Policy 6.28: Faculty Professional Responsibility.](#)

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." ([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. Additional guidelines, including increased frequency of Alignment and Integration Meetings and FEC Reports, will be determined by the Department Chair, with approval from the Dean and in accordance with [SUU Policy #6.28](#).

Department 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. Faculty using a Legacy DEC are bound by the DEC at the time of their hire.

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	Legacy DEC	Choose either legacy or this DEC	Choose either legacy or this DEC	This DEC

Department Evaluation Criteria

Evaluation criteria fall into three categories: (1) Teaching Effectiveness, (2) Service/Leadership, and (3) Scholarship/Creative Activity. Each category lists Standards consistent with Acceptable Progress (Annual and Mid-Point Review) or maintaining Good Standing (Five-Year Review). Each category also lists a Promotion/Tenure Standard requiring additional effort or engagement consistent with achieving Promotion or Tenure.

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.

Criteria	Current Rank*	Standards to Achieve Acceptable Progress (Annual and Mid-Point Review) and Remain in Good Standing (Five-Year Review)	Additional Standards Required for Rank Advancement and/or Tenure
Student Evaluations	All Faculty	● 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 ● Provide a substantive review of student feedback if the 66% threshold above is not met.	● 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. ● Provide evidence of exceptional teaching effectiveness.
Professional Development	All Faculty	● Participate in one formal or informal professional development activities to improve teaching effectiveness each year.	● Participate in multiple formal or informal professional development activities to improve teaching effectiveness each year
Self-Evaluation	All Faculty	● 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.)	● 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.)

* All Faculty refers to Non-Tenure-Track, Tenure-Track, Tenured, Special Appointments, Academic Administrators, etc.

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 evaluators.

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 for Teaching Effectiveness.

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.

Criteria	Current Rank*	Standards to Achieve Acceptable Progress (Annual and Mid-Point Review) and Remain in Good Standing (Five-Year Review)	Additional Standards Required for Rank Advancement and/or Tenure
Committee Service	All Faculty	● Serve on one committee (department, college or university).	● Participate in multiple service activities that contribute to the profession, university, school of business, department, or student outcomes. ● Demonstrate how this service contributes to the mission of the department, the college, or the university.
Student Service	All Faculty	● Support and attend two campus activities that will benefit students in the department.	● Participate in or lead multiple activities that benefit students in the department.

*All Faculty refers to Non-Tenure-Track, Tenure-Track, Tenured, Special Appointments, Academic Administrators, etc.

Procedures for Faculty seeking redress relating to measures Of Service/Leadership

Faculty with concerns relating to measures of Service/Leadership 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.

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 for Service/Leadership.

Scholarship/Creative Criteria

Standards to achieve Acceptable Progress or Remain in 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. Examples of Scholarship/Creative Activity resources and ideas are included in the current Dixie L. Leavitt School of Business Faculty Qualifications Policy.

Criteria	Current Rank*	Standards to Achieve Acceptable Progress (Annual and Mid-Point Review) and Remain in Good Standing (Five-Year Review)	Additional Standards to achieve Promotion/Tenure
Scholarship/ Creative Activities	All Faculty	● Maintain qualified status by achieving the minimum number of points required in each type of engagement activity over the most recent five-year period for the appropriate AACSB classification. These classifications are Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Additional Faculty.	● Earn total activity points during the evaluative period that exceed the Minimum Standard.

*All Faculty refers to Non-Tenure-Track, Tenure-Track, Tenured, Special Appointments, Academic Administrators, etc.

Procedures for Faculty seeking redress relating to measures of Teaching Effectiveness

Faculty with concerns relating to measures of Scholarship/Creative Activity 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.

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 for Scholarship/Creative Activity.

Documentation for FEC Reports and Applications of Mid-Point Review, Promotion, and/or Tenure Review, or Five-Year Review

Required documentation

In addition to documentation required per Policy 6.1, faculty must submit the following:

- University-driven student feedback is always required documentation for all FEC Reports and applications for Mid-Point Review, Promotion and/or Tenure, and Five-Year Review. Faculty members who serve as instructors of record for any course must include all such feedback provided by the University for those courses.
- Results from required classroom and online course observations, if applicable.
- One-page summary reports of Teaching, Service/Leadership, and Scholarly/Creative Activity as provided by the School of Business. Faculty have the responsibility to review the accuracy of the summary prior to submitting to the Faculty Dashboard.
- Copies of accepted or published articles underlying any scholarly points awarded during the evaluation period.

Suggested documentation

Faculty are encouraged to provide the following documentation of efforts.

- Supporting documentation and evidence of exceptional teaching effectiveness.
- Documentation of teaching-related professional development.
- Supporting documentation of service/leadership.
- Supporting documentation of scholarly/creative activity.

Location of DEC Documents

Current and prior DEC reside on the School of Business network drive.

Length of Department P&T Committee Service

Committee members serve for three (3) years on a rotating basis. At least one (1) member should be replaced each year.

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

At least 50% +1 of faculty votes are required to serve on the department P&T Committee.

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.

