DEPARTMENT HANDBOOK

DEPARTMENT OF ECONOMICS

AMBASSADOR CRAWFORD COLLEGE OF BUSINESS AND ENTREPRENEURSHIP

KENT STATE UNIVERSITY

June 2, 2022

Approved by Dean Deborah Spake: Deborah F. Spake Date: 6/2/22

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I. MATTERS OF ACADEMIC UNIT GOVERNANCE AND RELATED PROCEDURES:

I.1 PREAMBLE

This document is the approved Handbook of the Department of Economics, Kent State University. It, in combination with the University Policy Register (UPR), the Collective Bargaining Agreement (CBA), and Ambassador Crawford College of Business and Entrepreneurship (Ambassador Crawford College) Handbook, specifies the policies by which the Department is governed. Alterations, additions, and deletions may be made by the Department subject to the guidelines of the UPR and CBA and with the approval of the Dean of the Ambassador Crawford College. This handbook shall not conflict with any University policies, rules, regulations or the Collective Bargaining Agreement.

I.2 GOALS

The goals of the Department of Economics are:

A. to provide excellence in instruction in both the undergraduate and graduate programs;

B. to engage in research that contributes to the understanding of theory and practice in all appropriate Departmental disciplines, and to disseminate this research to others;

C. to enhance the local, national, and international visibility of the Department, College, and University through participation in professional activities and service, internal and external to the University; and

D. to interact and cooperate with businesses, governments, and nonprofit agencies for mutual benefit through the exchange of knowledge and expertise.

I.3 STRUCTURE AND ORGANIZATION OF THE DEPARTMENT

A. Department Chairperson

The Chairperson is the chief administrative officer of the Department. Substantive decisions of Departmental concern shall be made by the Chairperson in consultation with the FAC. The Chairperson reports to the Dean of Ambassador Crawford College and has the responsibility and carries the authority on such matters, including but not limited to the following:

1. develops, coordinates, plans, and provides leadership for all academic programs and professional activities housed in the Department of Economics in a manner which is consistent with the mission of the University, the College, and the Department and is mindful of the quality and breadth of programs supported by the University, the College, and the Department;

2. enforces University and College regulations, policies, and procedures in

conformity with the University Policy Register, the College Handbook, and terms and conditions of the Collective Bargaining Agreement;

3. with appropriate consultation, develops, maintains, and implements the administrative and educational policies of the Department in accordance with the provisions of the Department Handbook;

4. implements personnel policies on matters such as recommending to the Dean new faculty and staff appointments, reappointments and non-reappointments; tenure and promotion; and leaves of absence and faculty improvement leaves;

5. bears the responsibility for management of the Departmental office, including supervision of nonacademic Departmental staff;

6. bears the fiscal responsibility for the Department;

7. bears the responsibility for allocating Departmental resources, including office space;

8. maintains custody of University property charged to the Department;

9. with appropriate consultation, recommends curricular changes;

10. with appropriate consultation, establishes teaching assignments and class schedules, and applies appropriate workload equivalencies;

11. coordinates academic advising;

12. serves as an ex officio non-voting member of the Department Faculty Advisory Committee (FAC) and presides over FAC meetings;

13. when making written reports to a higher administrative officer, reports the substance of FAC recommendations on all matters which require consultation with the FAC;

14. informs the FAC of the status and final administrative determination of matters on which the FAC has been consulted;

15. performs tasks, such as preparation of planning reports and other documents for the Department, and other tasks all of which cannot be enumerated herein;

16. represents the Department to constituencies external to the Department.

B. Department Meetings

Departmental meetings are scheduled by the Department Chairperson. There will be at least one scheduled Departmental meeting of the Faculty (tenured and tenure-track faculty) and the full-time non-tenure track faculty at the Kent Campus and within the Regional Campus system per semester. Normally the first Departmental meeting will be convened within the first four weeks of the academic year. Departmental meetings may also be convened at the request of at least one-half of the Faculty. An agenda of items to be covered at the meeting is circulated prior to such scheduled meeting. Additional suggested agenda items may be submitted to the Department Chairperson in writing. If a majority of the Faculty requests, in writing to the Chairperson, that an agenda item be added, the Chairperson must include this item. A simple majority, including the Department Chairperson but not including faculty on leave, constitutes a quorum for Departmental meetings. Minutes of each Departmental meeting are to be taken and distributed to the Faculty in a timely manner. Only Faculty members are eligible to vote on all Departmental issues related to the Collective Bargaining Agreement, unless otherwise stipulated by College/University or CBA policy. A simple majority vote is required to approve all Departmental motions and to elect committee members.

C. Department Committees

1. Faculty Advisory Committee (FAC)

The FAC is an elected body representative of the Faculty and is advisory and recommendatory to the Department Chairperson who is also the ex-officio, non-voting Chairperson of the Committee. The FAC is concerned with such matters as are central to the Department's mission. In accordance with the Collective Bargaining Agreement (CBA), such matters include, but are not limited to, the following:

a. issues concerning reappointment, tenure and promotion, including the nominations of candidates for promotion, and dismissal;

b. appointment of new Faculty, including issues of rank and salary;

c. review of full-time non-tenure faculty and part-time faculty;

d. allocation or reallocation of faculty positions and academic staff positions including new and vacant positions;

e. program development, restructuring, and/or discontinuance;

f. evaluations relating to faculty salary increases and other salary adjustments, when and if applicable;

g. departmental planning and budget priorities, including review of requests for new funds and allocation of discretionary resources;

h. selection and structure of committees, including search committees;

i. issues related to teaching assignments and class schedules, including appropriate application of workload equivalencies;

j. faculty professional improvement, research, and other leaves;

k. procedures for the establishment, review and appropriate revision of the Department Handbook;

l. issues related to the advising and retention of students;

m. insuring that instructional standards are followed; and

n. insuring that class and other duties of Faculty members are met.

The FAC shall be representative of the Faculty members of the Department and shall, at all times, be comprised of such persons as shall be determined from time to time by the Faculty members of the Department. The FAC may comprise, upon the vote of the Faculty, either the entire membership of the Faculty or a smaller group of Faculty members which reflects the composition of the Faculty and which represents the Faculty as a whole. NTT faculty may be included on the FAC by the vote of the Faculty. If the Faculty elects to include non-tenure track faculty as members of the FAC, these members shall not participate in personnel decisions regarding tenure-track Faculty members, including but not limited to, appointment, reappointment, tenure, promotion, merit, or sanctions. At the first Department meeting each fall semester the Faculty will elect the members of the FAC. Members elected will serve until the next election of the FAC. The FAC will communicate with the Departmental Faculty concerning matters on which it has been consulted through the timely distribution of minutes of its meetings and other appropriate means. A tenured senior Faculty member (Associate or Full professor) shall be elected from and by the FAC to serve as Department representative on the College Advisory Committee (CAC).

2. Department Curriculum Committee

The Curriculum Committee advises the Chairperson on all curricular actions and academic policies concerning the Department's programs and courses except for those responsibilities explicitly assigned elsewhere in the Department handbook. The Department Curriculum Committee is comprised of four (4) members, as appointed by the Department Chairperson in consultation with the FAC. The Department Chairperson serves as an ex-officio member. Every other year, at its first meeting of the academic year, the Committee will elect a Chair of the Committee for a two-year term. A faculty member and an alternate are elected in the Spring Semester of the Academic year prior to the year of service, by and from the Department Curriculum Committee, to represent the Department on the College Curriculum Committee. Also from the Department Curriculum Committee a representative to the Curriculum Committee of the College of Arts and Sciences and an alternate are elected. Minutes of each Department Curriculum Committee meeting are to be taken and distributed to the Faculty in a timely manner.

3. MA Committee

The MA Committee is responsible for all curricular actions and academic policies concerning the MA in Economics, except for those responsibilities explicitly assigned elsewhere in the Department handbook. The MA Committee is comprised of four (4) members of the Economics Department who are elected by the Department at the first Department meeting each fall semester, and one member of the Finance Department who is selected by the other members of the Committee. The Department Chairperson serves as an ex-officio non-voting member. At the first meeting of the Committee each academic year the Committee will elect one of its members Chair of the Committee. Minutes of each MA Committee meeting are to be taken and distributed to the Faculty in a timely manner.

4. Student Academic Complaint Committee

This Committee reviews and makes recommendations to the Department Chairperson regarding formal student academic complaints. The Committee is comprised of the FAC or a committee designated by the FAC and one (1) student. One (1) undergraduate student will sit on the Committee for complaints on undergraduate courses, and one (1) graduate student will sit on the committee for complaints on graduate courses. At the first Department meeting each fall semester the faculty members on the Student Academic Complaint Committee will be selected, and the Committee shall elect one of its members to serve as Chairperson of the Committee. The Chairperson of the Department will select the graduate and undergraduate students, in accordance with the provisions of the University Digest of Rules and Regulations. Members selected and the elected Chairperson of the Committee will serve until the next time a Committee is selected.

5. Other Committees

All other committees, variable in number and composition, are appointed by the Department Chairperson in consultation with the FAC.

D. College Committees

Currently, the Department of Economics has a representative on the following standing College Committees: the Undergraduate College Curriculum Committee, the Graduate Council, the College Advisory Committee (CAC), and associated subcommittees. The membership with full privileges of the graduate faculty of the Department by simple majority elect for two year terms one of their members, who, with the Chairperson, are the representatives for the Department on the Graduate Council. An alternate is also elected. The membership with full privileges of the graduate faculty of the Department by simple majority elect the nominee(s) to the Ad Hoc Graduate Faculty Committee each time that committee is formed. It is the responsibility of all these committee members to represent the Department in the respective committees, to keep the Department apprised of developments on these committees, and to consult with the Department when appropriate.

I.4 FACULTY RECRUITMENT AND APPOINTMENT

A. Tenure-track Faculty

1. Criteria for Appointment

The regular full-time academic ranks include instructor, assistant professor, associate professor, and professor. The Faculty Advisory Committee of the Department should be consulted by the Chair prior to determining the appropriate rank for a potential new faculty member. The following represent minimum qualifications for employment pertaining to each academic rank:

a. Instructor

To be appointed as an Instructor, a candidate must have at least a Master's degree in economics or the equivalent in an appropriate discipline.

b. Assistant/Associate/Professor

For appointment to the rank of Assistant Professor, a candidate must minimally possess a doctorate with specialties in the field(s) relating to the Departmental assignment and show promise of excellent teaching and research. In certain circumstances, a person still completing their dissertation may be appointed as a full-time temporary assistant professor, a non-tenure track term position.

