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## **I. Introduction**

Standards and processes for reappointment, promotion and tenure of faculty are governed by Article V and Appendix A of the Laws of the Regents. These are further delineated in a series of CU Administrative Policy Statements. Campus guidance is supplied in UCCS Policy # 200-001. These documents require the establishment of departmental criteria which are to be used throughout the review process.

These criteria are to be considered guidelines for the general review of candidates toward reappointment, promotion and tenure in the Department of Economics at the University of Colorado at Colorado Springs. The criteria are based on appropriate and current standards of professional performance in our discipline. Each candidate's case will be reviewed and judged on its individual merits and circumstances. The department is committed to quality teaching, strong research/creative work, and effective service to the university, the profession, and the community. The evaluation process assumes: possession of an appropriate terminal degree; competent education and training in the discipline(s); conduct which reflects the professional and academic standards for generating, validating, disputing, and transmitting knowledge; and an appreciation of and respect for the rights, duties, and privileges associated with academic freedom and collegial responsibilities.

When these criteria are applied to faculty who were granted time toward tenure, the years granted toward tenure shall be considered equivalent to work performed at UCCS. While a faculty member's career record will be considered in personnel actions described here, the main emphasis of evaluation will be on work performed at UCCS and, in particular, progress since the last review.

## **II. Mission Statement**

The Statement of Mission describes in general terms the Department of Economics' direction and commitment with respect to responsibilities in the areas of teaching, research and service.

### *TEACHING*

The educational goal for undergraduate economics majors is two-fold. First, an undergraduate economics major should know the fundamentals of microeconomic and macroeconomic theory at the intermediate level. Second, an undergraduate economics major should be able to use economics both to understand the everyday world of economic affairs but also to predict and evaluate the implications of alternative public policies and changes in economic affairs. Specifically, the ability to use economics means that at graduation we want our majors to be able to demonstrate the following skills and proficiencies: (1) the ability to gain access to existing economic knowledge, (2) the ability to display command of existing economic knowledge, and (3) the ability to utilize existing economic knowledge to explore issues. Our goal is to develop and teach courses that will be effective in accomplishing these goals with respect to our undergraduate economics majors.

We are committed to the belief that in order for undergraduate economics majors to develop the ability to use economics, our courses should, to the extent possible, encourage students to feel responsible for their own learning agenda and to be faced with a course structure that encourages "learning-by-doing." Where appropriate and feasible we will work to provide classroom experiences modeled as "active learning" rather than on the basis of the more traditional "passive learning" approach. This vision of quality undergraduate economics education also means that we will strive to provide predominantly small classes, except in those cases for which the traditional lecture is clearly most appropriate or resource demands preclude this choice. We are committed to provide upper division courses for both those majors intending to make a B.A. their only economics degree and for those majors aspiring to a graduate education in economics.

We encourage innovation in teaching and course development in order to more effectively accomplish an excellent undergraduate economics program that will be an example to others. As such we encourage faculty to develop a research and assessment agenda that will provide the basis for understanding how classroom innovation may improve the degree of success our students experience with their undergraduate education, and we encourage faculty to seek refereed publication of such research as well.

We are committed to provide economics education for students pursuing courses of study other than as an economics major. This is partially accomplished through our principles (or 100 and 200 level) courses, and it may also require courses that are developed and taught specifically for students in other colleges and degree programs (e.g. College of Business, Graduate School of Public Affairs, and other social science majors). We seek to provide such courses to the extent possible also in small classroom settings and as "active learning" rather than "passive learning" courses.

### *SCHOLARLY WORK*

In order to encourage a broader range of economic research that not only advances knowledge, but that also makes a valuable contribution to the citizens of the state and local communities we

define research to include three types of activities: discovery, integration, and application.<sup>1</sup> We will reward faculty research activities in each of these areas.

While refereed publication is most likely for research which is discovery, refereed publication can also occur with research studies primarily aimed at integration and application. For departments offering a doctoral degree the discovery aspect of academic scholarship is vital and essential, but for departments that do not offer the doctoral degree, integration and application are also of great importance in order to enhance undergraduate education. We are committed to accomplish economic research of all three types, and we seek to encourage faculty to embark on research of the application and integration types that have the potential for refereed publication, but not at the expense of neglecting areas of economic research that have the potential to make a valuable contribution to undergraduate education or to the citizens of the state and local communities that this University serves. Research that makes such a contribution, but does not result in a refereed publication, will be rewarded. In addition to individual faculty research in each of these areas, we encourage economic research that is relevant to citizens of the state and local communities through the Center for Colorado Policy Studies which provides a focal point for research that will focus on issues relevant to the state of Colorado and its communities. This Center will also be an important part of the department's service activities (described below).

