

Criteria and Standards for Retention, Tenure and Promotion for
The Department of Economics, Humboldt State University

Introduction

The tenured and probationary faculty members of the Department of Economics have approved the following teaching and service activities as applicable to Economics faculty for Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook (Rev. 8-2014). <http://www2.humboldt.edu/aavp/sites/default/files/facultyhandbook/AppendixJ.pdf>

Joint appointment tenure-line faculty will be evaluated by an IUPC established following Academic Personnel Services/Human Resources guidelines.

Appendix J of the Faculty Handbook requires periodic evaluation of candidates for retention tenure and promotion in three areas of performance. According to Appendix J, Section IX.2:

Candidates shall be evaluated in the areas of teaching/librarian/counseling effectiveness, scholarly/creative activities, and service. The most important of these specific criteria for determining academic competence shall be teaching/librarian/counseling effectiveness. A record of teaching/ librarian/ counseling excellence, combined with an “Acceptable” level of performance in the two non-teaching/librarian/counseling areas, as defined in the department/unit criteria and standards, shall be taken as a strong justification for RTP.

With the understanding that all candidates must be considered “excellent” in teaching effectiveness to progress, Appendix J, Section X.2.c presents the table below to help guide Departments and candidates in determining whether a candidate’s progress to date is acceptable or unacceptable for retention, tenure and promotion.

| <i>Scholarly/Creative Activity</i> | <i>Service</i> | <i>Outcome</i> |
|------------------------------------|--------------------------|---------------------|
| <i>Good</i> | <i>Good</i> | <i>Acceptable</i> |
| <i>Excellent</i> | <i>Minimum Essential</i> | <i>Acceptable</i> |
| <i>Minimal Essential</i> | <i>Excellent</i> | <i>Acceptable</i> |
| <i>Good</i> | <i>Minimum Essential</i> | <i>Unacceptable</i> |
| <i>Minimum Essential</i> | <i>Good</i> | <i>Unacceptable</i> |

Further, Appendix J, section X.2.c.1 specifies that:

Each department/unit, in its criteria and standards, shall clearly define the level of performance required for each of the evaluative terms: Minimum Essential, Good, and Excellent.

A. Teaching Effectiveness

Appendix J, section IX.B.1.a.4 section states:

Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluations by peers. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the candidate's academic discipline(s). The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes.

We recognize that student advising and mentoring should be evaluated as part of teaching effectiveness as per Appendix J, section IX.B.1.a.6:

Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population, and availability of the faculty member on a regular basis to assist the academic needs of students.

All members of the Department of Economics who are tenure-track and above the rank of the candidate (unless they are on an approved extended leave such as a sabbatical) should write collegial letters that include descriptions of, and reflections on, their observations of the Economics faculty candidate. While faculty in the Department have more responsibility for undertaking such observations, other faculty, relevant staff or personnel are welcome to make teaching observations. For purposes of evaluating activities for teaching effectiveness in collegial letters the following activities are examples of the types to be evaluated:

1. **Direct Instruction:**
 - a. Observations of the candidate's in-class teaching including, but are not limited to: class lecture, discussion, in-class learning activities, and presentation of material;
 - b. Observation of the candidate in other teaching environments, such as workshops, co-teaching or guest lectures; and
 - c. Review of course syllabi and/or assignments and the candidate's use of a learning management system to organize and convey class material.
2. **Academic Advising, Supervising and Mentoring of Students:** This may include academic advising and career mentoring of students; supervising student-assistants; and/or providing additional observation, evaluation and/or support outside of the normal classroom environment as indicated in student letters or collegial observation.
3. **Development of Teaching Materials and Curriculum:** This may include developing teaching materials such as course outlines, study-guides, instructional manuals, case studies and simulations and/or other content used in the classroom; developing and/or revising curriculum outcomes and assessment methodology; and/or making contributions to the achievement of departmental curriculum goals.
4. **Professional Development Activities in Teaching:** This may include reviewing literature and research in teaching subject areas; planning and/or participating in professional development activities; developing and improving teaching and

assessment methods; attending conferences and/or seminars relevant to teaching subject areas; and/or conducting research related to teaching; or other activities related to teaching, but not published or disseminated as scholarly work.

To reach a level of “excellent” in teaching effectiveness, a candidate for tenure and promotion must meet all the conditions listed under “essential” (listed below) every semester in residence at HSU, and have established a pattern of accomplishment from the list of “indicators of excellence”. In other words, there is no expectation that a candidate should complete the entire list of "indicators of excellence" in any given review period, but demonstrate a majority of these milestones and behaviors over any given review period.

Candidates for RTP must document these activities (when applicable) as part of their WPAF. In the PDS portion of the WPAF, a candidate must also provide critical reflection on his or her pedagogy and on student and faculty evaluation of his or her teaching.