For appointment to the ranks of Associate Professor and Professor, the candidate must possess a doctorate with specialties in the field(s) relating to the Departmental assignment and meet the criteria for each rank as specified in Section III.1 on Promotion in this Handbook.

In exceptional cases, an individual not having the required degree or not having the required degree in a field relating to the Departmental assignment, but who has outstanding experience in a field, may be considered for a faculty appointment.

2. Recruitment Process

The Department of Economics supports equal opportunity and affirmative action in its recruiting efforts. Full-time, regular Faculty positions are advertised nationally. A Department Search Committee shall be constituted by the Chairperson in consultation with the FAC. The Search Committee shall be chaired by the Department Chairperson or Chairperson's designee who may serve as a non-voting, ex-officio member. The Search Committee evaluates applicants for full-time Faculty positions, and then recommends candidates to the Department Chairperson for interviews. The Search Committee may conduct a series of screening interviews, usually at professional meetings. Following preliminary review of candidate files and screening interviews, the Search Committee will recommend several candidates to the Department Chairperson to be invited to visit the campus for in-depth interviews. When the interview process is complete, the Department Faculty votes on the acceptability of the candidates and on the rank- ordered preference of candidates found to be acceptable. This vote is advisory to the Department Chairperson who must ultimately recommend any appointment to the Dean of the College.

B. Full-time, Non-tenure Track Faculty

1. Criteria for Appointment

Normally, the requirements for appointment to any rank in this category are the same as for Tenure-track positions outlined in A-1 of this section. Preferably, NTT faculty will meet AACSB standards for SA, PA, SP or IP. The Faculty Advisory Committee of the Department should be consulted by the Chair prior to determining the appropriate rank for a potential new faculty member. In exceptional cases, an individual not having the required degree or not having the required degree in a field relating to the Departmental assignment, but who has outstanding experience in a field, may be considered for a faculty appointment.

In cases where a new candidate has been hired for a tenure-track position but has not completed and been awarded their doctoral degree at the time of the contract start date, the candidate may be appointed as temporary NTT faculty with the title of Lecturer in the instructional track until their degree has been conferred.

2. Recruitment Process

In recruiting for a full-time, non-tenure track faculty position, the Department Chairperson, in consultation with the Faculty Advisory Committee (FAC), shall institute such procedures and processes for recruitment as may be deemed appropriate, on a case-by-case basis.

C. Part-time, Non-tenure Track Faculty

It is the Department Chairperson's role and responsibility to recruit and select part-time Faculty. In the event of a vacancy to be filled by a temporary part-time appointment, the Department Chairperson seeks to meet the need by offering the position to a qualified person chosen from an established pool of applicants maintained for this purpose. Applications for part-time pool positions are solicited once each year through advertising as required by the University. Minimum qualification requires that the applicant hold the Master's degree in economics or equivalent in the discipline in which he/she is required to teach. Normally, for the initial employment of a part-time faculty member, the Faculty Advisory Committee (FAC) shall review candidates and make recommendations to the Chairperson prior to initial hiring and inclusion in the pool.

D. Regional Campus faculty

1. Tenure-track faculty

a. The Economics Department FAC will select a departmental representative to serve on the search committee at the regional campus. The advertisement(s) for the position will be approved by the department prior to being posted.

b. After the search committee reviews applicant files and selects those they wish to consider further, those applicant files which are to receive further consideration are sent to the Economics Department for approval/disapproval screening. Applicants not approved receive no further consideration.

c. As part of the interview schedule, candidates will be interviewed at the Kent Campus by members of the Economics department.

d. After the campus visits by all the candidates the Economics Department will report to the search committee which of the candidates are acceptable and which are unacceptable. The Economics Department may rank order acceptable candidates if they wish to. The Regional Campus Dean will confer with the Economics Department and the Department will approve rank in the Economics Department only for those candidates the Department finds acceptable.

2. *Non Tenure-track faculty*

For Non Tenure-track faculty searches steps a and b in the procedures for searches for Tenure-track faculty above will be followed.

II. TEACHING ASSIGNMENTS AND WORKLOAD, INCLUDING WORKLOAD EQUIVALENCIES AND RELATED PROCEDURES

II.1. COURSE ASSIGNMENTS AND TEACHING SCHEDULES

The Chairperson schedules courses, including mode of delivery (e.g. lecture, distance learning, internet based, etc.) and assigns faculty to teach the various courses based on program and student needs, conditions and restrictions of employment, faculty expertise, quality of instruction, satisfying College and University rules and minimizing class conflicts. Within these constraints, an attempt is made to satisfy reasonable faculty course and time preferences to the extent feasible. If and when required, faculty may also be assigned to teach classes offered during the evening and/or on weekends.

A. Teaching Loads

The policies in this section do not supersede the workload terms of individual employment contracts. Teaching loads are based on University policy. This policy states that the teaching load of a regular, full-time Faculty member shall be the equivalent of twenty-four (24) credit hours of teaching per academic year. The teaching load of a full-time non-tenure track faculty member shall be the equivalent of fifteen (15) credit hours of teaching per semester. Teaching load equivalencies (described below) may be granted for a variety of activities in addition to formal classroom instruction.

For each term of the regular academic year, each member of the Faculty shall receive a statement of their workload. This statement shall include the number of credit/workload hours to be devoted to instructional assignments and the number of hours within the Department's workload equivalency policy to be devoted to the discharge of responsibilities in the areas of research, special service and advising activities significantly above the level expected of all Faculty in the unit, services of an administrative nature, and such other applicable workload equivalents as may be specified in the unit's workload specification statement.

It is the Chairperson's responsibility, in consultation with the FAC and Departmental Faculty at large, to specify which kinds of activities shall be equivalent to formal classroom instruction, to inform all full-time faculty in the Department via the workload letter, and to provide reasonable equity in workloads among Faculty members. In the case of a dispute or request for special consideration, a Faculty member may request a review by the FAC which, following such review, will make a recommendation to the Chairperson.

Workload Equivalency Statement

Teaching load equivalencies are granted by the Department for a variety of activities that further the goals of the Department, College, and University. These workload equivalencies will be such that regular, full-time faculty who are active in research shall normally teach fifteen (15) credit hours per academic year. Newly hired tenure track assistant and/or associate professors shall normally carry a teaching load of twelve (12) credit hours per academic year for the duration of the probationary period.

Workload equivalencies will be based upon the following guidelines:

Research

This portion of the handbook addresses the annual allocation of workload equivalencies for research activity. It does not consider equivalencies for large section sizes, graduate teaching, administrative assignments, etc. The annual workload equivalencies for research may be given as 0, 3, 6, 9, 12 hours, etc, depending on the level of research productivity during the evaluation time frame. The normal equivalency is 9 hours assuming satisfactory performance as described below.

Decisions about workload equivalencies based on research productivity review the current partial calendar year and the prior three calendar years at the time of the evaluation. For example, if it is fall 2017, and the workload and schedule for the 18-19 AY are being prepared, the chair should look back three years to January 2014 for research activity. Using the point scale described in the table below based on the Journal Quality Index (see Appendix B) percentile for each publication, point values will be calculated for each faculty member. Presentations, textbooks, etc. do not count as research publications for workload equivalency (although in special situations, significant published research monographs, chapters in books etc., may also be considered for workload reduction with the Chair’s explicit approval). Published manuscripts as well as manuscripts with written acceptance letters are included.

Minimum JQI	Workload Release Points
99^{th} percentile	8
75^{th} percentile	4
Greater than zero	2
Zero	1

For successfully funded research grants, excluding summer teaching and research grants awarded by KSU, the following point scales may be used in the same manner as the journal list point scale to award workload credit for reallocation to the faculty. For example, an 8 point credit for grants is equivalent to an 8 point credit for research and publications. The same observation window that is used for journal articles, the current partial calendar year and the prior three calendar years at the time of evaluation, will also be used for grant receipt. A faculty member receiving a multi-year grant can use their discretion in determining when during the grant life to consider the grant as given for the purpose of workload reduction.

Amount	Workload Release Points
Grant $\geq$ \$200,000	8
\$100,000 $\leq$ Grant < \$200,000	4
\$50,000 $\leq$ Grant < \$100,000	3
\$25,000 $\leq$ Grant < \$50,000	2
\$5,000 $\leq$ Grant < \$25,000	1

Three points for research publications will be enough to justify 9 hours of workload equivalency for research. At most one publication with a JQI less than the 45th percentile can be used to meet this condition. Eight points for publications, not including any points for publications with a JQI less than the 45^{th} percentile, in the three year window will normally qualify for an additional three hour research workload equivalency (twelve hours total). For manuscripts published in journals not included in the Journal Quality Index list, faculty members may request departmental recommendation and the approval of the Chair to appropriately classify the journal for workload equivalency purposes.

When calculating workload for faculty who have taken university approved FMLA, medical, court, or Military leave, the criteria should be adjusted based on the time working over the covered period.

An advisory letter informing faculty of potential change in their workload equivalency for research is sent after three years of non-satisfactory research activity (i.e. less than three points as described above in the three year time period). This letter is sent in late fall when the schedule and workloads for the fall semester of the next academic year are being prepared. The letter will indicate that the workload equivalency for research will be reduced based on this inactivity. For example, if it is fall 2017, the workload and schedule for the 18-19 AY is being prepared. The chair should look back three years to January 2014 for research activity. If there are not at least three points for publication(s) or acceptance(s), then the faculty member will receive an advisory letter that he/she will need to have an appropriate number of publications of a certain quality to continue to receive a 9 hour workload equivalency. The following year, fall 2018, the workload for the 19-20 AY is being prepared. If the requirements above are still not met in the latest three year time period as detailed above, then the workload letter will have a reduced workload equivalency of 6 hours. If the faculty member still does not meet the requirements in the next 3 year period (Fall 2021), then the workload equivalency may be reduced again by 3 hours. If the requirement is still not met in the next three year period (Fall 2024) the workload equivalency for research may be reduced to zero. This policy will take into account research grants, published research by faculty as well as other special situations.

