Faculty Development Handbook

UNIVERSITÀ DEGLI STUDI DI PADOVA

dSEA — DEPARTMENT OF ECONOMICS AND MANAGEMENT

PREAMBLE

Appointment to the dSEA faculty carries rights and responsibilities as outlined in this Faculty Development Handbook (FDH), which is based on policies approved by the University and the dSEA and is applicable to all core faculty members. The responsibilities of core faculty members include *research*, *teaching* and *service and third mission*. The specific responsibilities of other faculty members shall be set out in applicable policies and their individual contracts or letters of appointment.

If a faculty member's rights are violated by administrative action, he or she may seek a remedy through the **CUG (Comitato Unico Garanzia)** – a committee created by the University to guarantee equal opportunities and the correct application of other workplace regulations.

1. RIGHTS AND RESPONSIBILITIES

ACADEMIC FREEDOM

Free inquiry and unconstrained publication of the results of inquiry are at the heart of a University. Our University's commitment to academic freedom supports all faculty in research, teaching, and professional service within and beyond the University by protecting free inquiry and free expression. Faculty enjoy academic freedom in all domains of their academic activity. Academic freedom promotes intellectual honesty and requires respect for the academic rights of others. The principles of academic freedom and shared governance give tenured faculty an additional responsibility to help protect all who engage in the University's research, teaching, learning, and service.

PROFESSIONAL ETHICS

The dSEA is committed to fostering an environment that supports respect for individual and academic freedom and in which all members of the community can pursue careers and study free from any type of harassment or discrimination based on race, religion, color, gender, sexual orientation, age, national origin, ethnicity, disability status or other characteristic associated with the individual is unacceptable behaviour. The details of dSEA's harassment policies –based on those set forth by UNIPD – may be found in the **Code of Conduct for the Prevention of Sexual and Moral Harassment**.

The dSEA provides faculty and staff with access to a variety of technologies, including personal computers and printers, network infrastructure, the Internet, e-mail and voice mail, for use in the ordinary performance of their duties. Every employee who logs in to UNIPD's network resources is required to review and agree to the **Unipd Data Privacy Policy**.

2. FACULTY DEVELOPMENT

LEAVES OF ABSENCE

The University of Padova recognizes the important contribution that sabbaticals make in sustaining the creativity and productivity of scholars. It expects all sabbatical projects to relate to the faculty member's profile and to reflect the mission of the University and the academic Department, high professional quality, and potential significance that will justify University support. During the period of leave, the scholars are exempt from teaching activities but retain all other rights and duties of their status

The leave of absence policies for study or research purposes apply to first and second level professors and are regulated by **art. 10 of Law 311/1958**. Some types of leave may have specific eligibility requirements, which are described in each policy. Different or additional provisions may apply to some types of leave for faculty and to employees covered by a collective bargaining agreement. Faculty members should refer to **art. 17, comma 1, of the D.P.R. 382/1980** for additional information on faculty leaves. Members should refer to their collective bargaining agreement.

THIRD-PARTY ASSIGNMENTS

Faculty members may carry out public assignments or activities conferred by public or private entities other than the University itself. Some activities (such as research activities and assignments of a non-occasional nature for public and private entities, constitutional bodies, or as members of supervisory boards, among others) must be authorized by the Department. Such approval must necessarily recognize the desirability of maintaining a reasonable total working load. Other external activities are instead subject to notification only, to be submitted to the Human Resources Area of the University and to the Head of the Department before the start of the activity in order to allow a timely assessment of whether there are any obstacles to the assignment. Finally, other external activities may be freely carried out without the need for authorization and prior notification (such as evaluation and refereeing activities, participation in conferences and conventions, among others). Faculty members should refer to **Regulation for External Assignments of Professors and Researchers Unipd** for additional information on third party assignments.

