

Social and Behavioral Sciences School Standards with  
Program Standards for Economics

This policy covers all members of the School of Social and Behavioral Sciences faculty, including tenured faculty, non-tenure track faculty, and parttime faculty.

Preamble

The faculty of the School of Social and Behavioral Sciences support the University standards and intend for the elements of this document to further elucidate the areas of teaching, scholarship, and service from the perspective of the social and behavioral sciences.

The Economics Program faculty supports the University and School Standards and the elements of its standards to elucidate the areas of teaching, scholarship, and service from the perspective of economics, broadly defined.

Refinements and elucidations of as well as additions to the University Standards which together with this Preamble comprise the Economics Program Standards appear in italics

These standards apply to all members of the Economics Program faculty, including tenured faculty, tenure track faculty, non-tenure track faculty, and parttime faculty.

The Economics Program faculty recognizes that its members have diverse paths to excellence which will be reflected in Individual Plans for Tenure and Promotion, as developed through mutual agreement of each faculty member and his/her program mentors.

6.0 ELABORATION OF UNIVERSITY STANDARDS FOR TEACHING FACULTY

6.1 Teaching

6.1.1 Educating students, both inside and outside the classroom, studio, or laboratory is the University's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptual teaching as applicable, will be evaluated in order to gain a clear understanding of each faculty member's performance.

analysts, scientists, and contemplative scholars, all at the same time.

The Economics Program's highest priority is excellence in teaching.

6.1.2 In broad terms excellence in teaching is characterized by:

6.1.2.1

nature of the issues, as well as the direct and important policy implications of the knowledge and understanding we foster. Economics program members' teaching is expected to reflect these characteristics of the subject matter. Such teaching is critically important to the program's overarching goal of shaping engaged citizens, trained professionals, critical analysts, scientists, and contemplative scholars.

- 6.1.2.2 Sound course design and delivery in all teaching assignments, whether program or non-program (0.6 ( Tc 0 Tw a7027(ro)2.7(i)-3.7int Tc 0 rdiscipinray16.5 (m)7.3 (i)5. rihi3-0.6q Shseredrethrrer4-6.7 (i3-0.6n(s)4.6 (g)-5 (.))TJ 0 Tc 0 Tw5)07843 0 T

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which it is performed or under contract; or some other measure of its success or impact (e.g. royalties, awards, or impact on public debate or on other artists).

6.2.4.6.6 Other forms of scholarly or creative activity that may appear in emerging scholarly or artistic media may be included as well, provided that comparable standards of peer review can be applied to them.

6.2.4.6.6.1 In applying the standards of diverse forms of scholarly or creative activities explicitly recognized and enumerated in sections 6.2.4.6.6 to publication norms within the discipline of economics, the Economics Program places an emphasis on substantive publications that demonstrate the candidate's expertise within his/her field. Substantive publications within the discipline generally includes professional books or monographs, professional journal articles, book chapters, substantial refereed academic encyclopedia or dictionary entries, policy documents, working papers, and applied research publications. Other publications or media that help inform citizens, shape public or academic dialogue, inform policymaking, and improve the lives of diverse groups of people may be defined as substantive if they meet appropriate review standards or if the faculty member can otherwise demonstrate that they meet the university standards for scholarly and creative activity.

6.2.4.6.6.2 Book reviews, public or professional presentations, presentations for online professional education teleconferences, op-ed pieces, editorial and peer review related work associated with the production of books and professional academic journals may play an important role in this process and will also be valued as examples of engaged scholarship.

6.2.4.6.7 Where reviews are included in a file as evidence of the worth of a candidate's scholarly or artistic work, attention should be given to

connection with local agencies, organization, or businesses) can foster student engagement, address local/regional issues, and contribute to the body of scholarly work. In the event such activities and research fall outside the scope of traditional peer review processes, the faculty member should find alternative criteria to determine quality and impact.

- 6.2.4.6.9 In those disciplines with strong expectations of practice to maintain current competency, appropriate standards for determining the significance of this work will be developed at the Program level and approved through the standard procedure.
- 6.2.4.6.10 Grants or monetary awards that are funded or reviewed as fundable from governmental or non-governmental organizations are considered examples of scholarship if those grants and awards are subject to external peer review.
- 6.2.4.6.11 Faculty engaged in community outreach can make a difference in the communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholarship may take the form of widely disseminating the knowledge gained in community-based projects in appropriate professional venues in order to share its significance with those who do not benefit directly from the project.

In Economics, contributions of this interdisciplinary nature are valued, encouraged, and supported in a faculty member's portfolio.

- 6.2.4.6.12 The Economics Program criteria for tenure and promotion to Associate rank in the area of scholarship and creative activity are intended to elaborate the University standards and reflect norms





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