A Faculty member who wishes to appeal her/his faculty research workload equivalencies can use the normal workload appeal procedure discussed in section II.1.A.

Research Start-Up
Untenured assistant and/or associate professors in the tenure track will normally be granted twelve (12) hours of workload equivalency for research for the duration of the probationary period, in order to assist them in establishing an on-going research program, assuming evidence of activities necessary to build a prominent research record.

Graduate Teaching
Since the department expects a sustained level of scholarly activity of all faculty, it does not normally differentiate workload equivalencies awarded for graduate teaching. Normally, workload credit will not be assigned in this distinct category but it will be incorporated in the workload equivalencies granted for research. In some special cases, additional workload equivalencies may be granted to individuals who have taken on graduate teaching responsibilities above and beyond normal expectations.

Teaching
Workload equivalencies for teaching will normally be based upon the number of assigned credit hours of instruction. The department may choose to grant appropriate additional workload equivalencies for unusually large class sections. Normal teaching expectations include preparation of courses, syllabi, and examinations, advising students, and appropriate involvement with individual investigations, theses, and dissertations.

Teaching Development
From time to time, faculty may significantly revise an existing course and/or design a new course. Such curricular revision may include extensively revising a course for electronic delivery. While these activities will generally be included as part of the faculty member's teaching load, in special cases additional workload equivalencies may be granted to individuals who have taken on teaching development activities above and beyond normal expectations. Also, new faculty members who have been assigned an excessive number of course preparations may be granted appropriate additional workload equivalencies.

Off-Campus Teaching Assignments
Unless specified as an overload, off-campus teaching assignments will have a workload equivalency equal to the number of assigned credit hours of instruction. In some special cases, additional workload equivalencies may be granted to individuals who have taken on an off-campus teaching assignment above and beyond normal expectations.

Theses and Dissertations
Advising of undergraduate and graduate theses and dissertations is expected of faculty. Normally, workload credit will not be assigned in this distinct category but it will be incorporated in the workload equivalencies granted for research. In some special cases, additional workload equivalencies may be granted to individuals who have taken on thesis and dissertation responsibilities above and beyond normal expectations.

Externally-Funded Projects
Faculty who receive externally-funded grants for research and/or teaching projects will

be assigned workload equivalencies as funded in their grant.

Administrative Assignments
Workload equivalencies, if any, will be determined at the time the administrative assignment is made. Additional workload equivalencies will vary depending upon the nature of the administrative assignment.

MA Coordinator
The MA Coordinator will generally receive three hours of workload equivalency annually.

Undergraduate Coordinator
The Undergraduate Coordinator will generally receive three hours of workload equivalency annually.

Department/College/University Service
All TT faculty are expected to engage in department, college, and/or university service activities appropriate to their academic rank–i.e., more is expected of senior faculty than junior faculty. In some special cases, additional workload equivalencies may be granted to individuals who have taken on service responsibilities above and beyond normal expectations. For NTT faculty, additional workload equivalencies may be granted to individuals who have taken on significant service responsibilities.

Professional/Public/Other Service
From time to time, faculty may be engaged in significant professional, public, and/or other external service activities. In special cases where this service contributes to fulfilling the goals of the Department, College, and/or University, additional workload equivalencies may be granted to individuals who have taken on external service responsibilities above and beyond normal expectations.

Unless already pre-determined by existing University Policy, the Collective Bargaining Agreement, and/or previous Departmental action[s], all requests for additional workload equivalencies for activities above and beyond normal expectations will be reviewed by the FAC and approved by the Chair of the Department.

B. Summer/Intersession/Overload Teaching

The Department Chairperson will solicit requests for Summer teaching from all full-time Faculty members. Summer teaching cannot be guaranteed, but equity of distribution is sought in making summer appointments. Opportunities to teach in the summer will be offered first to tenure-track faculty, up to two courses, and then to continuing full-time non-tenure track faculty. The primary concern in making Summer appointments is the needs of the academic program. Secondarily, appointments depend upon the nature of the Summer budget, which may vary from year to year.

Intersession teaching opportunities for Departmental courses, as contained in the University catalogs, may be available with the prior approval of the Department Chairperson.

Opportunities to teach an overload assignment will be offered first to tenure-track faculty and then to continuing full-time non-tenure track faculty. The primary concerns in making overload assignments are the needs of the academic program.

C. EMBA/Special Credit/Non-credit Course Teaching

Faculty members are assigned by the Chairperson, in consultation with the Dean, or the Dean's designate, to teach on-campus/off-campus EMBA and Special Credit/Non-credit courses. The Chairperson of the Economics Department will approve assignment of instructors for all courses in areas of instruction normally taught by Economics faculty. Faculty teaching assignments must be consistent with program needs, faculty expertise, quality of instruction, and satisfaction of AACSB/College/University rules. Any such courses are above and beyond a faculty member's contractual workload and are optional to the faculty member. Normally such teaching results in extra compensation to a faculty member.

II.2 FACULTY ROLES AND RESPONSIBILITIES OF FACULTY

The Department expects every tenured and tenure track Faculty member to be engaged in research, teaching, and service activities. The Department is actively involved in graduate education at both the masters and doctoral levels. A sustained level of appropriate scholarship is expected of all graduate faculty. All Faculty members are expected to maintain the status of Scholarly Academic, Practice Academic, Scholarly Practitioner, or Instructional Practitioner for the purposes of AACSB accreditation.

High quality and current classroom teaching is expected of all faculty members (tenured and tenure track, non-tenure track, and other instructional faculty). Faculty members must prepare a syllabus for distribution at the beginning of each term in each course they are teaching. The syllabus should specify the material to be covered in the course, a statement of course objectives, assignments, number of examinations, the manner in which grades are to be determined, the instructor's office hours, the instructor's policy with respect to attendance and missed examinations, and other details relevant to the effective conduct of the class. A copy of the syllabus for each class must be given to the Department secretary.

All faculty members (tenured and tenure track, non-tenure track, and other instructional faculty), to be accessible to students, must maintain at least five office hours per week. Any exception requires prior approval of the Department Chairperson. Office hours must be posted on office doors and communicated to the Department office staff at the beginning of each semester. Faculty members are expected to schedule appointments with students outside of posted office hours for students who are unable to meet during the scheduled time.

Service to the Department, College, and University is expected of all faculty (tenured and tenure track, non-tenure track, and other instructional faculty). Service expectations will vary for tenured and tenure track faculty, non-tenure track faculty, and other instructional faculty. Such service may be performed by serving on Department, College, and University committees, advising students and student organizations, participating in student recruitment activities, and by performing such special tasks and administrative assignments as may be assigned by the Department Chairperson, the Dean, or other administrative officers of the University.

Service to the profession and professionally related public service undertaken outside the auspices of the University may also be credited toward meeting the service expectation, provided that such credit is arranged in advance with the Department Chairperson. Such service is especially appropriate for senior faculty and is strongly encouraged.

By the contractually specified deadline, each continuing tenured Faculty member is to prepare and submit an annual workload summary report. This report is to identify and update the faculty member's efforts, accomplishment, scholarly contributions, ongoing professional activities, service and interests during that academic year. These reports will become an ongoing record of each Faculty member's professional activities providing information related to grant activities, collaborative scholarship and teaching activities. The annual workload summary report submitted by the Faculty member shall be in the form of an annual updated curriculum vitae, a brief summary of the previous year's professional activities, and the course syllabi for each course or section of course taught by the Faculty member during that academic year. The Chair shall add to the report copies of the summaries of course evaluations for each course section taught during the academic year.

II.3 EVALUATION OF INSTRUCTION

All Faculty members are required to have their teaching evaluated. In accordance with University policy, all class sections must be evaluated by students using a procedure and teaching evaluation form provided by the Department, College, and University. Student evaluations may be supplemented by faculty peer evaluations. If peer evaluations are used, such evaluations shall be administered in a format approved by the FAC.

Probationary faculty should generally be observed teaching by a senior faculty member every other year (preferably in the 1st, 3rd, and 5th years). The senior faculty member will meet and provide feedback to the probationary faculty member and also provide a written evaluation of teaching for the candidate's file. It is preferable to have the probationary faculty observed by more than one senior faculty member during the probationary period, and the FAC determines who will do the observation.

For merit, reappointment, tenure, promotion, or any other occasion which requires an evaluation of teaching performance, the Department's permanent reserve archive file containing the teaching evaluations of all faculty shall be used. The existence of a reserve archive does not relieve faculty members of the obligation to maintain their own file, and the possibility of items being lost or missing from the Department archive does not constitute an excuse for a faculty member's failure to produce teaching evaluations when properly called upon to do so.

II.4 GRADUATE STUDENT ASSIGNMENTS

After consulting with the Faculty and FAC, the Chairperson assigns graduate assistants to regular full-time faculty members or to the Department. The exact allocation and assignment of the graduate assistants will be determined:

1. by the needs of the Department,
2. by the demonstration of or high expectation of research of the individual faculty member, and

3. by the programmatic needs of the graduate student.

III. REAPPOINTMENT, TENURE, AND PROMOTION CRITERIA AND THE CRITERIA AND POLICIES RELATING TO OTHER FACULTY PERSONNEL ACTIONS

III.1 REVIEW OF TENURE TRACK FACULTY

University policy regarding promotion and University policy regarding tenure, including means of initiating promotion and tenure and the procedures for both, are contained in the University Policy Register and in the Collective Bargaining Agreement. These policies are supplemented each academic year by a document sent to the Department from the Provost's office. Procedures and deadlines for promotion, tenure, and reappointment are detailed in these documents. Faculty who wish to request the probationary period be extended (also referred to as "tolling" a year or "stopping the tenure clock") should refer to the University Policy Register. Judgments based on sex, race, color, age, national origin, religion, disability, sexual orientation, or political activity or other legally protected categories are expressly forbidden.

A. Methods for Assessing a Candidate's File for Reappointment, Tenure, and Promotion

This section outlines the methods for assessing a candidate's file for reappointment, tenure, and promotion. This includes how to evaluate the quantity and the quality of research, how to evaluate teaching as defined by course design and course delivery, and how to evaluate service. This section only discusses the methods for assessment; the criteria for tenure, promotion, and reappointment are contained in sections B, C, and D.