As an educational institution, the dSEA encourages its faculty to develop their skills and advance their careers by engaging in a continual process of professional development. Faculty members and the Director of the Department should periodically discuss professional aspirations and development opportunities and take steps to achieve those goals. The faculty development plan builds upon the **Quality Assurance Framework of the University of Padova** which sets objectives, monitors actions, and carries out inspections in order to ensure the success of its quality policy and the continuous improvement of research, teaching, and third mission activities. The Quality Assurance Framework is based on the European Standard and Guidelines for Quality Assurance in the European Higher Education Area and comprises the processes of Self-assessment, Assessment and Accreditation established by Italy's National Agency for the Assessment of the University System and Research. The faculty development plan is also informed by the department vision so as described in the dSEA strategic Plan (2022-24), which consists in the design of actions reinforcing the innovative path for the Department with the aim to offer a responsible, high-end and research-driven education, to engage in addressing key societal challenges, and to create an impact beyond academics. To pursue its mission, the dSEA oversees, monitors, and supports activities related to research, teaching, and the third mission, with the work organized in three related and permanent committees. Development processes in each of the three domains are described in the following continuous loops of planning, doing, checking, and acting.
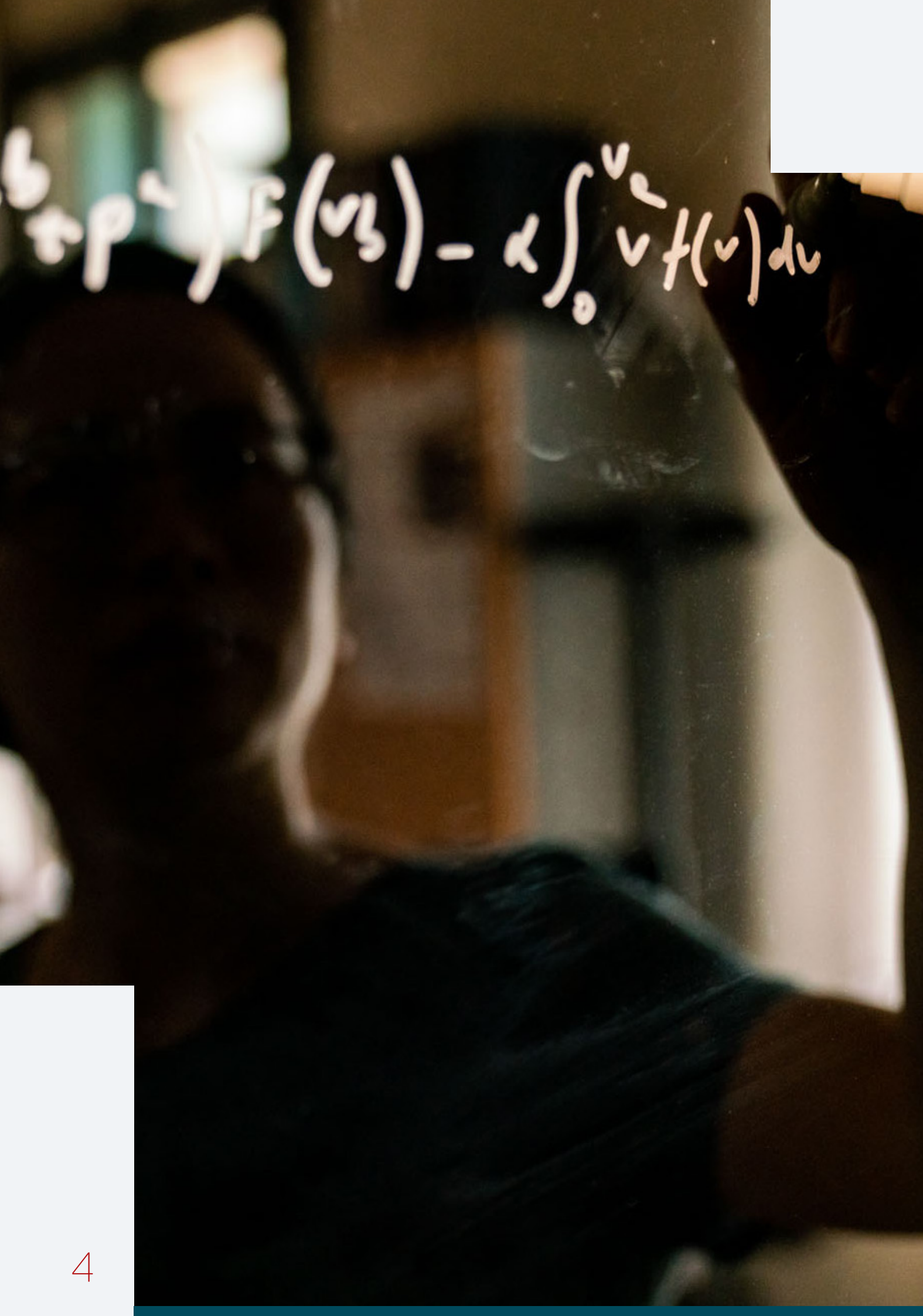
RESEARCH