### *SERVICE*

We will reward faculty that make service contributions to the University community and to the wider community of economists (professional service) as well as to Colorado and its communities (public service). We encourage faculty to participate in faculty governance, and to make contributions to professional associations and organizations.

We will reward faculty for contributions to public service. In this regard we believe that such contributions involve at least two key elements: (1) activities that apply economic expertise, and (2) activities that seek first to help solve a problem or concern for a specific audience or client. We seek to promote public service activities in areas of concern to the citizens and communities of Colorado, although we would not want to discourage service to citizens and communities beyond Colorado. In addition to individual faculty contributions to public service we will use the Colorado Center for Policy Studies as a focal point for public service activities that emphasize the contribution of economic expertise to policy issues of relevance to the citizens and communities of Colorado.

We believe that public service also involves efforts that seek to raise the level of economic education and understanding in the general population. The Center for Economic Education will be the focal point for our efforts in this arena. The Center for Economic Education will provide education programs for K-12 educators with a special emphasis on high school teacher continuing education. As a secondary focus, the Center will develop classes and programs that deliver economic ideas to the general population.

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<sup>1</sup> This was suggested by Ernest L. Boyer (1990) *Scholarship Reconsidered: Priorities of the Professoriate*, Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

### **III.a. Initial Review**

The candidate's total record, including teaching, research and service, shall be evaluated. No specific rating in each area is required, but the record must show sufficient potential of future success to justify reappointment.

#### *TEACHING*

The candidate's teaching shall be evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires and two other means of evaluation. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities shall be considered here. The candidate is expected to show potential for continued development as a teacher. Candidates should demonstrate that their courses are coherently organized and thoughtfully presented. Furthermore, candidates will be expected to demonstrate a commitment to teaching, evidence of which will be good interaction with students, concern with curriculum, and satisfactory development of skills in presenting material. Improvement and innovations in teaching methods and in curriculum development and contribution to the department will be taken into consideration.

#### *SCHOLARLY WORK*

The department recognizes that scholarship can take many forms. Our department emphasizes fundamental discovery, scholarly work which integrates existing knowledge, and applied research. We recognize scholarly study of teaching and learning issues in our field as a form of research. The candidate is expected to demonstrate a well-designed research plan and the potential for continued development as a researcher and progress toward publication. This might include drafts of work in progress, presentations at professional meetings, and/or articles submitted for publication.

#### *SERVICE*

The department recognizes service to the campus, community and to our profession. At this stage, the candidate is expected to be involved in departmental meetings and activities.

### **III.b. Comprehensive Review**

The candidate's record in teaching, research, and service will each be evaluated separately as "below expectations," "meritorious," or "excellent." The candidate must demonstrate sufficient progress toward tenure to justify reappointment. This will typically be a rating of at least meritorious in all three areas. The review may also take into account issues of material bearing such as strategic goals of the department, college and campus.

#### *TEACHING*

The candidate will be expected to demonstrate effective teaching evaluated by multiple means which including, at a minimum, Faculty Course Questionnaires and two other means of evaluation. Examples of other means of evaluation are provided in the appendix to this document. This evaluation includes contributions to the breadth, depth, and needs of the department and up-dating curriculum and course materials. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities shall be considered here. A rating of meritorious will require student evaluations that are typically at or above the departmental average and evidence of effective teaching. A rating of excellent will require student evaluations which are typically above the departmental average, evidence of effective teaching, and dedication to student learning. In evaluating teaching, course content, level and size will be considered in interpreting student evaluations.

#### *SCHOLARLY WORK*

The department recognizes that scholarship can take many forms. Our department emphasizes fundamental discovery, scholarly work that integrates existing knowledge and applied research. We recognize scholarly study of teaching and learning issues in our field as a form of research. A rating of meritorious requires reasonable progress toward tenure as demonstrated by submission of research proposals, professional presentations, publications, and by letters of evaluation of their work. A rating of excellent requires at least two publications that may include refereed journal articles, refereed book chapters, or article-length reports. Receipt of peer-reviewed grants or contracts may be substituted for publications. Exceptional quality of scholarly work may be considered to raise an evaluation in cases where the quantity specified has not been met.