1. Method for Assessing Research

In evaluating a candidate's research portfolio, both the quantity and quality of research is considered.

a. Assessing the Quality of Peer-Reviewed Journal Articles

Economics is a large, diverse discipline with hundreds of peer-reviewed journals. In order to apply a consistent standard in evaluating the quality of journals, the department uses a journal quality index (JQI) for peer-reviewed journals in business and economics that has been constructed based on factors such as external international rankings of journals and journal influence scores. The JQI is fairly comprehensive, with more than 3,000 Business and Economics journals included. The JQI is continuous on a scale from 0 to 10, but the distribution is skewed with more than thirty percent of journals having a score of zero. A JQI of 0 means the journal is peer-reviewed but is not ranked on international lists and has a low journal influence score. Given the skewed nature of the JQI score, reference is made to the percentile in the JQI distribution rather than the score. The index will be periodically updated and candidates have the option of using the JQI percentile at the time the paper was submitted or the JQI percentile at the time the file is evaluated if the JQI percentile has changed. If a faculty member publishes in a journal that is not on the JQI list, the faculty member should provide documentation on the journal quality. The method used to calculate the JQI is described in Appendix B.

In evaluating research, the department considers the four broad tiers of research outlined below. These four tiers are meant as guides, with the recognition that journal quality is a continuous measure and there will be variation within tiers. In addition, the external reviewer's evaluation of the quality of the research and other indications of quality (such as particularly high citations for an article, best paper awards, etc.) are important factors in assessing the quality of published articles independently of the specific journal the article is published in.

<u>Tier 1: Highest Influence Journals</u>
Tier 1 research is indicated by publication in journals that have the highest level of influence on the discipline. This category includes the highest impact general interest journals and the top broad field journals. Examples, with their JQI percentile at the time of the handbook revision in 2020 in parenthesis, include American Economic Review (100%), the American Economic Journal: Applied Economics (98%), Economic Journal (98%), Journal of Monetary Economics (98%), Journal of Labor Economics (100%), Journal of Applied Econometrics (95%), Journal of Public Economics (96%), Journal of International Economics (98%), Rand Journal of Economics (96%), and Journal of Urban Economics (95%). Journals in Tier 1 have a JQI in the top 5% of all journals on the JQI list.

<u>Tier 2: High Influence Journals</u>
Tier 2 research is indicated by publication in journals that have a high level of influence on the discipline. This category includes secondary general interest journals, well-read field journals, and top journals with a focus on more narrowly defined subfields. Examples include Oxford Economic Papers (83%), Southern Economic Journal (80%), Economica (92%), Journal of Regional Science (86%), Journal of Economic Behavior and Organization (91%), Economics of Education Review (92%), and Economic Development Quarterly (79%). Journals in Tier 2 have a JQI in the 75th to 94th percentile of all journals on the JQI list.

<u>Tier 3: Journals with Influence</u>
Tier 3 research is indicated by publication in externally validated journals that have an influence on the discipline but are more limited in readership. This category includes lower-level general and field journals. Examples include Eastern Economic Journal (55%), Journal of Applied Economics (55%), Journal of Economics (64%), Quarterly Review of Economics and Finance (66%), Education Economics (57%), Review of Development Economics (55%), Public Finance Review (43%), and Journal of Macroeconomics (73%). Journals in Tier 3 are externally validated by international journal rankings, influence factors, and peer institutions such that they have a positive JQI but are outside of the top quartile of all journals on the JQI list.

<u>Tier 4: Peer Reviewed Journals With Limited External Validation of Influence</u>
Tier 4 research is indicated by publication in peer reviewed journals that have a limited external validation of their influence on the field. Examples include Indian Journal of

Economics, Northern Economic Review, Ethics and Economics, Business and Economics Research Journal, and Journal of Forensic Economics. These journals have a JQI of zero indicating that they are not ranked on international lists, are not targeted by peer institutions, and have a low journal influence score. More than 30 percent of all journals in business and economics fall into the category of Tier 4. Research in Tier 4 will be considered for candidates at the regional campuses but will receive no weight for candidates at the Kent campus.

b. Assessing the Quantity of Peer-Reviewed Journal Articles

The department generally expects a publication record at the Kent campus that averages about one publication per year of the probationary period and an average at the regional campuses of about two publications every three years. However, given the length of time required to establish a research agenda and the long lag time in publication, it is not unusual in Economics to have most of the publications come near the end of the probationary period.

The department recognizes there may be a tradeoff between the quantity of publications and the quality of publications. As reflected in the criteria outlined in sections B-D, a lower quantity of higher-quality publications is valued and a higher quantity of lower-quality publications is valued provided these publications meet the quality threshold within the criteria.

The Department values jointly authored scholarship as well as individually authored scholarship; there is no requirement for sole-authored scholarship. While in some disciplines the order authors are listed is important, in Economics the order of authors is generally alphabetical; not being the "first author" does not imply a lesser role in the authorship of the paper unless explicitly stated. The candidate's file should include an indication of their relative contribution to each co-authored paper.

c. Other Factors Assessed in Evaluating the Research Portfolio

While emphasis is placed on peer reviewed journal articles, the successful funding of external grants, published books, published book chapters, and prestigious invited research presentations are also valued as part of the research portfolio of a candidate. In evaluating the quality of research grants, both the dollar amount of the grant and the selectivity of the funding agency will be considered. Finally, as noted in the section on assessing the quality of peer-reviewed research, the external reviewers' evaluations of the importance and quality of the research are used in evaluating the totality of the research portfolio. While the criteria in sections B, C, and D focus on peer-reviewed journal articles, a strong record in grants, books, book chapters, presentations, or exceptionally strong external letters may cause a research portfolio to be rated higher; similarly, external letters that indicate the record is not as strong as the criteria below would suggest may cause a research portfolio to be rated lower.

2. Methods for Assessing Teaching

In evaluating a candidate's teaching portfolio, both course design and course delivery are considered. Greater emphasis is placed on teaching near the tenure decision than earlier teaching.

a. Assessing the Quality of Course Design

Course design focuses on the structure of the course, assessments, and content. The quality of the course design will be assessed based on the peer teaching reviews, quantitative and qualitative results in student surveys, course materials such as syllabi, exams, and assignments, and the faculty narrative about teaching.

i) Effective Course Design
A faculty member will have an effective course design if the course is designed in a manner that provides the student knowledge and skills required for basic application of the course content. Examples of this include a course that is organized, covers the appropriate content, maintains currency, and has appropriate assessments. It is expected that all courses will meet the standard of effective course design. Major design issues raised in earlier evaluations are expected to be addressed and improved upon.

ii) Exemplar Course Design
Exemplar course design exceeds the effective standard with courses that have intentional planning designed to help students achieve significant learning. While the nature of an exemplar course design may vary depending on the class enrollment, subject content, and program, examples of this may include a variety of assessment tools specifically suited for the course, the integration of material from a variety of sources, design features that facilitate advanced application of the course content, etc. The faculty member must articulate in the narrative on teaching the intentional planning that went into the course design.

b. Assessing the Quality of Course Delivery

Course delivery focuses on the act of teaching, including what happens in front of the classroom and other student interactions. For fully on-line courses, it includes the communication of material in any multimedia materials included in the course and interactions with students throughout the course. The quality of course delivery will be assessed based on peer teaching reviews and quantitative and qualitative results in student surveys.

i) Effective Course Delivery
A faculty member will have effective course delivery if they are able to convey course content that provides the students knowledge and skills required for basic application of the course content. For example, this includes being understandable, clear, organized, and respectful. Effective course delivery should be demonstrated by peer reviews and student evaluations that demonstrate effective communication of course material. Major delivery issues raised in earlier evaluations are expected to be addressed and improved upon.

ii) Exemplar Course Delivery
Exemplar course delivery exceeds the effective standard with delivery that helps students achieve significant learning. Exemplar course delivery should be demonstrated by peer

reviews and student evaluations that demonstrate exceptional communication of course material.

c. Other Factors Assessed in Evaluating the Teaching Portfolio

Although emphasis is put on the quality of course design and course delivery, other instructional factors such as the number of different courses taught, types of courses taught, serving on dissertations or thesis committees, research with students, independent studies supervised, and advising of students are also valued as part of the teaching portfolio of a candidate. Similarly, published research on teaching, participation in teaching conferences, and professional development in teaching are valued as part of the teaching portfolio of a candidate. While the criteria in sections B, C, and D focus on quality of course design and delivery, a strong record in these other factors may cause a teaching portfolio to be rated higher. However, it is not necessary to have any of these other factors in order to meet the criteria below.

3. Methods for Assessing Service

In assessing a faculty member's service record, service to the department, college, campus, university, community, and profession will be considered. Both the quantity of service and the quality of service are important.

B. Criteria for Tenure

The granting of tenure is a decision that plays a crucial role in determining the quality of university faculty and the national and international status of the university. Essentially, those faculty members involved in making a tenure decision are asking the question: "Is this candidate likely to continue and sustain, in the long term, a program of high quality scholarship, teaching, and service relevant to the mission of the academic unit and the mission of the university?" The awarding of tenure must be based on convincing documented evidence that the faculty member has achieved a significant body of scholarship, excellence as a teacher, and has provided effective service. The candidate must also be expected to continue and sustain, over the long term, a program of high quality scholarship, teaching, and service relevant to the mission of the candidate's academic unit(s) and to the mission of the university.

The mutually supportive, complementary, and often overlapping areas that need to be considered include research that advances knowledge in economics and/or related disciplines; the act of teaching as well as the planning and examination of pedagogical procedures; and service activities not necessarily tied to one's special field of knowledge which make significant positive contributions to the advancement of the educational, scholarly and governance goals and missions of the University, College, Campus, Department, and profession. For purposes of tenure the Department places as much importance on research as it does on teaching at the Kent campus. At the regional campuses, teaching receives more weight than research. At all campuses, although service receives substantially less weight than research and teaching, it is expected that all faculty contribute positively in this area. The service component includes the general value of the faculty member to the department; all faculty are expected to positively contribute to the functioning of the department.

