

Departmental Evaluation Criteria for the Department of Economics and Finance

The Department of Economics and Finance supports the Vision, Mission, and Value Statements of the Leavitt School of Business. This policy is designed to set a standard for faculty to strive toward and measure a Student-Centric Faculty Engagement Model. Per Policy 6.1, faculty are expected to contribute in all three categories of the Engagement Model: Teaching Effectiveness, Scholarship, and Service/Leadership. Definitions for each of these categories are detailed in the University Policy.

Faculty Engagement & Contribution Plans (FEC Plan) should outline how the faculty member plans to meet the criteria detailed in the three categories below. The FEC Plan should examine each category individually and how collectively they contribute to a Student-Centric Faculty Engagement Model. Faculty Engagement & Contribution Reports (FEC Report) should describe the contributions and achievements from the FEC Plan and how they meet the criteria detailed in the three categories listed below.

The categories listed below define Acceptable Performance by sub-categories upon which each FEC Plan and FEC Report will be measured. Exceptional Performance is also defined as a meaningful metric for rank advancement and merit consideration.

Rank advancement is based on meeting the Acceptable Standard Performance and showing a consistent pattern of Exceptional Performance in each sub-category of the three categories that comprise the Student-Centric Faculty Engagement Model. Policies for rank advancement for tenure, tenure-track, and non-tenure track faculty are defined in Policy 6.1.

Category 1: Teaching Effectiveness

Faculty will provide support to show their teaching effectiveness. Support will be based on student evaluations, professional development, and self-evaluation in how efforts contribute to the mission of the Leavitt School of Business.

Standard	Acceptable Performance	Exceptional Performance
Student Evaluations	Achieve a score of <u>4</u> or higher in <u>66%</u> of courses on questions dealing with Excellent Teacher and Excellent Course	Evidence through student evaluations, comments, emails, activities, teaching pedagogy, etc. of exceptional teaching effectiveness
Professional Development	Faculty member participated in formal or informal professional development to improve teaching effectiveness	Faculty member participated in multiple formal or informal professional development to improve teaching effectiveness
Self-Evaluation	Faculty member describes how she or he has contributed to the Vision and Mission of the Leavitt School of Business through teaching.	Evidence of efforts above and beyond minimum expectations that have increased student outcomes both in and outside of the classroom consistent with the Vision and Mission of the Leavitt School of Business

There are a multitude of ways in which a faculty member can meet these standards. Appendix A includes a list of resources and ideas that can help faculty meet the standards for teaching effectiveness.

Category 2: Scholarship

Standards for Acceptable Performance in Scholarship are established at the college level as part of AACSB Accreditation. Details can be found in the School of Business Faculty Qualifications Policy. The Department adds a definition of Exceptional Performance for each faculty classification under AACSB.

<i>Classification</i>	<i>Acceptable Performance</i>	<i>Exceptional Performance</i>
Scholarly Academics	<p>SA I (18-ICH)</p> <p>Maintain at least 14 total activity points in a rolling 5-year time period, 12 of which are required to be generated from peer-reviewed journal articles.</p> <p>SA II (21 ICH)</p> <p>Maintain at least 14 total activity points in a rolling 5-year time period, 12 of which are required to be generated from academic engagement activities and 8 of those 12 points are required to be generated from peer-reviewed journal articles.</p>	<p>Faculty provide evidence of scholarly activity from the past year.</p> <ul style="list-style-type: none"> ○ Earn 6 activity points
Practice Academics	<p>Maintain at least 14 total activity points in a rolling 5-year time period, 4 of which are required to be generated from academic engagement activities and 8 of which are required to be generated from professional engagement activities.</p>	<p>Faculty provide evidence of scholarly activity from the past year</p> <ul style="list-style-type: none"> ○ Earn 6 activity points
Scholarly Practitioner	<p>Maintain at least 10 total activity points in a rolling 5-year time period, 8 of which are required to be generated from academic engagement activities and 4 of those 8 points are required to be generated from peer-reviewed journal articles. Furthermore, 2 of the 10 points are required to be generated from professional engagement activities.</p>	<p>Faculty provide evidence of scholarly activity from the past year</p> <ul style="list-style-type: none"> ○ Earn 4 activity points
Instructional Practitioner	<p>Maintain at least 5 total activity points in a rolling 5-year time period, 3 of which are required to be generated from professional engagement activities.</p>	<p>Faculty provide evidence of scholarly activity from the past year</p>

There are a multitude of ways in which a faculty member can meet these standards. Appendix B. includes a list of resources and ideas that can help faculty meet the standards for scholarship

Category 3: Service/Leadership

The Department of Economics and Finance values the work done by faculty to contribute to the operation of the department, college, and university.