#### *SERVICE*

The department recognizes service to the campus, community and to our profession. A rating of meritorious requires meeting service responsibilities within the department and some service to the college, campus, community or profession. A rating of excellent requires meeting service responsibilities within the department and multiple service contributions to the college, campus, community, or profession. In evaluating service both the quality and quantity of service contributions will be considered.

### **III.c. Review for Promotion to Associate Professor and Awarding of Tenure**

The candidate's record in teaching, research, and service will each be evaluated separately as "below expectations," "meritorious," or "excellent." The candidate must be rated as, at least, meritorious in all three areas and must receive a rating of excellent in either teaching or research.

#### *TEACHING*

The candidate will be expected to demonstrate effective teaching evaluated by multiple means including, at a minimum, Faculty Course Questionnaires and two other means of evaluation. Examples of other means of evaluation are provided in the appendix to this document. This evaluation includes contributions to the breadth, depth, and needs of the department and updating curriculum and course materials. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities shall be considered here. A rating of meritorious will require student evaluations that are typically at or above the departmental average and evidence of effective teaching. A rating of excellent will require student evaluations which are typically above the departmental average, evidence of effective teaching, and dedication to student learning. In evaluating teaching, course content, level and size will be considered in interpreting student evaluations.

#### *SCHOLARLY WORK*

The department recognizes that scholarship can take many forms. Our department emphasizes fundamental discovery, scholarly work that integrates existing knowledge and applied research. We recognize scholarly study of teaching and learning issues in our field as a form of research. A rating of meritorious requires at least two peer-reviewed publications that make an original scholarly contribution published or accepted in final form. These may include refereed journal articles, refereed book chapters, or article-length reports. Receipt of peer-reviewed grants or contracts may be substituted for publications. A rating of excellent requires at least four peer-reviewed publications that make an original scholarly contribution published or accepted in final form. These may include refereed journal articles, refereed book chapters, or article-length reports. Receipt of peer-reviewed grants or contracts may be substituted for publications. Exceptional quality of scholarly work may be considered to raise an evaluation in cases where the quantity specified has not been met. Presentations at professional meetings and non-refereed publications may be considered as secondary evidence of ongoing research activity.

#### *SERVICE*

The department recognizes service to the campus, community and to our profession. A rating of meritorious requires meeting service responsibilities within the department and service to the college, campus, community or profession. A rating of excellent requires meeting service responsibilities within the department and multiple service contributions to the college, campus, community, or profession. In evaluating service both the quality and quantity of service contributions will be considered.

### **III.d. Review for Promotion to Full Professor**

The candidate's record in teaching, research, and service will be evaluated as a whole as below expectations, meritorious, or excellent. Promotion requires "a record that, taken as a whole, is judged to be excellent; a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances require a stronger emphasis or singular focus on one or the other; and a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching and working with students, research, scholarship or creative work, and service."

#### *TEACHING*

The candidate will be expected to demonstrate effective teaching evaluated by multiple means that will include, at a minimum, Faculty Course Questionnaires and two other means of evaluation. Examples of other means of evaluation are provided in the appendix to this document. This evaluation includes contributions to the breadth, depth, and needs of the department and up-dating curriculum and course materials. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities shall be considered here. In evaluating teaching, course content, level and size will be considered in interpreting student evaluations. Substantial, significant and continued growth, development, and accomplishment as a teacher since tenure must be demonstrated through development of new and revised curriculum, new pedagogical techniques, participation in professional development, work with students outside the classroom and other areas of teaching such as those in the appendix.

#### *SCHOLARLY WORK*

The department recognizes that scholarship can take many forms. Our department emphasizes fundamental discovery, scholarly work that integrates existing knowledge and applied research. We recognize scholarly study of teaching and learning issues in our field as a form of research. Substantial, significant and continued growth, development, and accomplishment as a researcher since tenure must be demonstrated through refereed publications, peer-reviewed grants and other areas of research such as those in the appendix. Exceptional quality of scholarly work may be considered to raise an evaluation in cases where the quantity is less. Presentations at professional meetings and non-refereed publications may be considered as secondary evidence of ongoing research activity.