The responsibilities of faculty members are to advance the frontiers of knowledge in their areas of expertise. The production of cutting-edge research is meant to inspire our students, increase understanding of a subject by other researchers and practitioners, and grant greater visibility in the academic and business community for the Department and the University.

Faculty members are aware that research work and its results must be transparent and easy to replicate, for example, through pre-registration of research designs on recognized platforms (e.g., the **Open Science Foundation**). Faculty members are encouraged to focus on issues that reflect the strategic priorities of the dSEA and its three-year research plan.

All research activities of faculty members are summarized in the Annual Activity Report submitted to the Department. See Section 3 of this Faculty Development Handbook for details on performance expectations related to research activities. The following loop summarizes the activities related to the planning, doing, checking, and acting on research.

Financial Resources
- Financing Innovative Research
- Participation to Competitive Calls

Mobility
- Incoming Mobility
- Outgoing Mobility

Compliance
- Research Integrity
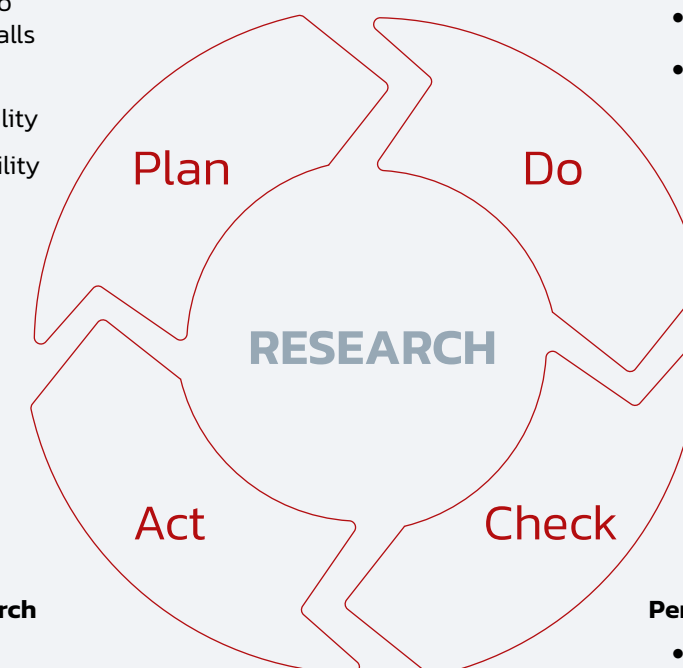
Dissemination
- Publication Process
- Presentations and Conferences

Plan — Do — Check — Act

RESEARCH

Continuous Research Development
- Career Promotion
- Awards

Performance Reporting
- Research Output Report
- Monitoring

Planning

Financial Resources

- Financing Innovative Research – The dSEA incentivizes the development of innovative research through **BIRD-SID (Departmental strategic investment)** projects with the scope of consolidating the quality of the dSEA's scientific production, of recruiting young researchers from the international market, and of co-financing research initiatives of relevance to the Department.