<i>Classification</i>	<i>Acceptable Performance</i>	<i>Exceptional Performance</i>
Committee Service	<p>Serve on one committee (university, college, or department)</p> <p>Serve one other service activity that benefits students or the profession (e.g., club advisor, journal referee, journal editor, conference discussant, consultation).</p>	<p>Serve on additional committees that meet university, college, and departmental needs. Show how this service contributes to the mission of the university of the Leavitt School of Business</p> <p>5 service activities that contributes to the profession, University, College, Department, or student outcomes</p>
Student Service	Support and attend a campus activity that will benefit economic and finance students	Initiate and carry out a campus activity that will benefit economic and finance students

There are a multitude of ways in which a faculty member can meet these standards. Appendix C. includes a list of resources and ideas that can help faculty meet the standards for service/leadership

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

Sub-Category	Resources and Ideas
Student Evaluations	<ul style="list-style-type: none"> • Additional information from student evaluations showing excellent teaching • Student comments • Other forms of student feedback • Student nominations for college and university awards
Professional Development	<ul style="list-style-type: none"> • Peer Evaluation (Departmental or CETL) • Attend Center for Excellence of Teaching and Learning faculty development workshops or webinar • Conference attendance • Presentation at the Leavitt School's Faculty Research and Teaching Seminar • Training from SUU Office of Online Teaching and Learning • Course content evaluation • CETL Curriculum Innovation Grant
Self-Evaluation	<ul style="list-style-type: none"> • 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 B. Resources and Ideas to Meet Standards of Scholarship

Standard	Resources and Ideas
Peer-Reviewed Journal Articles	<ul style="list-style-type: none"> • Write out a Research Agenda detailing projects at each stage of the publication process • Present works in progress to the Leavitt School Faculty Research and Teaching Seminar • Share research papers with peer-mentorship team • Share research papers with other colleagues in academia • Submit research to the Festival of Excellence • Submit papers to academic conferences • Request needed resources from Department Chair • Incorporate undergraduate students in the research process • Collaborate with other faculty members on research projects
Other Scholarly Activities	<ul style="list-style-type: none"> • Serve as a referee of journal articles • Volunteer as a discussant or chair at academic conferences • Volunteer for academic leadership positions • For a full list see School of Business Faculty Qualification Policy

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

Standard	Resources and Ideas
<p>Committee Service</p>	<ul style="list-style-type: none"> • For non-tenured faculty, discuss with Peer Mentorship Team 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 economic-related organizations outside SUU.
<p>Campus activities that support students</p>	<ul style="list-style-type: none"> • Serve as a club advisor • Organize or participate in a career exploration trip for economics and finance students • 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

Econ Department Mentorship Team Policy

The Departmental Mentorship Team is part of a supportive, collaborative, and communication-based relationship that provides guidance to a faculty member. The principal objective of the Mentorship Team is to provide consistent formation, guidance, and support to the faculty member that contributes to a campus culture of continuous improvement.

Selection of Mentorship Team

In collaboration with the individual, the Department Chair assigns the mentorship team.

Position Type	Team
Tenure-track Assistant Professor	At least 2 tenured faculty members Other members can be added by request of the individual or chair
All non-tenure track faculty	At least 1 tenured faculty member Other members can be added by request of the individual of chair

Eligibility of the Mentorship Team

Preference is given to other faculty members within the individual faculty member's discipline. But situations may arise where mentors are chosen outside the discipline, the department, or even the college. In collaboration with the individual, the Department Chair assigns the mentorship team.

Changing the Mentorship Team

The expectation is that once a Mentorship Team is assigned, they will continue to serve as mentors through the tenure process for tenure-track faculty and in perpetuity for non-tenure track faculty.

Mentorship teams may change at the request of the individual faculty member, the mentor, or the Department Chair. Given a requested change, the Department Chair, in collaboration with the individual, will assign a mentorship team.

Responsibility of Mentorship Team

All guidelines for a mentorship team are defined in Policy 6.1. In addition to responsibilities, a mentorship team helps the individual faculty member fulfill professional responsibilities as defined by Policy 6.28.