To be eligible for tenure, the Department requires that a candidate either i) shows a balanced portfolio of excellence across the three areas of research, teaching, and service or ii) is truly exceptional in one area and very good in the others. These two criteria are described in greater detail below and summarized in Table 1. In addition to meeting one of these two criteria, a successful candidate must demonstrate a scholarly record including research and professional development activities consistent with maintaining AACSB qualifications as Scholarly Academic (SA) or Practicing Academic (PA). In evaluating a candidate for tenure, there is an important judgment component; these criteria are meant to guide the reviewer but not replace the judgment of those reviewing the file.

i. Balanced Portfolio of Excellence

A candidate will successfully meet the criteria for tenure if they have an excellent record in all three categories: research, teaching, and service. Refer to section A, methods for evaluating files, for explanations of the journal tiers and descriptions of effective/exemplar course delivery and design.

For candidates at the Kent campus, an excellent record in research would typically be an average of about one publication per year of peer-reviewed journal articles that are generally in the Tier 2 range. A portfolio that includes a lower quantity of peer-reviewed journal articles but with a higher quality (a portfolio of Tier 1 and Tier 2 publications) may also be consistent with an excellent record.

For candidates at the regional campuses, the campus handbook will indicate the relative weight given to research. If a campus handbook has 50% weight on research, then an excellent record in research would typically be an average of about one publication per year of peer-reviewed journal articles that are generally in the Tier 3 range. The expected quantity of publications will be scaled down if the campus puts less weight on research; for example, if a campus weighs research 20% then publication expectation will be an average of $2/5^{th}$ of a publication per year. If the regional campus handbook does not provide a numeric weight to teaching and research, then department expectations consistent with the guidance in the campus handbook should be given through the reappointment process. A portfolio that includes a lower quantity of peer-reviewed journal articles but with a higher quality (a portfolio of Tier 2 and Tier 3 publications) may also be consistent with an excellent record.

For candidates at all campuses, excellence in teaching would be either i) effective course design and exemplar course delivery or ii) exemplar course design and effective course delivery.

An excellent record in service includes a demonstrated record of significant service primarily at the unit level (department for Kent campus and campus for regional campuses) and significant value to the functioning of the department. Service at the college/campus or university level can strengthen the service record but is not required. Service to the profession and community can strengthen the service record but is not a substitute for service at the department, college/campus, and university level.

ii. Exceptional Record in One Area and Very Good Record in the Others

A candidate who does not meet the criteria of a balanced portfolio of excellence may still successfully stand for tenure if they are truly exceptional in one area. A candidate at the Kent campus will successfully meet the criteria for tenure with an exceptional record in either teaching or research and at least a very good record in the other two areas. A candidate at the regional campuses will successfully meet the criteria for tenure with an exceptional record in teaching and at least a very good record in research and service.

For candidates at the Kent campus, an exceptional record in research would typically be an average of about one publication per year with a portfolio of peer-reviewed journal articles that are generally in the Tier 1 and Tier 2 categories. A portfolio that includes a higher quantity of peer-reviewed journals generally in Tier 2 may also meet the criteria for exceptional.

For candidates at all campuses, an exceptional record in teaching would be exemplar in both course design and course delivery.

For candidates at the Kent campus, a very good record in research may include lower than the average one per year quantity of generally Tier 2 publications or an average quantity of publications that are a mix of Tier 2 and Tier 3.

For candidates at the regional campuses, the campus handbook will indicate the relative weight given to research. If a campus handbook has 50% weight on research, then a very good record in research may include lower than the average one per year quantity of generally Tier 3 publications or an average quantity of publications that are a mix of Tier 3 and Tier 4. The expected quantity of publications will be scaled down if the campus puts less than 50% weight on research as noted in the section above for balanced portfolio of excellence.

A very good record in service includes demonstration of sustained service primarily at the unit level (department for Kent campus and campus for regional campuses) and a positive value to the functioning of the department. Service at the college/campus or university level can strengthen the service record but is not required. Service to the profession and community can strengthen the service record but is not a substitute for service at the department, college, and university level.

Table 1: Summary of Criteria for Tenure by Category

	Research at Kent Campus[1]	Research at Regional Campus if Campus Handbook Gives 50% Weight to Research[1,2]	Teaching	Service
Very Good	Average less than one publication per year, generally Tier 2 Or Average about 1 publication per year, mix of Tier 2/Tier 3	Average less than one publication per year, generally Tier 3 Or Average about 1 publication per year, mix of Tier 3/Tier 4	Effective design and effective delivery	Sustained service and positive value to the functioning of the department
Excellent	Average about 1 publication per year, generally Tier 2 or Average less than one publication per year, mix of Tier 1/Tier 2	Average about 1 publication per year, generally Tier 3 or Average less than one publication per year, mix of Tier 2/Tier 3	Exemplar design and effective delivery or Exemplar delivery and effective design	Significant service and significant value added to the functioning of the department
Exceptional	Average about 1 publication per year, mix of Tier 1/Tier 2 Or Average more than 1 publication per year, generally Tier 2		Exemplar design and exemplar delivery	

[1]While the research criteria in the table above focus on peer-reviewed journal articles, a strong record in grants, books, book chapters, presentations, or exceptionally strong external letters may cause a research portfolio to be rated higher; similarly, external letters that indicate the record is not as strong as the criteria below would suggest may cause a research portfolio to be rated lower. (See p. 21, section c for more details.)

[2]For the regional campuses the expected quantity of publications will be scaled down if the campus handbook puts less than 50% weight on research; for example, if a campus weighs research 20% then the publication expectation will be an average of 2/5th of a publication per year. (See p. 24, section i for more details.)

C. Promotion

Promotion shall be viewed as a recognition of a faculty member having contributed sustained and distinguished service to the University, College, Campus and the Department.

Recommendations for promotion shall be based upon two major classes of criteria. The first, "academic credentials and university experience," describes the normal minimums of credentials and time-in-rank necessary for promotion consideration. The department follows the academic credentials and university experience requirements that are in the Policy Register. The second, "academic performance and service," refers to the record of actual performance and the accomplishments by the faculty member in academic and service areas. The mutually supportive, complementary, and often overlapping areas that need to be considered include research that advances knowledge in economics and/or related disciplines; the act of teaching as well as the planning and examination of pedagogical procedures; and service activities not necessarily tied to one's special field of knowledge which make significant positive contributions to the advancement of the educational, scholarly and governance goals and missions of the University, College, Campus, Department, and profession. For purposes of promotion the Department places as much importance on research as it does on teaching. In addition, the quality, as well as the quantity, of one's scholarship is an important consideration for promotion. While service receives substantially less weight than research and teaching, it is expected that all faculty contribute positively in this area. The service component includes the general value of the faculty member to the department; all faculty are expected to positively contribute to the functioning of the department. These criteria are explained in greater detail in sections 1 and 2 below and summarized in Table 2.

1. Criteria for Promotion to Associate Professor

The Department follows the Promotion procedures as outlined in the University Policy Register and the Collective Bargaining Agreement. To be recommended for Promotion to Associate Professor, candidates must meet the criteria for tenure outlined in section A.

2. Criteria for Promotion to Professor

To be recommended for Promotion to Professor, the Department requires that a candidate either i) shows a balanced portfolio of excellence across the three areas of research, teaching, and service <u>or</u> ii) is truly exceptional in research and at least very good in teaching and service. Only performance since the faculty member's promotion to Associate Professor will be considered when evaluating promotion to Professor.

For promotion to Professor, the criteria for exceptional, excellence, and very good in teaching are the same as the criteria outlined in section B on tenure.

For promotion to Professor, a very good record in service includes a demonstrated record of significant service to the department and positive value to the functioning of the department. An excellent record in service includes a demonstrated record of significant service to the department and college or University or profession and significant value to the functioning of the department. An exceptional record in service includes a demonstrated record of substantial service to the department, college, and University or profession and substantial value to the functioning of the department. Service to the community can strengthen the service record but is not a substitute for service at the department, college/campus, and university level.

For promotion to Professor, an excellent record in research at the Kent campus would typically be a portfolio consisting of a minimum of five peer-reviewed journal articles that are generally in the Tier 1 and Tier 2 categories. A portfolio that includes a higher quantity of peer-reviewed articles generally in Tier 2 journals or a lower quantity of articles generally in Tier 1 journals may also meet the criteria for excellence in research.

For promotion to Professor, an excellent record in research at the regional campuses would typically be a portfolio consisting of a minimum of four peer-reviewed journal articles that are generally in the Tier 2 and Tier 3 categories. A portfolio that includes a higher quantity of peer-reviewed articles generally in Tier 3 journals or a lower quantity of articles generally in Tier 2 or higher journals may also meet the criteria for excellence in research.

For promotion to Professor, an exceptional record in research at the Kent campus would typically be a portfolio consisting of a minimum of eight peer-reviewed journal articles that are generally in the Tier 1 and Tier 2 categories. A portfolio that includes a higher quantity of peer-reviewed articles generally in Tier 2 journals or a lower quantity of articles generally in Tier 1 journals may also meet the criteria for exceptional in research.

For promotion to Professor, an exceptional record in research at the regional campuses would typically be a portfolio consisting of a minimum of five peer-reviewed journal articles that are generally in the Tier 2 category. A portfolio that includes a higher quantity of peer-reviewed articles generally in Tier 2 and Tier 3 journals or a portfolio of a lower quantity of articles generally in Tier 1 and Tier 2 journals may also meet the criteria for excellence in research.

Table 2: Summary of Criteria for Promotion to Professor by Category

	Research at Kent Campus	Research at Regional Campus	Teaching	Service
Very Good			Effective design and effective delivery	Sustained service and positive value to the functioning of the department
Excellent	Minimum of five publications, generally Tier 1 and Tier 2 or Higher quantity of publications, generally Tier 2 or Lower quantity of publications, generally Tier 1	Minimum of four publications, generally Tier 2 and Tier 3 or Higher quantity of publications, generally Tier 3 or Lower quantity of publications, generally Tier 2	Exemplar design and effective delivery Or Exemplar delivery and effective design	Significant service and significant value added to the functioning of the department
Exceptional	Minimum of eight publications, generally Tier 1 and Tier 2 or Higher quantity of publications, generally Tier 2 or Lower quantity of publications, generally Tier 1	Minimum of five publications, generally Tier 2 or Higher quantity of publications, generally Tier 2 and Tier 3 or Lower quantity of publications, generally in Tier 1 and Tier 2	Exemplar design and exemplar delivery	Substantial service to the department, college, and University or profession and substantial value added to the functioning of the department

NOTE: While the research criteria in the table above focus on peer-reviewed journal articles, a strong record in grants, books, book chapters, presentations, or exceptionally strong external letters may cause a research portfolio to be rated higher; similarly, external letters that indicate the record is not as strong as the criteria below would suggest may cause a research portfolio to be rated lower. (See p. 21, section c for more details.)

