

Promotion and Tenure Policy

Department of Economics, Marketing, & Analytics

The Department 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 SUU Policy 6.1, faculty are expected to contribute in all three categories of the Engagement Model: (1) Teaching Effectiveness, (2) Scholarship, and (3) Service/Leadership. Definitions for each of these categories are detailed in the university policy.¹

The Faculty Engagement & Contribution Plan (FEC Plan) outlines how the faculty member plans to meet the criteria for Teaching Effectiveness, Scholarship, and Service/Leadership. In a 1-3 page narrative, the FEC Plan should examine each category individually and how collectively they contribute to a Student-Centric Faculty Engagement Model.² A faculty member may revise his or her FEC Plan at any time, subject to approval by the department chair.

At the conclusion of each review cycle, the faculty member submits a Faculty Engagement & Contribution Report (FEC Report) describing, in a 1-3 page narrative, contributions and achievements over the last review cycle, and progress related to the FEC Plan.

- Tenure-Track and Non-Tenure-Track Assistant Professors and Lecturers submit a FEC Plan each year. At the conclusion of the year, the faculty member submits an FEC Report.
- Professors and Associate Professors (both Tenure-Track and Non-Tenure-Track), except those applying for rank advancement, submit a FEC Plan every 5 years. At the conclusion of the 5-year period, the faculty member submits an FEC Report.

Each Tenure-Track and Non-Tenure-Track Assistant Professor and Lecturer is assigned a mentorship team to provide guidance and direction throughout the promotion and tenure process (see the department P&T Mentorship Team Policy).

I. Evaluation Criteria for Economics & Analytics

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.

¹ See <https://www.suu.edu/academics/p-and-t/documents/policy-6.1.pdf>

² Appendices may be included with items such as student evaluations, peer evaluations, instructional delivery/design, professional development activities, and/or other sources of evidence for teaching effectiveness.

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 For those who do not meet this standard, they can be granted another year to meet the standard with Chair approval. They need to detail in their FEC Plan how they plan to improve in order to meet the standard.	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.

Classification	Acceptable Performance	Exceptional Performance
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> <ul style="list-style-type: none"> ○ Earn 4 activity points

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

Classification	Acceptable Performance	Exceptional Performance
Committee Service	Serve on one committee (university, college, or department) Serve one other service activity that benefits students or the profession (e.g., club advisor, journal referee, journal editor, conference discussant, consultation).	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 5 service activities that contribute to the profession, University, College, Department, or student outcomes
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.

II. Evaluation Criteria for Marketing

Criteria for assessment include School of Business and Department standards and the extent to which the goals and objectives defined in the last FEC Plan were met.

Tenured and Tenure-Track Faculty

The Department values academic work (teaching, scholarship, mentoring, and service) that supports the student-centered mission of the Department, School, and University. As such, the department chair's evaluation will focus primarily on each faculty member's engagement, contributions, and performance that supports students' education along with their personal and professional development. The assortment of these contributions may be different among faculty members, and for individual faculty members over time. To advance through the ranks and to achieve tenure, a faculty member should demonstrate increasing proficiency and effectiveness in their engagement and contributions as evidenced by the FEC Reports.

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. Faculty who model very few of these exemplars and who do not

supplement them with other activities and contributions that support the Department’s mission may receive a “development required” designation on their FEC Report. The sample of exemplars in one level also include and build on the sample of exemplars described in previous levels.

<p>Pre-tenure years 1-3 and Lecturers</p>	<p>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 practices³ 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 Policies and Procedures • begins to define themselves as scholars in alignment with the current version of the School of Business Faculty Qualifications Policy⁴ and in accordance with the faculty member’s qualification category (i.e., SA, PA, SP, or IP) • 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.</p>
<p>Pre-tenure years 4-7 and assistant non-tenure-track faculty</p>	<p>Updates course materials to insure currency in an advancing field • dedicates time to mentoring students • seeks ways for students to engage in extracurricular activities • assists the Department with student recruitment efforts • uses his or her talents by engaging in community service • begins to incorporate additional high-impact practices in the classroom • appropriate with the faculty member’s qualification category, demonstrates continued development as scholars by engaging more fully in academic activities as outlined in the School of Business Faculty Qualifications Policy • 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.</p>

³ Due to their positive associations with student learning and retention, certain undergraduate learning opportunities are designated “high-impact.” High-Impact Practices (HIPs) share several traits: they demand time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback.

⁴ The School of Business Faculty Qualifications Policy describes faculty qualification categories, metrics for determining those categories, defines scholarship, and outlines expectations and standards for academic engagement activities. The current version of the School of Business Faculty Qualifications Policy can be found on the School of Business shared drive as follows: **H: _AACSB FACULTY ACTIVITY REPORTS/SB Faculty Qualifications Policy.docx**

<p>Post-tenure associate and non-tenure track associate faculty</p>	<p>Demonstrates increasing proficiency with high-impact teaching practices and develops quality pedagogical materials • routinely engages with students in extracurricular activities • mentors junior faculty members • chairs Department-level committees as opportunity presents • demonstrates themselves as proficient scholars by engaging in appropriate scholarly activities as outlined in the Faculty Qualifications Policy • 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 SUU.</p>
<p>Post-tenure and full professor</p>	<p>Demonstrates high levels of professional competence in the classroom through the use of effective pedagogical approaches • 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 • 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.</p>

Evaluative Criteria for Lecturers, Non-Tenure Track Assistant and Associate Professors

Lecturer’s primary responsibilities lie with teaching and Departmental service. The Department’s expectations and examples of valued activities and traits are illustrated above under “Pre-tenure years 1-3.” Activities that refer to scholarship do not typically apply.

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
Committee Service	<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.
Campus activities that support students	<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