

**Department of Economics**

**College of Letters, Arts and Sciences  
University of Colorado Colorado Springs**

**Criteria, Standards and Evidence for Reappointment,  
Promotion and Tenure**

**July 1, 2020**

## ***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 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 work performed during the years granted toward tenure will 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. As outlined by Administrative Policy Statement (APS) 1022, a Primary Unit Evaluation Committee has the authority to make recommendations concerning comprehensive reappointment review, tenure, and promotion. The committee is composed of members from the candidate's department. However, in some instances, the primary unit may involve faculty from cognate departments or programs.

The head of the Primary Unit Evaluation Committee is requested by the candidate and approved by the Dean, and will consult and advise the candidate during the candidate's performance evaluation. If the department chair does not serve as the head or as a member on the Primary Unit Evaluation Committee, then the chair must submit a separate performance evaluation based on the departmental criteria along with the unit's evaluation.

At this time, the Department of Economics is not using the Faculty Responsibility Statement as part of its Reappointment, Promotion and Tenure Criteria.

As permitted in APS 1022, the faculty of Economics have voted not to have a vote of the primary unit faculty as a step in the reappointment, promotion, and tenure process.

***INITIAL REAPPOINTMENT REVIEW***

The candidate's total record, including teaching, research and service, will be evaluated. No specific assessment or rating in each area is required, but the record must show sufficient potential of future success to justify reappointment recommended by the Primary Unit Evaluation Committee. The review may also take into account issues of material bearing such as strategic goals of the department, college and campus.

***TEACHING***

The candidate's teaching performance will be evaluated by multiple means, which must include Faculty Course Questionnaires (FCQs) and, at a minimum, two other means of evaluation. Each of the means of evaluation must carry equal weight in the candidate's performance evaluation.

Examples of other means of evaluation are provided in the appendix to this document. 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 will be considered here. The candidate is expected to show potential for continued development as a teacher. Candidates will 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 that 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 will 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.

***COMPREHENSIVE REAPPOINTMENT REVIEW***

The candidate's record in teaching, research, and service will each be evaluated. The Primary Unit Evaluation committee will use the departmental criteria to assess whether the candidate is "on track for tenure", "not yet on track for tenure but could meet standards for tenure with appropriate corrections", or "not on track for tenure". The candidate must demonstrate sufficient progress toward tenure to justify reappointment

recommended by the Primary Unit Evaluation Committee. The review may also take into account issues of material bearing such as strategic goals of the department, college and campus. External letters from respected scholars are not required in the comprehensive reappointment review process, but the candidate can elect to direct the Primary Unit Evaluation Committee to solicit letters in the candidate's field(s) to further demonstrate progress toward tenure.

### *TEACHING*

The candidate's teaching performance will be evaluated by multiple means, which must include Faculty Course Questionnaires (FCQs) and, at a minimum, two other means of evaluation. Each of the means of evaluation must carry equal weight in the candidate's performance 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 will be considered here.

An assessment of "not yet on track for tenure but could meet standards for tenure with appropriate corrections" requires the candidate's scores from the FCQs to be at least at the departmental expectations, and demonstration other evidence of effective teaching. An assessment of "on track for tenure" requires student evaluations which are above departmental expectations, other evidence of effective teaching, and strong evidence of 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. An assessment of "not yet on track for tenure but could meet standards for tenure with appropriate corrections" requires reasonable progress toward tenure as demonstrated by submission of research proposals, professional presentations, publications, and by letters of evaluation of the candidate's work. Specifically, an assessment of "not yet on track for tenure but could meet standards for tenure with appropriate corrections" requires a minimum of two peer-reviewed publications such as a journal article or book chapter (these may be published or accepted in final form). An assessment of "on track for tenure" requires at least four peer-reviewed publications such as journal articles or book chapters (these may be published or accepted in final form). 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, non-refereed publications, and receipt of peer-reviewed grants or contracts may be considered as secondary evidence of ongoing research activity but cannot serve to replace the core publication expectations.

*SERVICE*

The department recognizes service to the campus, community and to our profession. A rating of “not yet on track for tenure but could meet standards for tenure with appropriate corrections” requires meeting service responsibilities within the department and some service to the college, campus, community or profession. A rating of “on track for tenure” 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.

*PROMOTION TO ASSOCIATE PROFESSOR AND/OR TENURE REVIEW*

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, or both. The department will solicit letters from respected scholars in the candidate’s field(s) of research, per campus policy.

*TEACHING*

The candidate’s teaching performance will be evaluated by multiple means, which must include Faculty Course Questionnaires (FCQs) and, at a minimum, two other means of evaluation. Each of the means of evaluation must carry equal weight in the candidate’s performance 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 will be considered here.