- Participation in Competitive Calls – The dSEA strongly encourages faculty to seek funding from government agencies and private foundations to support their professional development and the Department's strategic development. Instances of competitive national and international calls the faculty are encouraged to apply include **STARS**, **PRIN**, **ERC**, **MSCA** and **HORIZON EUROPE**. Proposals that require any resources, commitments, or involvement on the part of the Department must be authorized prior to submission. The **dSEA's Research Office** serves as a resource for faculty preparing proposals for external funding.

Mobility

- Incoming Programs – Faculty members explore and nurture collaborations with invited speakers in the **Economics and Management Seminar Series** (at least 2 seminars a week). The dSEA has a visiting program for foreign scholars to research with the core faculty of the Department.

- Outgoing Programs – The dSEA encourages its faculty to spend periods abroad for teaching and doing research, e.g., through the **ARQUS** program and **Erasmus+Europa**, which provide learning opportunities to faculty members and support internationalization and institutional development of the Department.

Doing

Compliance

- Research Integrity – The dSEA expects and ensures that the conduct of faculty complies with its mission and is based on the principles of integrity, transparency, and responsibility. Department members seek the necessary approvals to carry out their research in compliance with the **Research Integrity Code** and **National privacy laws**.

Dissemination

- Publication Process – Faculty members engage in the submission and revision process of their manuscripts. They contribute to the **Department's working papers series**, which serves to disseminate the research findings of ongoing work prior to publication. In the publication process, researchers must adhere to the relevant **Open access policy**.

- Presentations and Workshops/Conferences – Faculty members obtain feedback on their research through presentations in national and international workshops/conferences, which are an important opportunity to share achievements with experts in the field. Faculty organize academic gatherings on themes related to their research. The dSEA supports the organization of these events through a dedicated sponsorship program.

Checking

Performance Reporting

- Research Output Report – Faculty members comply with the end-of-year reporting requirements of the department (Scri-rd). They submit their report to the Director, the Scientific Secretariat, and other funding agencies (for example, **PON**). Having at least one **VQR publication** in the last three years warrants active status in the Department.

- Mentoring – Mentoring helps faculty members keep learning how to work more efficiently to meet their research goals and build their professional success. To facilitate the development of early- career faculty members at the dSEA, within the Department Mentoring Program a senior faculty member serves as a mentor for each incoming pre-tenure faculty member. A staff development project is currently being drafted for senior faculty in 2022.

Acting

Continuous Research Development

- Career Promotion – **Research Funds BIRD-DOR** are allocated each year based on publications in the previous three years. These funds may be used to attend conferences, organize workshops, and other research-related activities. Individual performance in research is also the basis for the evaluation for annual salary adjustment and for promotion to higher ranks (**Faculty upgrading document**).

- Awards – The **Marco Fanno Prize** intends to provide an incentive to the early career faculty members in the dSEA to increase the activity of high-quality research conducted in prestigious publications.

TEACHING

Good teaching is essential for the success of faculty members. It serves to prepare students to become active members of society and competent practitioners. Good teaching requires collegial relationships with other faculty members, mastery of the teaching material, continuous updating of new developments in the specialty area, use of new technologies, integration of material across the curriculum, development and implementation of new courses and programs, and mentoring of students. The overall assessment of teaching effectiveness should include, but not be limited to, student evaluations, peer evaluations, and grade distributions. See Section 3 of this Faculty Development Handbook for details on performance expectations related to teaching activities. The following loop summarizes the activities related to the planning, doing, checking, and acting of teaching.