#### *SERVICE*

The department recognizes service to the campus, community and to our profession. In evaluating service both the quality and quantity of service contributions will be considered. Substantial, significant and continued growth, development, and accomplishment in service since tenure must be demonstrated through a discussion of service progress in the department, college, campus, university, community and in our profession. We recognize that different faculty at this level will fulfill this requirement very differently. The appendix lists some issues that may be considered.

### **III.e. Post-tenure Review**

Recognizing the many different ways in which post-tenure faculty contribute to the University, we define “meeting expectations” for purposes of post-tenure review as consisting of three elements, each of which must be met: 1) having achieved a rating of “meeting expectations” or higher on each of the annual merit reviews included in the time period under review, 2) having met the goals of the faculty member’s current professional plan, and 3) having submitted an acceptable professional plan which indicates an ability to achieve “meeting expectations” or higher ratings in the future. If a faculty member is deficient in meeting this standard, the committee shall consider the total record of the faculty member during the review period to determine whether strengths in some time periods or some activities compensate for the deficiency such that a rating of “meeting expectations” is still appropriate. Ratings of “exceeding expectations” or “outstanding” will be awarded for exceeding these standards.

### III.f. Annual Merit Review

Even though annual merit evaluations do not serve the same comprehensive evaluation function as review for promotion and tenure, the department feels that they should provide an indication of a faculty member's performance relative to the criteria and standards for promotion and tenure. As such, a faculty member's annual merit evaluation will be broadly determined by the same factors that drive comprehensive evaluations. However, as this review is not comprehensive it will follow a more regimented approach than is appropriate for a comprehensive review.

#### *TEACHING REVIEW*

The primary statistic for driving the annual review of teaching will be the FCQ. In line with the comprehensive review, the expected faculty member average performance on line 8 of the FCQ is a 4.75. For ease of averaging the mean rather than the median value will be employed. Further, to place the 6 point scale of the FCQ in line with point values for annual evaluations, the point value will be converted to a 0 to 4 scale by applying the following adjustment:  $(FCQ \text{ value} - 1) * 0.8$  (for instance, an FCQ value of 5.0 would convert to  $(5.0 - 1) * 0.8 = 3.2$ ). Recognizing that the FCQ is at best a rough approximation of a faculty member's teaching performance, the adjusted value for the FCQ line 8 may be adjusted upward for any of the reasons below. The point value next to the adjustment factor indicates the size of the upward adjustment (the final value cannot be adjusted to a value greater than 4.0). Once the final adjusted average for a faculty member's FCQ line 12 is calculated, the annual merit value will be rounded to the nearest  $\frac{1}{4}$  point. Any deviation from the calculated value must be explained in the written comments and should only occur in unusual circumstances.

<u>Adjustment Factor</u>	<u>Adjustment Value</u>
• Lower division courses (100 and 200 level)	0.1
• Required major courses	0.1
• Heavy course workload (as indicated by FCQ)	0.1
• Receipt of teaching grant (applies to final average)	0.1
• Significant teaching innovation	0.2
• First time course is taught	0.2
• Large course (over 70 students)	0.3
• Online course offering	0.3
• Evidence of high quality course that strongly fulfills departmental goals (evidence documented via a Teaching or Course Portfolio)	0.1 to 0.5
• Receipt of campus or college teaching award (applies to final average)	0.5

*RESEARCH REVIEW*

Evaluation for the annual merit review for research will be based on the following scale system.

<u>Points</u>	<u>Rating</u>
18-20	4.0
15-17	3.75
12-14	3.5
9-11	3.25
6-8	3.0
3-5	2.75
2	2.5
1	2.0
0	0

For the research scale, points are earned based on the following activities (point assignment indicated to the right of the item).

<u>Research Activities</u>	<u>Point Value</u>
• Research students directed (per 3 credit hours)	1
• Grant proposal (non-funded)	1
• Work in progress	2
• Research seminars given	2
• Conference presentation (local or state)	2
• Internet research activities	2
• Funded grant (minor)	2
• Conference presentation (regional, national, international)	4
• Funded grant (major)	6
• Published paper (value depends on ranking of journal or publication)	6 to 15
• Other publications	6 to 15
• Book	10 to 20

*SERVICE REVIEW*

Evaluation for the annual merit review for service will be based on the following scale system.

<u>Points</u>	<u>Rating</u>
18-20	4.0
15-17	3.75
12-14	3.5
9-11	3.25
6-8	3.0
3-5	2.75
2	2.5
1	2.0
0	0

For the service scale, points are earned based on the following activities (point assignment indicated to the right of the item).