A rating of meritorious requires student evaluations that are at or above the departmental expectations and other evidence of effective teaching. A rating of excellent in teaching will include multiple measures of teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level that furthers the practice and/or scholarship of teaching and learning beyond one’s immediate instructional setting.

*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 meritorious rating requires a minimum of four peer-reviewed publications such as a journal articles or book chapters (these may be published or accepted in final form). A rating of excellent requires at least six peer-reviewed publications such as journal articles or book chapters (these may be published or accepted in final form). 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, non-refereed publications, and receipt of peer-reviewed grants or contracts may be considered as secondary evidence of ongoing research activity but cannot serve to replace the core publication expectations.

### *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.

### ***PROMOTION TO FULL PROFESSOR REVIEW***

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." The department will solicit letters from respected scholars in the candidate's field(s) of research, per campus policy.

### *TEACHING*

The candidate's teaching performance will be evaluated by multiple means, which must include Faculty Course Questionnaires (FCQs) and, at a minimum, two other means of evaluation. Each of the means of evaluation must carry equal weight in the candidate's performance 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 will 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, book chapters, and other areas of research such as those indicated 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, non-refereed publications, and receipt of peer reviewed grants and contracts 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 provision of service to 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.

### *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 will 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.

***APPENDIX: EXAMPLES OF TOOLS FOR FACULTY EVALUATION******TEACHING***

Student Evaluation of Teaching  
Teaching Awards and Other Outstanding Accomplishments in Instruction  
Peer Evaluation of Teaching  
Alumni Evaluation  
Quality of Doctoral Dissertation and Master's Thesis Supervision and Graduate Committee Contributions  
Student Advising  
Innovations in Teaching  
Creativity in Teaching  
Participation in Teaching-Related Subject Activities  
Effectiveness of Students in Succeeding Courses and/or in the Pursuit of Graduate Education and/or in Careers  
Student Supervision in Professional Experience Activities, Internships, and/or Independent Studies  
Evaluation of Student Performance in departmental examinations and assessments  
Preparation of Course Material  
Student Development/Encouragement (Centers of Excellence, Library Knowledge, Learning Disability Recognition, Encouragement of Students)  
Course Organization  
New Course Development  
Teaching Improvement Activity (Workshops, Conferences)  
Role Modeling and Mentoring Based on a Teaching Experience on Any Educational Level  
Teaching Contribution at Any Institution in Addition to the University of Colorado  
Risk Factor Involved in the Teaching Venture  
Contributions of teaching to diversity in the classroom, program, and discipline  
Pedagogical development grants  
Design of public outreach materials based on expertise  
Publications on pedagogical methods  
Engagement in public fora on pedagogy  
Development of interdisciplinary programs or degrees  
Participating in activities offered by the Teaching and Learning Center  
Authorship of textbook or other instructional materials  
Evidence demonstrating use of publications for instruction outside our institution

***RESEARCH/ SCHOLARLY WORK***

Peer Reviewed Publications  
Papers Prepared for Professional Conferences  
Recognition by other Scholars of Research and Publications  
Creative Work Readings  
Unsponsored Research  
Grants and Contracts (Sponsored Research)  
Professional Reputation (Both Inside and Outside University)  
Evidence of Capacity for Future Achievements  
Participation in Development Workshops



Participation in Career Development Activity (Workshops, Conference, Summer Schools, etc)

Papers Presented at Professional Workshops, Conferences

Long-Term Research Projects

Expert and Technical Consultation of Research Projects

Role Modeling and Mentoring of Research on Any Educational Level

Risk Factor Involved in the Research Venture

Cultural and societal impact

Contribution to diversity through scholarship

### *SERVICE*

Departmental, College, Campus and University Committees

Administrative Service (such as program director, chair, center director ...)

Service to the Profession and Discipline (Local, State, National, International Level)

Consultation and Public Service

Role Modeling and Mentoring on Any Educational Level

Reviewing Research Proposals

Reviewing Books in Scholarly Journals

Reviewing Grant Proposals

Refereeing Manuscripts

Participation at Professional Conferences, Specifically Organizational Activities

(Organizational Activities, Local Planning Committees, Site Visit Details, Activities Involved in Local, Regional and National Meetings, etc.)

Membership In and/or Office-holding in Professional Associations.

Service Contribution to Education at Any Level and at Any Institution in Addition to the University of Colorado

Contribution to diversity through service

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.

**College of Letters, Arts, and Sciences  
Department of Economics RPT Criteria  
Version History**

***Version 1: Initial Version***

Approved by the Economics tenured/tenure track faculty, 4/24/2020

Approved by Interim Dean Rex Welshon, 4/25/2020

Approved by Provost Tom Christensen, 6/26/2020

Effective date, 7/1/2020

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