D. Early Tenure or Promotion

Recognizing that the ability to accurately judge the research, teaching, and service contributions and potential of an individual increases over time, the department has a higher standard for individuals who stand for tenure or promotion earlier than the normal stated time in the tenure and promotion policy. This higher standard reduces the level of uncertainty that the individual would have, indeed, maintained the teaching, research, and service record required to successfully stand for tenure or promotion at the normal time. If a candidate has extended their probationary policy under the University's tolling policy, the early tenure and promotion criteria only applies if the tenure and promotion is earlier than the normal stated time would have been had there been no tolling.

The criteria for early tenure and for early promotion to Associate Professor at the Kent campus is that the candidate must be "Exceptional" in either teaching or research and "Excellent" in the remaining two categories. The criteria for early tenure and for early promotion to Associate Professor at the regional campuses is that the candidate must be "Exceptional" in teaching and "Excellent" in research and service.

The criteria for early promotion to Professor is that the candidate must be exceptional in two of the three categories (research, teaching, and service) and "Excellent" in the remaining category.

E. Reappointment

Reappointment of probationary Faculty is contingent upon documented, continued and consistent evidence of professional growth and proficiency in research, teaching, and service. Annual evaluations in these areas are similar to those for Promotion and Tenure, accompanied each year at the appropriate time by a letter of evaluation and assessment from the Departmental Chairperson to the reappointment candidate. To be recommended for reappointment, candidates must demonstrate that they are making progress towards meeting the criteria for Tenure and promotion to Associate Professor.

III.2 REVIEW OF NTT AND PART-TIME FACULTY

A. NTT faculty

Reappointment of NTT faculty is based on departmental programmatic and instructional staffing needs, fiscal and budgetary constraints affecting staffing, and satisfaction with fulfillment of duties and responsibilities of employment for the preceding term(s) of employment in an instructional capacity.

Reappointment of NTT faculty is contingent upon documented, continued and consistent evidence of professional growth and proficiency in teaching and service. NTT faculty members will be reviewed at the end of their first year and at other times as deemed appropriate by the Economics Department and in accordance with the NTT Collective Bargaining Agreement (NTT-CBA). The collective bargaining agreement for NTT faculty states that "A member of the bargaining unit who has received appointment for three consecutive academic years shall be subject to full performance review during the third year of appointment before a fourth annual appointment can be anticipated or authorized."
This review is intended to assess (1) whether teaching performance is acceptable and (2) whether the faculty member has stayed active in their field, either professionally or academically. Relevant materials will be collected for this purpose (see section VII.C.), and the FAC will make a recommendation to the Chairperson. The Chairperson will write a letter of evaluation and

assessment and make a recommendation to the Dean.

B. Part-time faculty

Part-time faculty members teaching economics courses at the Kent and regional campuses will be reviewed at the end of their first year and at least every three years thereafter. This review is intended to assess (1) whether teaching performance is acceptable and (2) whether the faculty member has stayed active in their field, either professionally or academically. Relevant materials will be collected for this purpose (see section VII.C.), and the FAC will make a recommendation to the Chairperson. The Chairperson will write a letter of evaluation and assessment to the part-time faculty member. In the case of regional campus part-time faculty, a copy of the chairperson's letter will be sent to the College dean, the Regional Campus dean, and the Ambassador Crawford College's Associate Dean for Administration.

C. Review file contents

A file containing the following will be submitted for the review:

1. An up-to-date c.v. or resume

2. A self-evaluation providing an assessment of the candidate's teaching during the period under review, as well as the candidate's performance of other responsibilities;

3. Teaching

a. Copies of student evaluation forms, including student comments.

b. Supportive data:

i. List of courses taught

ii. Representative course syllabi

iii. Representative course examinations

c. Copies of published research and/or other evidence of the scholarship of teaching

d. Other evidence of teaching effectiveness, including teaching portfolio, statement of philosophy, etc.

4. Research

a. Copies of published and/or forthcoming research

b. Other evidence of scholarship

D.   Promotion Reviews

NTT faculty members may be reviewed for promotion in rank, in accordance with the NTT Collective Bargaining Agreement. The criteria for promotion are stated in the agreement.

III.3 OTHER PERSONNEL ACTIONS

A. Authorization of Absence

College and University policies govern all absences by faculty members. It is understood that a faculty member will meet classes at the time scheduled unless some satisfactory alternative arrangement has been authorized. Faculty members who will be absent from campus for professional or personal reasons must file, in the Department, the Faculty Absence Authorization Form; except under unusual circumstances, the authorization form should be submitted in advance of travel.

l. Sick Leave--

The University provides paid sick leave for faculty members. (See UPR 6-11). Faculty members meeting the conditions for sick leave and unable to meet their classes shall notify the Chairperson so that arrangements for their classes can be made and records can be updated. A formal request for utilization of sick leave (Form PS-2566 A) will be prepared by the faculty member and submitted to the Chairperson as soon as possible.

2. Pregnancy Leave--

The Department follows the University policy regarding pregnancy leave as detailed in UPR 6-11.

3. Travel--

The Department encourages faculty participation in regional, national, and international conferences and other outside professional activities. Faculty members must file, with the Chairperson, a Faculty Absence Authorization/Expenditure Estimate form well in advance of the activity. Arrangements for any classes to be missed must have the approval of the Chairperson. Faculty desiring reimbursement must complete the Chrome River Travel Expense Approval Workflow (or whatever system is in place should the University change venders). Within the limits set by the availability of Departmental travel funds, the amount of reimbursement for incurred professional expenses is determined at the discretion of the Chairperson and by the travel regulations of the University and College. Faculty members are strongly encouraged to seek travel funds from outside the Department. (See UPR 7-02.8).

B. Leaves of Absence/Faculty Professional Improvement Leaves

Requests for leave are subject to approval by the Chairperson, the Dean of the College and the Provost. (See UPR 6-11 and 6-12).

1. Research Leave--

Special research leaves may be authorized by the University. (See UPR 6-11.8).

2. *Leaves of Absence Without Pay*--

Faculty members may request a leave of absence for a legitimate professional or personal reason. Such leaves may vary from one semester to one year in length. Leaves of absence involve no compensation from the University. Requests for leaves of absence for the next academic year shall be filed not later than the first of March. Requests for leaves which are proposed to begin during the second semester should be filed at the beginning of the fall semester. Time spent on leave other than a scholarly leave of absence is not considered as part of the probationary period for tenure. In a request for a leave of absence without pay a faculty member must state the reason for the leave, and indicate whether the leave of absence being requested is scholarly or not.

The FAC will review requests for leaves of absence without pay, and make a recommendation to the Chair. The Chair must give in writing to the Dean reasons for recommending an individual's request for leave without pay. (See UPR 6-11.9 for details concerning a leave of absence without pay).

3. *Faculty Professional Improvement Leave*--

Faculty Professional Improvement Leaves are available to qualified Faculty when authorized by the University. Faculty taking such a leave receive all or part of their salary (depending on the length of the leave) and full benefits. Taking a Faculty Professional Improvement Leave creates an obligation to return to the University and teach for a period specified by University policy. Since the purpose of a Faculty Professional Improvement Leave is to allow Faculty to improve professional knowledge and skills, faculty requesting such a leave are expected to submit a detailed proposal indicating how this is to be accomplished, and a report following conclusion of the leave. (See UPR 6-12 and 6-12.101).

C. Graduate Faculty Status

The Administrative Policy regarding Graduate Faculty membership is outlined and contained in the University Policy Register (UPR) 6-15.1. The policy outlines the general criteria for graduate faculty membership and the duties and privileges of graduate faculty membership, and the policy includes a provision that the department handbook defines required scholarship. The following are the departmental criteria that will be used to evaluate graduate faculty membership in addition to the general criteria from the policy; for faculty who have taken university approved FMLA, medical, court, or Military leave, the criteria should be adjusted based on the time working over the covered period:

1. *Full Membership on Graduate Faculty*

A minimum of three peer-reviewed publications in the last five years in journals that are Tier 3 or higher on the JQI with at least one of the publications in Tier 1 or Tier 2; OR two publications in journals that are Tier 1 or Tier 2 on the JQI.

2. *Associate Membership on Graduate Faculty*

Within five years of completing a Ph.D.; OR held Full Membership on Graduate Faculty in the previous period; OR evidence of active research and/or professional development activities generally consistent with maintaining AACSB qualifications for graduate teaching.

3. *Temporary Membership on Graduate Faculty*

Evidence of the ability to teach effectively at the graduate level and research and/or professional development activities generally consistent with maintaining AACSB qualifications for graduate teaching.

IV. CRITERIA, PERFORMANCE EXPECTATIONS, AND ACADEMIC UNIT PROCEDURES RELATING TO FACULTY MERIT AWARDS

Salary adjustments for full-time, tenure track and non-tenure track faculty are negotiated by the University and AAUP-KSU. Such adjustments may be specified as across-the-board percentages, fixed amounts, and/or adjustments based upon merit performance or other factors identified in the Collective Bargaining Agreement. When available, Faculty Merit Awards are based upon University guidelines, and criteria and procedures established by the department. Currently, such guidelines specify that Faculty Merit Awards will be in three broadly-defined categories: 1) Teaching, 2)Service and 3) Research. The weights given to each are 40 percent for teaching, 20 percent for service, and 40 percent for research. In considering teaching, the Department will consider the quantity and quality of a) courses taught, b) involvement with dissertations/MA theses/honors theses/independent studies, c) teaching awards/honors, d) teaching grants, e) instructional innovations/teaching development activities/significant curricular revisions, f) published scholarship of teaching, g) presentations, h) academic advising of students, i) efforts in support of student recruitment and retention, and j) other. In considering service, the Department will consider the quantity and quality of a) service on committees, b) professional/public service, and c) other. Likewise, research will include the quantity and quality of a) research published or accepted for publication, b) research grants, c) presentations, d) research awards/honors, e) work in progress, and f) other. For faculty who have taken university approved FMLA, medical, court, or Military leave, consideration will be given for the time working over the covered period.