While recognizing that student letters and evaluations are deemed additional to other materials, they are nevertheless significant in a teaching institution and therefore any pattern of unfavorable comments and/or lower scores on student evaluations must be specifically reflected on and combined with a plan for improvement where relevant.

Essential activities include ALL of the following:

- Communicating course objectives, policies and grading criteria in all classes;
- Utilizing course design, materials and practices that indicate responsible fulfillment of classroom duties and currency in the field and evidence of student success in achieving goals set for the course by the University and the Program;
- Availability of a minimum of two hours a week for student consultation;
- Providing advising to assigned advisees that promotes their success in the major and time-to-graduation;
- Demonstrating evidence of teaching excellence in the classroom based on observation by colleagues;
- Student evaluations that are broadly consistent with collegial letters and written comments that indicate that students are challenged, graded clearly and fairly, and treated with respect, sensitivity, and professionalism.
- Participating in departmental efforts (if any) to assess and improve courses with which the faculty member has been involved.

Indicators of excellence in teaching:

- Evidence of a rigorous, thoughtful and dynamic approach to the teaching/learning process and holistic student welfare;
- Efforts to improve and adapt teaching with innovative methods such as developing original content or use of active learning strategies such as case studies or simulations;
- Participating in activities designed to enhance the candidate’s teaching effectiveness and advising, such as the Institute for Student Success;
- Engaging in ongoing mentoring of students above required advising duties;
- Developing and implementing new/innovative courses;
- Conducting workshops or seminars that enhance teaching within the department, college

- or profession;
- Receiving a student group, College, University or discipline-based teaching/faculty award;
- Effectively supervising students in their own and/or faculty-based original research projects.
- A pattern of positive student letters;

B. Scholarly/Creative Activities

We:

- welcome scholarship as peer-reviewed, disseminated work in Economics or related fields that show significant economic content.
- recognize that scholarship comes in many forms and may employ disparate methodologies and therefore value collaborative research and co-authored publications as a useful, and often necessary, part of research.
- value involving students in our research.

The Department of Economics recognizes the following as quality scholarly products. They are organized in two categories. No relative importance or weighting is implied by the order within each category.

Category I:

- Papers published or forthcoming in scholarly refereed journals focusing on economics or related disciplines.
- Monographs, textbooks, or chapters in edited volumes focused on economics or related disciplines that have been awarded a publication contract following a peer-review or professional editorial selection process

Category II:

- Grants or fellowships competitively awarded to support research on economics or related disciplines by respected organizations such as the National Science Foundation, the National Institutes of Health, the Sea Grant Program, the Ford Foundation, or the Fulbright Program
- Participation on peer-review panels, or solicited testimony to legislative bodies or regulatory agencies, on matters relating to the economics of public policy
- Technical reports or other forms of economic analysis conducted under contract for a legislative body or administrative agency
- Professional presentations of scholarship at professional conferences focused on economics or related disciplines
- Several columns and other forms of economic journalism that have been published following a peer-review or editorial evaluation process
- Several reviews of books or other media on economics or related disciplines that have been published following a peer-review or professional editorial selection process.

- Curricula, instructional materials, or other media on the subject of economics or related disciplines that have been awarded a publication contract following a peer-review or professional editorial selection process
- Other scholarly work products when collegial letters clearly indicate they have sufficient merit for inclusion in this category

Notes:

1) Additional activities in Category I can be used by the candidate to take the place of activities from Category II, but additional activities from Category II cannot be used to offset deficiencies in activities from Category I. *In collegial letters, colleagues should note special contributions such as sole or lead authorship, or particularly strong journal outlets or university presses.*

2) “Contributions” in the tables below mean separate activity and not that a candidate must demonstrate achievement of three different types of activities, e.g., publication of a peer reviewed article, submitting a book manuscript for publication and receiving an externally funded grant. We mean that she or he must complete three activities of the types listed in Category I. For example, each peer-reviewed article counts as one distinct activity.

Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Retention, Tenure and Promotion from Assistant to Associate Professor

| | |
|--------------------------|---|
| Excellent | At least 3 contributions from Category I, AND 2 contributions from Category II. |
| | |
| Good | At least 2 contributions from Category I, AND 2 contributions from Category II. |
| | |
| Minimum Essential | At least 1 contribution from Category I, AND 2 contributions from Category II |

Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Retention, Tenure and Promotion from Associate to Professor (Previous work used to qualify for prior tenure and promotion do not count here)

| | |
|--------------------------|---|
| Excellent | At least 3 contributions from Category I, AND 2 contributions from Category II. |
| | |
| Good | At least 2 contributions from Category I, AND 2 contributions from Category II. |
| | |
| Minimum Essential | At least 1 contribution from Category I, AND 2 contributions from Category II |

C. Service to the University, Profession or Community

Economics tenure line faculty are expected to be collegial department citizens and make service to the Department their first priority. This includes attending all department meetings and serving on departmental committees. Thus category I is service that is generally expected of all tenure-track faculty. They are also expected to maintain a consistent pattern of regular service activity across the period of review. Service should be documented and supported by evaluative letters, if appropriate.