Course Design
- Syllabus Design
- New Course Creation

Teaching Resources
- Online Platforms
- Experience Learning

Classroom Teaching
- Teaching Load and Registry
- Blended Learning

Students Assessment
- Exams and Final Examination
- Grading

Plan — **Do**

TEACHING

Act — **Check**

Continuous Teaching Development
- Innovating Teaching
- Feedforwards

Continuous Monitoring
- Attendance
- Students Career Progression
- Annual Monitoring

Feebacks
- Course Evaluation
- Study Plan Evaluation
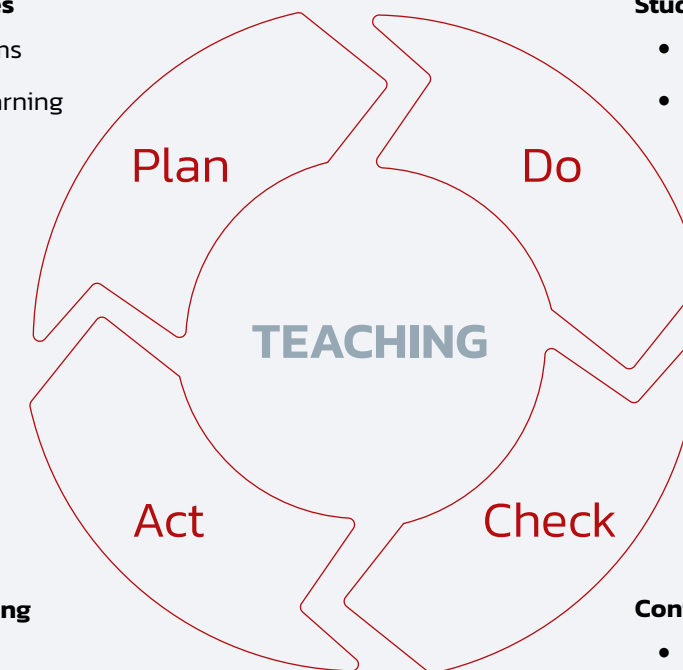
Planning

Course Design

- Syllabus Design – Faculty members are required to clearly define expectations and procedures for academic work in the course syllabus and in any other document that presents coursework guidelines. The course syllabus will follow the template provided by the training offer and quality assurance office and it is in accordance with the **Unipd Guidelines**.

- New Course Design – Faculty members are provided with clear instructions to create new courses. Instructional design needs to follow a multi-level step process as described in the **dSEA syllabus re-design**.

Teaching Resources

- Online Platforms – Faculty members are provided with resources that assist their teaching and course content. A range of online platforms with elaborate guidelines and videos to support faculty in preparing online lessons and innovative teaching techniques are provided on the **dSEA Teaching Website.**

- Experience Learning – Inviting a guest speaker to a lecture can be an important experience for students. Guest speakers expose students to real-world life experiences from the context of the workplace, and students get to experience the insights and perspectives of an expert who is in their field of expertise. **Experience learning@dSEA** is a program that is meant to improve student experience outcomes by supporting academics to connect to industry for teaching.

Doing

Classroom Teaching

- Teaching Load and Registry – The faculty teaching load is specified by the **Teaching Regulations for Professors and Researchers Unipd**. Currently, the teaching load, including duties and services provided to students, amounts to no less than 350 hours per year in the case of full-time professors and no less than 250 hours per year in the case of part-time professors. Teaching loads that are higher or lower than this range would only be undertaken through arrangements that require the mutual consent of the faculty member and the Department. Face-to-face teaching hours must be regularly reported in the **Teaching Registers** for monitoring of service quality. Every two years, faculty members are required to self-declare their teaching activities through an online UNIPD platform in order to get salary increments.

- Blended Learning – Faculty members use traditional face-to-face teaching to deliver lectures, which are complemented by digital tools intended to facilitate classroom interaction and increase student engagement, such as the University platforms **UNIWEB**, **MOODLE**, **ZOOM**, and **KALTURA**.