Each time there are Faculty Merit Awards, existing Faculty Merit Award criteria and Department procedures are to be reviewed and modified, if desirable, by the FAC, subject to the approval of the Chair. The Chair is to distribute all relevant material to all regular full-time continuing tenure-track Faculty. Faculty are to submit materials by the announced date for review, evaluation, and assessment of achievement using the Faculty Merit Awards submission form of the Department. The latest submission form developed by the Department is appended to this Handbook as Appendix A. Using the total dollar figure of funds available in each Faculty Merit Awards category, individual FAC members are to review, evaluate, and make recommendation as to the appropriate Faculty Merit Award for all eligible faculty members who have applied, excepting themselves, to the Chair. The Chair will provide summary statistics of these recommendations to all regular full-time continuing tenure-track Faculty.

If a faculty member requests a special salary adjustment, as specified in Article XII, Section 2 of the CBA, the request must be presented to the Dean in writing with a copy to the Chair. These requests shall be reviewed by the FAC, which will make a recommendation to the Chair. The Chair then makes a recommendation to the Dean. If a faculty member receives an external salary offer, potential counter offers may be considered by the FAC. The FAC would make a recommendation to the Chair, who would then make a recommendation to the Dean.

V. OTHER ACADEMIC UNIT GUIDELINES

V.1 GRIEVANCE PROCEDURES

A. Student Grievance Procedures

Student Academic Complaints shall be initiated and addressed in accordance with the procedures outlined in UPR 4-02.3, Administrative policy and procedure for student academic complaints (which is also published in the Digest of Rules and Regulations).

B. Faculty Grievance Procedures

Faculty have the option of addressing their complaints directly with the appropriate University officials. A faculty grievance is a claim based upon an event or condition that affects the terms and conditions of employment stated in and governed by the Collective Bargaining Agreement between Kent State University and the Kent State Chapter of the American Association of University Professors. The CBA describes the procedures to be followed for a formal grievance. Prior to contacting the Association about initiating a formal grievance, a faculty member should make a reasonable effort to meet with the departmental chairperson in order to resolve the grievance in an informal manner.

V.2 CURRICULAR POLICIES AND PROCEDURES

All economics courses taught under the auspices of Kent State University, including electronically purveyed courses, are subject to review and approval by the Department. Proposals for curriculum changes and/or changes in mode of delivery (e.g. distance learning, internet based, etc.) must be submitted, in writing, to the Department Curriculum Committee. The Curriculum Committee shall make a recommendation to the FAC who then makes a recommendation to the Department Chairperson. Throughout this process there should be appropriate consultation with the Department Faculty. Minutes of all Curriculum Committee meetings will be distributed to the entire Department faculty in a timely manner.

V.3 PROFESSIONAL ETHICS AND RESPONSIBILITIES

Faculty in the Department of Economics are bound by the provisions and procedures of the

Faculty Code of Ethics contained in the University Policy Register (UPR).

A. Conflict of Interest

Because employment of a faculty member at Kent State University is a trust conferred by public authority for a public purpose, a faculty member is forbidden from placing himself or herself in a position in which private interest conflicts with public duty. No faculty member should receive special treatment or favors from other University employees or persons who do business with the University. No personal advantage, pecuniary or otherwise, should be gained from such employment without prior written approval. (See UPR 6-23).

B. Consulting

Faculty members may engage in consulting activities for remuneration in addition to their employment responsibilities at the University. However, such outside consulting activities must be scheduled and limited so that they do not interfere with a faculty member's teaching, research, and service duties at the University. Prior to accepting continuing remunerative employment, each member of the faculty shall seek and obtain approval from the Chairperson, the Dean, and the Provost or designee. (See UPR-6-24).

V.4 SEXUAL HARASSMENT

The Department does not condone sexual harassment of any kind. The Department supports the Equal Employment Opportunity Commission's Sexual Harassment Guidelines and the Kent State University policy on Sexual Harassment.

V.5 PROCEDURES FOR REVIEW AND REVISION OF THE HANDBOOK

The Departmental handbook shall be reviewed and updated, as necessary, by the departmental FAC and Chairperson. At a minimum, the Department will review the handbook for possible changes no later than three years from its effective date. Any amendments thereto require approval by a majority vote of the department Faculty. The handbook and any amendments thereto are subject to final approval by the Dean.

APPENDIX A: Faculty Merit Awards

Note: Material for the Faculty Merit Awards is to be submitted using this form by 5:00 p.m. (date).

Department of Economics

FACULTY MERIT AWARDS
(For <u>only</u> the period _ to _)*

Name ___________________________

Part I: SUMMARY STATEMENT

You may provide a statement summarizing your 1) research, and 2) teaching and service activities and performance.

* The period to be assessed is the period of membership in the bargaining unit of Kent State University. If for you that period is less than (give dates), please note that and adjust all the dates in this review document.

Part II: DOCUMENTATION

I. RESEARCH

A. Published research

1. Articles published or accepted for publication in refereed journals

2. Published scholarly books and/or monographs

3. Chapters in published books and/or monographs

4. Other published scholarship

B. Presentations

1. Conference presentations

2. Conference participation

a. Session chair/discussant

3. Other presentations

C. Research grants

List grants applied for or received, and give current status.

D. Research awards/honors

E. Work in Progress

Please list all articles, books, and other research projects in which you are currently engaged, indicating the stage of completion.

F. Other

Please list any other research activity that you think should be noted.

II. TEACHING

A. Courses Taught (list course numbers)

(The course evaluations and grade distributions, which are available in the Economics office, will be reviewed for this time period.)

1. Student evaluations of instruction

2. Grade distributions

3. Other outcome measures

B. Involvement with dissertations/MA theses/honors theses/independent studies
(Give name(s) of student(s) and indicate your role.)

C. Teaching awards/honors

D. Teaching Grants

List grants applied for or received, and give current status.

E. Instructional innovations/teaching development activities/significant curricular revisions

F. Published scholarship of teaching

1. Articles in refereed journals

2. Textbooks, workbooks, and/or anthologies of readings (including chapters)

3. Other publications

G. Presentations

1. Conference presentations

2. Conference participation

a. Session chair/discussant

3. Other presentations

H. Academic advising of students

I. Efforts in support of student recruitment and retention

J. Other

List any other activities related to your teaching that you think are notable.

III. SERVICE

A. Committees

1. University

2. College

3. Department

B. Professional/Public Service

1. Professional Service

a. Editorial Activity

b. Service on boards, etc.

c. Officer in professional organizations

d. External ad hoc tenure/promotion reviews

e. Reviewer for external grant proposals

f. Other

2. Public Service to Business/Other Constituents

a. Service on boards, etc.

3. Public service grants

List grants applied for or received, and give current status.

4. Service awards/honors

5. Administrative assignments

C. Other

List any other service activities which should be noted.

III. Any Other Information You Deem Important for the Review.

APPENDIX B: Journal Quality Index

May, 2022

I. Summary

This document describes the metric used for assessing the quality of publications in economics and business journals in the department of economics at Kent State University. We believe the metric is informative, comprehensive, consistent, easily constructed and interpreted, and externally validated.

The metric is the Journal Quality Index (JQI), a measure that assigns values to journals from 0 to 10. The present index covers 3,118 peer-reviewed journals in economics and business, providing a substantially more comprehensive list than the previous College of Business Journal Quality list. Journals that are externally validated by accepted metrics receive a score greater than 0 while journals that are not externally validated receive a 0, thus the index distinguishes between journals with and without external validation. Approximately one-third of the journals on the JQI receive a score of 0 while the remaining journals range from 0.5 to 10.

The current index was computed based on metrics from 2020. The index will be recomputed every three years, using the most up-to-date metrics. The formulas for computing the index may be revised as well, subject to approval from the economics department Faculty Advisory Committee.

II. Journal Quality Index (JQI) Construction

The JQI is constructed based on two main metrics: the Article Influence (AI) percentile and the national rankings of economics and business journals in the United Kingdom (ABS) and France (CNRS). The index also utilizes the national list of Australia (ABDC) but only to help identify potential journals in business and economics (see description of the data sources below).

Basic Methodology

We begin by merging the ABDC, ABS, CNRS, and the AI list. From that, we keep all journals that appear on at least one of the ABDC, ABS, or CNRS lists. In practice, this is the journals on the ABDC list which is by far the most comprehensive list. This effectively provides the universe of economics and business journals (the remaining journals on the AI list being from outside these disciplines). Currently, this provides a list of 3,161 journals.

We then convert both the ABS and CNRS into 5-point scales where 5 represent the extraordinarily recognized journals. Due to missing data from journals not appearing on each list, we construct $Scale5$ as the average of the two 5-point scales or the available scale when only one is available. $Scale5$ is set to 0 if missing.

We convert the AI score to a percentile (AIP) of the entire distribution (science and social science). We use the entire distribution because it will more easily allow future interdisciplinary work to be evaluated. AIP is set to 0 if missing.

In the simple form, the Journal Quality Index is calculated as

$$JQI = Scale5 + (\frac{AIP}{20})$$

which ranges from 0 to 10. A score of 0 means that there is no outside validation of the journal quality, and thus are not journals that we would like to target. Any journal with a score greater than 0 does have external validation and therefore would be considered journals for which faculty are expected to target, with varying ranges of quality.