Examples of activities typically considered as evidence of an ongoing commitment to service have been grouped into categories I, II and III below. In the WPAF, an RTP candidate should list and describe all service activities and provide a brief statement regarding his or her contribution to each activity, including role(s) and time commitment.

We note that Appendix J, Section IX.B.5 provides that the candidate may submit an activity for evaluation that is not included in the core definition of service as put forward in Appendix J, Section IX.B.3. A candidate may make the case in his or her WPAF that an activity not listed in categories I, II and III should count as a contribution to service for purposes of evaluation. The candidate's IUPC may advise the candidate as to the placement of any such activity.

In a case in which the candidate has been called upon to perform disproportionate service in one activity, such as the ongoing mentoring of students or service on departmental, college or university committees, the candidate can make case in the WPAF for exceptional consideration of weighting of activities in categories I-III.

Category I – Service generally expected of all tenure-track faculty

- Participating regularly in Department meetings
- Serving on major Department committees such as curriculum redesign, program assessment
- Serving on Departmental IUPC (subject to rank limitations)
- Attending important university events such as convocation and commencement
- Willingness to serve as a name reader as needed at commencement
- Contributing to Department needs when asked
- Participating in Department events, such as Senior dinner and some combination of other department sponsored events
- Writing letters of recommendation for worthy students with whom the faculty has experience
- Writing evaluative letters for colleagues

Category II – Service with significant time commitments

- Chairing College or University committees
- Serving as a member on a time consuming College or University committee or organization, such as Senate, ICC, or faculty/administrator search
- Chairing search committee or IUPC
- Serving as an active faculty member in an interdisciplinary program (equivalent to a second department)
- Acting as an elected or appointed leader in discipline-based professional associations

- Serving as an editor or member of an editorial board for a professional journal.
- Creating or substantially expanding academic/professional service opportunities for students in the community such as creating an internship program or building significant long-term relationships that support student professional development
- Serving on a board or other community organization in a leadership position related to academic/professional interest

Category III – Less time-consuming service

- Serving as a member on a College or University committee other than a search committee
- Non-chair service on an IUPC or search committee
- Serving as a peer reviewer for journals, presses, or grant-giving agencies
- Reviews of textbooks or other media on economics or related disciplines for publishers
- Acting regularly as a resource for the campus or greater community regarding academic or professional subject matter, for example through outreach and networking or on-campus presentations
- Participating in a discipline-based professional association, for example, by serving as a conference panel chair or a member of a decision-making committee (e.g., awards committee)
- Serving as an advisor to student organizations/clubs on campus
- Serving on a master’s degree thesis committee (for which no assigned time is received)

Notes:

1) Additional activities in Category II can be used to take the place of requirements from Category III, but additional activities from Category III cannot be used to offset deficiencies in activities from Category II. *In collegial letters colleagues should note special service contributions.*

2) “Contributions” in the tables below mean separate and distinct service commitments. For example, each time a candidate leads a different college or university committee (or serves a separate term as chair) counts as a distinct activity within the category of “chairing or leading college or university committee or strategic program.”

Minimum Combination of Activities Required *per year, on average, in residence* for Achievement of Excellent, Good, and Minimum Essential in Service Activities for Retention, Tenure and Promotion from **Assistant to Associate**

| | |
|------------------|---|
| Excellent | |
| | ALL activities from Category I, AND |
| | At least 1 activity from Category II, AND |
| | At least 4 distinct activities from Category III, with the caveat that no more than two can be of the same type |
| Good | |
| | ALL activities from Category I, AND |
| | At least 3 distinct activities from Category III, with the caveat that no more |

| | |
|------------------------------|--|
| | than 2 can be of the same type |
| | |
| Minimum Essential | |
| | ALL activities from Category I, AND |
| | At least 1 distinct activity from Category III |

Candidates for promotion to Full Professor are expected to perform more service (compared to candidates for promotion to Associate Professor) and demonstrate some initiative and leadership in service. Leadership\initiative can be documented by letters from appropriate individuals

Minimum Combination of Activities Required *per year, on average, in residence* for Achievement of Excellent, Good, and Minimum Essential in Service Activities for Retention, Tenure and Promotion from **Associate to Professor**

| | |
|--------------------------|---|
| Excellent | ALL activities from Category I, AND |
| | At least 2 distinct activities from Category II, AND |
| | At least 4 distinct activities from Category III, with the caveat that no more than 2 can be of the same type |
| Good | ALL activities from Category I, AND |
| | At least 1 distinct activity from Category II, AND |
| | At least 3 distinct activities from Category III, with the caveat that no more than 2 can be of the same type |
| Minimum Essential | ALL activities from Category I, AND |
| | At least 1 distinct activity from Category II, AND |
| | At least 2 distinct activities from Category III |