Appendix A. Examples of Teaching Effectiveness Measures by Rank

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) Pre-Midpoint Review Special Appointments in the first three years of service	- Begins to develop class presentations and student coursework that reflect School of Business standards of a rigorous, relevant, and innovative curriculum - Begins to incorporate evidenced-based and high-impact practices in the classroom - Demonstrates respect and concerns for students' welfare and educational experiences, and upholds all Academic and Faculty Policies as outlined in Section 6.28 of SUU Policy
Assistant Professor (TT) Post-Midpoint Review, Assistant Professor (NTT) Special Appointments with more than three years of service	- Updates course materials to insure currency in an advancing field - Dedicates time to mentoring students - Seeks ways for students to engage in extracurricular activities - Begins to incorporate additional high-impact practices in the classroom appropriate with the faculty member's qualification category
Associate Professor (TT) Associate Professor (NTT)	- Demonstrates increasing proficiency with high-impact teaching practices and develops quality pedagogical materials - Routinely engages with students in extracurricular activities
Professor (TT)	Demonstrates high levels of professional competence in the classroom through the use of effective pedagogical approaches

Appendix B. Resources and Ideas to Meet Standards of Teaching Effectiveness

Sub-Category	Resources and Ideas
Student Evaluations	- Additional information from student evaluations showing excellent teaching • Student comments - Other forms of student feedback - Student nominations for college and university awards
Professional Development	- Peer Evaluation (Departmental or CTI) - Attend faculty development workshops or webinar - Conference attendance - Presentation at the Leavitt School's Faculty Research and Teaching Seminar - Outside Course content evaluation - Curriculum Innovation Grant
Self-Evaluation	- Implementation of AAC&U High Impact Practices - Develop and update course curriculum that reflect the School of Business standards of a rigorous relevant, and innovative curriculum - Incorporating scholarship efforts into the classroom - Mentoring students - Incorporating student feedback to improve design and delivery of a course - Online Course Review for online courses - Participate with the Department in new course development

Appendix C. Examples of Service/Leadership Measures by Rank

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) Pre-Midpoint Review Special Appointments in the firs three years of service	• Supports the Department and School through regular and consistent attendance at Department and School meetings and retreats • Begins light service on School and Department-level committees • Conducts themselves in ways that foster a positive learning and working environment for the benefit of the SUU community
Assistant Professor (TT) Post-Midpoint Review, Assistant Professor (NTT) Special Appointments with more than three years of service	• Assists the Department with student recruitment efforts • Uses his or her talents by engaging in community service • Serves on University committees as opportunities present • Begins to actively participate with the Department in the development of new courses, conferences, etc. • Begins service on accreditation committees.
Associate Professor (TT) Associate Professor (NTT)	• Mentors junior faculty members • Chairs Department level committees as opportunity presents -Serves as a member of high-impact committees on campus • Assumes a more significant role on accreditation committees • Contributes to the profession by serving on business and economic-related organizations outside of SUU
Professor (TT)	• Assumes leadership roles by serving on or chairing high impact committees and programs at the Department, School, and University levels -Assumes leadership roles in the development of new courses, programs or degrees • Contributes to the profession by assuming a leadership role on business and economic-related organizations outside SUU

Appendix D. Resources and Ideas to Meet Standards of Service/Leadership

Standard	Resources and Ideas
Committee Service	- For non-tenured faculty, discuss with Peer Mentor at the start of each year about which committees might be best to serve on (expertise, time requirements, interests, need, etc.) - Volunteer for committee service at the start of the academic year, typically during the Leavitt School begin-of-year retreat - For tenured faculty, volunteer for more intensive committees for the benefit of junior faculty - Volunteer to chair committees to which you are assigned - Contribute to the profession by assuming a leadership role on business and marketing-related organizations outside SUU.
Campus activities that support students	- Serve as a club advisor - Organize or participate in a career exploration trip for marketing, analytics, sales, or entrepreneurship - Employer outreach to facilitate internships and job placements for students - Work with Career Services at the university and college level to support their activities - Mentor students - Prepare students for graduate school - Invite and host outside speakers to campus

Appendix E. Examples of Scholarly Activities/Creativity Measures by Rank

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) **Pre-Midpoint Review** **Special Appointments in the first three years of service**	● Begins to define themselves as scholars in alignment with the current version of the School of Business Faculty Qualifications Policy[1] and in accordance with the faculty member's qualification category (i.e., SA, PA, SP, or IP)
Assistant Professor (TT) **Post-Midpoint Review,** **Assistant Professor (NTT)** **Special Appointments with more than three years of service**	● Demonstrates continued development as scholars by engaging more fully in academic activities as outlined in the School of Business Faculty Qualifications Policy[1]
Associate Professor (TT) **Associate Professor (NTT)**	● Demonstrates themselves as proficient scholars by engaging in appropriate scholarly activities as outlined in the Faculty Qualifications Policy
Professor (TT)	● Demonstrates themselves as master scholars by not only engaging in scholarly activities as outlined in the Faculty Qualifications Policy[1], but by integrating these activities into their roles and responsibilities at SUU