Student Assessment

- Exams and Final Examination – The assessment of student learning through exams and final examination is an integral part of each faculty member's teaching responsibilities. Proper assessment is designed to improve student learning, which should be the goal of any instructor. Faculty are also responsible for promoting academic integrity by managing examinations so as to reduce

opportunities for plagiarism and cheating, as regulated in **Thesis Supervision and Anti-plagiarism Regulation**.

- Grading – The University uses a grading system for all credit courses that is based on the scale defined by the **Italian grading scale**. The numerical grade given in the final examination is determined according to the grading system defined in the **Regulations for MSc Students Final Grade**.

Checking

Continuous Monitoring

- Attendance – Student attendance is not obligatory but highly recommended across dSEA program suit. Identifying student absenteeism in programs helps us support students in achieving the best possible learning outcomes. The software suite to monitor and track students' class attendance is **EasyBadge**.

- Student Career Progression – Number of active students, exams passed, credits achieved, and marks achieved are collected monthly through the **Intranet - Osservatorio Carriere**, primarily monitored by the dSEA Orientation and Tutoring Office.

- Annual Monitoring Programs indicators provided by the ANVUR, such as internationalization, employability of graduates, number and qualifications of teachers, and satisfaction level of graduates, are annually monitored through an annual critical self-assessment and period reporting based on **ANVUR Guidelines** and **Unipd QA guidance**.

Feedbacks

- Course Evaluation – Students who attend credit courses must fill out a student survey containing open-ended questions on the organization and effectiveness of teaching. The evaluations are monitored by the Program Director and the survey results are made available for consultation on the **Teaching Monitoring Website** for the wider public.

- Study Plan Evaluation – For each Degree Course, the Program Director together with three professors, two student representatives, and one stakeholder, are part of the Assessment and Accreditation Groups (GAV), whose role is to implement improvement and innovation action plans, as well as assess their effect on the quality of Degree Course training, teaching and service. The GAV provides feedback on the Annual Monitoring Report (SMA) as compiled into the Cyclical Review Report.

Acting

Continuous Teaching Development

- **Innovating Teaching** – The **Teaching 4 Learning** offers the faculty members the opportunity to take part in professional development training courses dedicated to innovative teaching practices with the support and integration of the most advanced technologies. It contributes to the development of an educational culture inspired by Active Learning and the construction of a Faculty Learning Community.

- **Feedforwards Teaching week** for the improvement of teaching are regularly organized. They consist of meetings to reflect on students' opinions with regard to the courses offered. Students' feedback is used as a guide to improve learning and to continuously renew teaching programs.

SERVICE & THIRD MISSION

Core faculty members are expected to actively engage with the external stakeholders of the Department and contribute their service to the Department (except Postdocs). While dSEA primarily conducts academic research, there is a strong emphasis on practice-oriented research developed with businesses and public agencies. See Section 3 of this Faculty Development Handbook for details on performance expectations related to service and third mission activities. The following loop summarizes the activities related to the planning, doing, checking, and acting of the third mission.
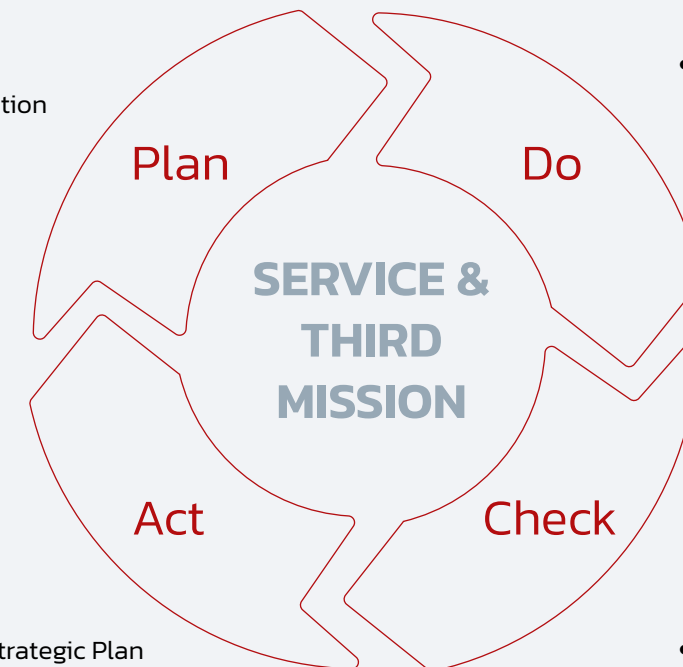
Events
- Stakeholder Gathering
- Student career incentives