<u>Service Activities</u>	<u>Point Value</u>
• Service on department or center committees	1
• Service at open house or major/minor fair	1
• Review of articles/manuscripts	1
• Public presentation	1
• Chair of a professional meeting	1
• Professional consulting	1 to 4
• Service on an external committee	1 to 4
• Service to a professional association	1 to 4
• Department service (meetings & routine duties)	2
• Service on primary committees	2
• Service on minor college or campus committees (plus 2 points if committee chair)	2
• Service on an editorial board	2 to 4
• Service on major college or campus committees (plus 2 points if committee chair)	4
• Service as departmental major advisor	6
• Service as center director	8
• Service on the DRC	10
• Service as Chair of the DRC	15
• Service as department chair	15

#### IV. Appendix: Examples of Tools for Faculty Evaluation

##### 1. TEACHING

- 1.1. Student Evaluation of Teaching
- 1.2. Teaching Awards and Other Outstanding Accomplishments in Instruction
- 1.3. Peer Evaluation of Teaching
- 1.4. Alumni Evaluation
- 1.5. Quality of Doctoral Dissertation and Master's Thesis Supervision and Graduate Committee Contributions
- 1.6. Student Advising
- 1.7. Innovations in Teaching
- 1.8. Creativity in Teaching
- 1.9. Participation in Teaching-Related Subject Activities
- 1.10. Effectiveness of Students in Succeeding Courses and/or in the Pursuit of Graduate Education and/or in Careers
- 1.11. Student Supervision in Professional Experience Activities, Internships, and/or Independent Studies
- 1.12. Evaluation of Student Performance in departmental examinations and assessments
- 1.13. Preparation of Course Material
- 1.14. Student Development/Encouragement (Centers of Excellence, Library Knowledge, Learning Disability Recognition, Encouragement of Students)
- 1.15. Course Organization
- 1.16. New Course Development
- 1.17. Teaching Improvement Activity (Workshops, Conferences)
- 1.18. Role Modeling and Mentoring Based on a Teaching Experience on Any Educational Level
- 1.19. Teaching Contribution at Any Institution in Addition to the University of Colorado
- 1.20. Risk Factor Involved in the Teaching Venture
- 1.21. Contributions of teaching to diversity

##### 2. RESEARCH/ SCHOLARLY WORK

- 2.1. Peer Judged Publications
- 2.2. Papers Prepared for Professional Conferences
- 2.3. Recognition by other Scholars of Research and Publications
- 2.4. Creative Work
- 2.5. Performances
- 2.6. Readings
- 2.7. Un-sponsored Research
- 2.8. Grants and Contracts (Sponsored Research)
- 2.9. Professional Reputation (Both Inside and Outside University)
- 2.10. Evidence of Capacity for Future Achievements
- 2.11. Participation in Development Workshops
- 2.12. Participation in Career Development Activity (Workshops, Conference, Summer Schools, etc)
- 2.13. Papers Presented at Professional Workshops, Conferences
- 2.14. Long-Term Research Projects
- 2.15. Expert and Technical Consultation of Research Projects
- 2.16. Role Modeling and Mentoring of Research on Any Educational Level
- 2.17. Risk Factor Involved in the Research Venture

- 2.18. Cultural and societal impact
- 2.19. Contribution to diversity

3. SERVICE

- 3.1. Departmental, College, Campus and University Committees
- 3.2. Administrative Service (such as program director, chair, center director ...)
- 3.3. Service to the Profession and Discipline (Local, State, National, International Level)
- 3.4. Consultation and Public Service
- 3.5. Role Modeling and Mentoring on Any Educational Level
- 3.6. Reviewing Research Proposals
- 3.7. Reviewing Books in Scholarly Journals
- 3.8. Reviewing Grant Proposals
- 3.9. Refereeing Manuscripts
- 3.10. Participation at Professional Conferences, Specifically Organizational Activities (Organizational Activities, Local Planning Committees, Site Visit Details, Activities Involved in Local, Regional and National Meetings, etc.)
- 3.11. Membership In and/or Office-holding in Professional Associations.
- 3.12. Service Contribution to Education at Any Level and at Any Institution in Addition to the University of Colorado
- 3.13. Contribution to diversity
- 3.14. Participation in faculty governance

**This is a list of suggestions and is NEITHER all-inclusive nor a list of requirements. Items are not ranked or grouped in any order of importance.**