Imputation of missing data

The primary problem with the JQI is that journals for which there is either only information on $Scale5$ or AIP will have 0 for part of the calculation. There may or may not be information in the missing data, but it is impossible to determine (e.g. a newer journal may be well-respected but too new to have an 5-year impact factor/AI score or to have made it on either the ABS or CNRS list). Therefore, final JQI scores are produced using imputations procedures: for every journal that has at least a $Scale5$ or AI:

1. We calculate the non-imputed index $I_1 = Scale5 + (\frac{AIP}{20})$ where missing data is set to 0.
2. We create two imputed indexes (I_2 and I_3) and calculate the average.
    a. The first imputation just takes the non-missing component and doubles it to get index I_2. This is straightforward but assumes that the non-missing component would be equivalent to the available metric.

b. The second procedure uses predicted values from regressions (depending on which component is missing). We create indicators for the fields of research in the ABS and CNRS data ($I(ABS, CRNS\ fields)$) and areas of research in the JCR ($I(JCR\ area)$).
   i. For those missing AI scores ($AIP = 0$), we estimate
$$I_1 = \alpha + \beta Scale5 + \gamma I(ABS, CRNS\ fields)$$
   for all journals that have both AIP and $Scale5$ scores, then predict for all journals.
   ii. For those missing ABS/CNRS scores ($Scale5 = 0$), we estimate
$$I_1 = \alpha + \beta AIP + \gamma I(JCR\ area)$$
   for all journals that have both AIP and $Scale5$ scores, then predict for all journals.
   iii. The highest of these two indices is used as imputation index I_3.

3. Journals are assigned the maximum of the non-imputed index or the average of the imputations to get the final JQI. Formally,
$$JQI = \begin{cases} max\left\{I_1, \frac{I_2 + I_3}{2}\right\} & if\ 5scale \neq 0\ or\ AI \neq 0 \\ 0 & if\ 5scale = 0\ and\ AI = 0 \end{cases}$$

In practice the imputation has little effect on the JQI for those journals with both ABS/CNRS and AI scores. 80% of these journals have an imputed value less than 1 point different than the simple index I_1.

III. External Data Sources

Article Influence

Article influence is a measure of the influence that an article in a specific has on academic knowledge. It is based on citation reports from the Journal Citation Report (JCR) for all journals in science and social sciences that are large enough to have a 5-year impact factor. However, the AI adds two important improvements to the traditional 5-year impact factor:

1. Impact factors are often inflated by authors citing articles from the same journal. The AI score does not count citations to articles in the same journal to avoid this inflation.
2. Impact factors only utilize simple counts and do not consider the "quality" of the citations. The AI score specifically includes quality considerations by placing greater weight on citations from higher quality journals and less weight on journals of lesser quality.

The AI score is now included in the Journal Citation Reports which, in 2019, had 12,171 journals of which 11,492 had an AI influence score. The provided AI score is normed to have an average value of 1 (just as the 5-year impact factor) but it is highly skewed.

This metric is useful because it is comprehensive across disciplines (allowing for researchers provide documentation for interdisciplinary work) and provides a continuous measure of the influence that an article is expected to have in the universe of scientific thought.
Updated annually, 2019 version is used currently.

ABS/CNRS

These are two national lists of journals in economics and business that were constructed using a variety of criteria. Each list utilizes a modified 4-point scale where journals are all given a 1-4 score (4 is high for ABS, 1 is high for CNRS) but each list denotes certain top-level journals which are distinguished for being extraordinarily recognized or influential. There are 649 journals on both lists with an additional 904 journals only on the ABS list and 192 only on the CNRS list.
These lists provide accepted categorizations of journals that help look beyond simple metrics and consider the relative influence within different areas of research (each assigns journals to different areas of research).
Updated periodically, 2018 is used for the ABS and the 2020 for the CNRS.

ABDC

This is the national journal list of Australian business schools. It is by far the most comprehensive list including over 2,600 journals across a range of economics and business disciplines. This utilized only to help establish the universe of economics and business journals.
Updated periodically, 2019 version is use currently.

IV. Imputation of Missing Metrics

For some journals there is either only information on $Scale5$ or AIP. As a result they will have 0 for part of the calculation. We address this problem by producing final JQI scores using imputations procedures. There are many different ways to impute missing data. The approach outlined below was chosen for its relative simplicity. Available data on $Scale5$ and AIP are combined with data from peer institution lists to impute missing scores. This is done allowing for the imputation to be different across disciplines while consistently utilizing the available metrics. Additionally, the imputation is done in a way that journals with both $Scale5$ and AIP do not lose relative ranking to other journals.

For every journal that has at least a $Scale5$ or AI:

4. We calculate the non-imputed index $I_1 = Scale5 + (\frac{AIP}{20})$ where missing data is set to 0.
5. We calculate two imputed indexes (I_2 and I_3) and calculate the average.
   a. The first imputation calculates I_2 by taking the non-missing component and doubling it. This is straightforward but assumes that the missing component would be the same as the available component.
   b. The second procedure calculates I_3 using predicted values from regressions (depending on which component is missing). We create indicators for the fields of research in the ABS and CNRS data ($I(ABS, CRNS\ fields)$), areas of research in the JCR ($I(JCR\ area)$) and convert all peer rankings to indicators ($I(peer\ lists)$). What this means is that we include dummy variables for each discipline recognized in the data, which allows for the imputation to flexibly vary by disciplines. Additionally, the dummy variables for peer institutions flexibly account for peer institution rankings, despite the fact that institutions utilize different ranking systems.
      i. For those missing AI scores ($AIP = 0$), we estimate

$$I_1 = \alpha + \beta Scale5 + \gamma I(ABS, CRNS\ fields) + \delta I(peer\ lists)$$

for all journals that have both AIP and $Scale5$ scores, then predict for all journals.

      ii. For those missing ABS/CNRS scores ($Scale5 = 0$), we estimate

$$I_1 = \alpha + \beta AIP + \gamma I(JCR\ area) + \delta I(peer\ lists)$$

for all journals that have both AIP and $Scale5$ scores, then predict for all journals.

      iii. For those journals without ABS/CNRS scores and AI scores but do appear on peer lists, we estimate

$$I_1 = \alpha + \delta I(peer\ lists)$$

for all journals that appear on peer lists, then predict for all journals with $Scale5 = 0$ and $AIP = 0$.

      iv. The highest predicted index is used as imputation index I_3.

6. Journals are assigned the maximum of the non-imputed index or the average of the imputations to get the final JQI. Formally,

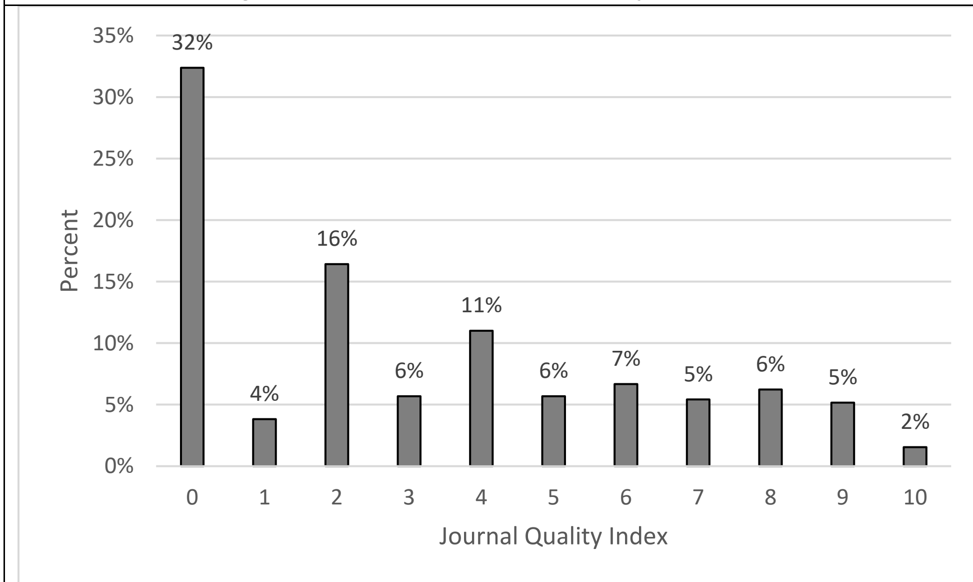
$$JQI = \begin{cases} max\left\{I_1, \dfrac{I_2 + I_3}{2}\right\} & if\ 5scale \neq 0, AI \neq 0, peers\ not\ missing \\ 0 & if\ 5scale = 0\ and\ AI = 0\ and\ peers\ missing \end{cases}$$

IV. Discussion

Interpretation

The JQI is easy to interpret and is much more informative than the current CoB classification system. First, the list attempts to provide close to the universe of economics and business research (much larger than the current list) but assigns a score of 0 to any journal that does not have an Article Influence Score and does not appear on either the ABS, CNRS or any peer institution list. Thus, while these are journals in the economics and business universe, they are not journals that are recognized by any of the metrics utilized. These journals comprise 32% of the list in 2020 (see Figure 1).

Figure 1: Distribution of Journal Quality Index, 2020



Second, interpreting the quality of journals with an index greater than 0 is straightforward and intuitive. Journals that contribute substantially to scientific knowledge (high AI percentile) and are recognized highly (high ranks on ABS/CNRS) will have high scores on the JQI. Journals that do not contribute as much to scientific knowledge or are not as widely regarded receive scores closer to 0. Journals will have intermediate scores if they are in the middle of the AI and ABS/CNRS scales or in cases where there is a disagreement between the two metrics. Summary statistics of the JQI are presented in Table 1.

Table 1: Summary Statistics of the Journal Quality Index, 2020

	All Journals on JQI	Journals with JQI>0
N	3118	2109
Mean	3.1	4.6
Min	0	0.5
10th percentile	0	1.6
25th percentile	0	1.9
50th percentile	2.0	4.0
75th percentile	5.5	6.8
90th percentile	7.9	8.4
Max	10	10

It is important to note that a journal that receives a low score, but strictly greater than 0, is externally validated and thus should be considered a recognized avenue for research. Figure 1 demonstrates that there is a higher density of journals in the 0.5 – 4 range and decreasing density as the index goes to 10, consistent with being more prestigious journals.

Updates and Journals Not on the List

The JQI is easily updated as the ABS/CNRS lists (updated periodically) and AI scores (updated annually) change over time. The current list is based on data as of March, 2020. The index will be recalculated every three years to reflect changes in that time period.

Journals that are not on the list would need to be validated by some form of documentation. These journals will tend to be either: 1) very new in which case there are not yet external metrics used to construct the index and has not been recognized on any economics or business list, or 2) outside the typical universe of economics and business research. In the latter case, which would incorporate a wide range of interdisciplinary work, journals can be generally placed on the JQI if they are one of the 8,000 or so science or social sciences with an article influence score.