Programs
- Partnerships
- Higher Education
- Placements

- Service to the Department
- Businesses and institutional partners
- Dissemination (practitioners and Alumni)

Plan · Do · Act · Check

SERVICE & THIRD MISSION

- Revision of Strategic Plan
- Corrective measures

- Three-year report
- Public Engagement Committee assessment

Planning

Events

- Organization of *Assise Parti Sociali* (Stakeholder Gathering) – Department members facilitate the organization of meetings with external stakeholders of the Department, such as Assise Parti Sociali, which is held every two years.

- Student career initiatives – Two major events connected with the development of students' careers are, **Meet your future** and **Live career** initiatives. Department members contribute to the success of these two events and facilitate their organization with the Stage & Placement office.

Programs

- Research projects with corporate and institutional partners – Department members activate research projects with companies (for example, 6-month field-research periods for **PON** contracts).

- Higher Education (**Corsi Alta Formazione**) – The Department offers two specialized training courses: one in *Digital Media Marketing per le Piccole Medie Imprese* (Digital Media Marketing for Small and Medium Enterprises, through **UNISMART**) and the other in *Professione profumo: dalla creazione al mercato* (Cosmetics: from creation to market, offered by the Department). Department members contribute to the success of these programs.

- Internship/stage programs – Department members facilitate the creation of protocols and memorandums of understanding with the host companies of internship programs and stages. The Stage & Placement office of the Department partners with alumni and companies for the **Stage Map** path for TrEC students.

Doing

- Service to the Department – Department members participate in the hiring of collaborators, the staffing of internal and University-wide committees and collegial bodies, and promptly fulfill the time-sensitive Service needs of the Department.

- Studies and reports with businesses and government agencies – Department members collaborate with public and private organizations to draft – also on a periodic basis – reports and studies addressed to the general public and or/practitioners.

- Dissemination – Department members disseminate the results of their research to practitioners, Alumni, and the general public. Dissemination events are planned together with the Communication Offices of the Department and the University. These events help increase external donations to dSEA and the University as the relevance of the Department's research outputs becomes widely acknowledged by the general public.

Checking

- Three-year report – Department members assess connections with practice in the document Scri-TM (scheda riesame conto terzi, *Scri-Tm*).

- Public Engagement Committee Assessment – The Committee reviews the Department members' contribution to the Department's Service and Third Mission strategic priorities.

Acting

- Revision of Strategic Plan – Public Engagement – Department members contribute to the drafting of the next Strategic Plan and monitoring of KPIs.

- Corrective measures – Department members seek support from peers and administrators to implement the corrective measures identified in the Scri-TM. Department members act on the feedback received and incorporate it into the next cycle's planning.

3. FACULTY PERFORMANCE: EXPECTATIONS & EVALUATION

Faculty members receive feedback regarding their performance in research, teaching, and third mission on a regular basis and through a number of methods, including student evaluations, analysis of student performance data, review of syllabi, and faculty self-evaluation. Performance evaluations are constructive tools used to stimulate the performance, morale, community cohesion, and development of the faculty. The evaluations provide an opportunity to determine individual and departmental alignment of needs and goals, to promote productivity, to recognize excellent performance, and to work with faculty members experiencing problems meeting the expectations of the dSEA in view of its mission and strategy.

For all faculty members, performance expectations related to research, teaching, and service may vary based on career level and experience. Below are the specified faculty performance expectations for each domain of activities. The "*Meet Expectations*" level specifies baseline activities required of all faculty members, which are identified as a minimum requirement to achieve a well-performed activity. The "*Above Expectations*" of core faculty are outlined in the faculty upgrading document. The examples of activities listed in "*Meet Expectations*" should not be used as an exhaustive list, nor should it be interpreted that all listed activities are required.

RESEARCH

In the spirit of achieving a high level of research impact, faculty members are encouraged to perform activities beyond those listed, as appropriate.

"Meeting Expectation"

- At least one of the following outputs: (i) one research output with an ISBN per year, (ii) one research output in the VQR A list in the previous three years, (iii) one book published in the previous three years
- Regular participation in (regional, national, or/and international) academic or/and professional meetings, conferences, seminars, workshops)
- Active reviewing of refereed and professional journals
- Active participation in internal and Department research seminars
- Submit applications for (national, international) research funds

TEACHING

In the spirit of achieving a high level of teaching effectiveness, faculty members are encouraged to perform activities beyond those listed, as appropriate.

"Meeting Expectation"

- An assessment from students higher than 6
- Evidence of continual modification for improving of courses, in terms of content and delivery method
- Evidence of adoption of constantly improving methods of instructional delivery, face-to-face, online, and/or blended
- Evidence of student retention and progression in courses taught
- Evidence of adequate supervision of thesis assigned by the Department Board
- Evidence of mentoring of students through regularly maintained office hours
- Design of syllabi following guidelines set by the Department
- Active participation in teaching development programs

SERVICE & THIRD MISSION

To achieve a high level of involvement with the Department and its external stakeholders, Department members are encouraged to perform activities beyond those listed, as appropriate. Members of the Department communicate with the Department Direction and pledge a specified amount of time to accomplish the Service and Third Mission objectives of the Department. The time commitment could be zero for members of the Department who are engaged exclusively in research, such as postdocs (assegnisti di ricerca).

"Meeting Expectation"

- Active engagement in dissemination activities to a broad audience (society, stakeholders)
- Interaction or collaboration with external organizations (public or private entities) for consultancy or practice-oriented research activities related to societal challenges
- Participation in Scientific Committees and Editorial Boards
- Involvement in institutional activities at the Department or University level
- Supervision/mentoring of students in their career inside and outside the Department

The Director is responsible for certifying at least once a year that "minimal" expectations have been met by verifying all faculty-produced UNIPD "self-certifications". Additionally, the Director ensures the performance of faculty members in three mission areas of teaching, research and third mission mentioned in this handbook. The UNIPD quality assurance process authorizes the Director

to convene faculty members who do not meet minimal teaching standards or who are " inactive " in research once a year to discuss quality enhancement measures.

UNIPD SELF-CERTIFICATIONS AND CORRESPONDING EQUIS STANDARD

UNIPD requires its faculty to **Self-certify teaching activities** in accordance with the **Equis standard that requires accrediting institutions to create a consistent framework that addresses workloads and the integration of faculty into the whole teaching and learning environment**. This form allows professors and researchers to self-certify and verify their performance outcome of teaching and student service activities. The form issued to each professor describes in a consistent format the primary teaching and student service activities that may be used for self-certification (article 6, paragraph 7, L. 240/2010). The Director verifies dSEA faculty self-certifications.

Each faculty member at UNIPD is required to self-certify a comprehensive report on their teaching, research, and third mission activities. Faculty and lecturers use an online procedure to complete and submit the **Biennial report** (Article 6 paragraph 14 L. 240/210), along with their pay increase request. The filing of this biennial report is inextricably related to the increase in faculty compensation. **The Equis workload standard for having a suitable workload balance between teaching, research, and service is addressed in the biennial report. UNIPD office of faculty management verifies the report**.