

November 4, 1999

To: W. James Smith, Dean, CLAS

From: Steven G. Medema, Chairman, Department of Economics

Re.: Department of Economics RTP Guidelines

Attached please find the Department of Economics RTP Guidelines.

Please do not hesitate to contact me if you have questions or comments on any of this information.

**RTP Guidelines**  
**Department of Economics**  
**University of Colorado at Denver**

**Introduction**

The Department of Economics subscribes to the RTP guidelines outlined in the Laws of the Regents. We feel that these guidelines are appropriate in that they are reflective of professional standards in well-regarded Economics Departments across the country. Pursuant to the application of these University guidelines, the Department has established certain criteria for tenure and promotion.

In designing and implementing these criteria, the Department's goal is to develop faculty members who demonstrate a clear commitment to academic excellence in the areas of teaching, research, and service and who, furthermore, are committed, through this, to enhancing the Department's reputation at the national and international levels.

**Criteria for Tenure and Promotion**

*Teaching*

The evaluation of teaching is based upon FCQ ratings, the examination of course materials (tests, syllabi, handouts, etc.), classroom visitation by faculty members, course enrollments, and the accessibility of the instructor. We hold professors to high standards on each of these scores. We are particularly concerned to see effective classroom teaching as measured by FCQ ratings and evaluations of faculty visitors, as well as the offering of courses that meet the standards of rigor desired by the department. Faculty members are encouraged to assume mentoring roles with the students, as well as to be regularly available to provide assistance with coursework, advice as regards educational and career plans, and so on. We also look very favorably on the willingness of faculty members to serve on honors thesis committees and supervise independent studies. While the faculty member's teaching is the primary criterion in evaluating tenure and promotion cases, all varieties of faculty-student interaction will be weighed by the Department in this evaluation process.

*Research*

The evaluation of research is based upon a careful examination of each professor's record of scholarly activity both up to the time of the review and in terms of anticipated future performance. The department puts substantial weight on refereed publications in top field and general journals, and (where relevant) the publication of books by prominent scholarly presses. The department expects both regular refereed publication and occasional hits in the very best journals in the professor's field. Publications in non-refereed outlets are also encouraged, but receive somewhat less weight than refereed publications.

The Department recognizes that collaborative work has an integral place in the economics profession. No requirements are imposed by the Department regarding solo- versus co-authored work, although the Department will attempt to discern, as a part of the review process, that a faculty member has been a full and active collaborator in co-authored works. Faculty members are encouraged to publish solo-authored work at least occasionally, as the Department feels that it assists the faculty member in building his or her distinct reputation within the field.

The Department also recognizes that there are other indicators of scholarly achievement and potential and includes these in the evaluation process. Such indicators include grants activity, presentations of research at professional meetings, editorial positions, the publication of book reviews, and so on. It is expected that faculty members will regularly present their work at professional meetings of import in their area of specialization. The absence of other of these indicators is not considered to be detrimental to a candidate's review, but the presence of these activities will be favorably considered by the Department.

The Department is also sensitive to individual situations, recognizing that certain types of research may have longer gestation periods, that certain faculty members may have been assigned heavier teaching or service burdens, and that different types of publication (e.g., books vs. journal articles) may assume a different relative importance across sub-fields within the discipline. Attention to these types of considerations is reflected in the review process.

The quality of the candidate's record is far more important to the Department than the quantity of publications. The Department does not apply set criteria as regards the number of publications, grants, etc. required for reappointment, tenure, or promotion. Rather, the Department looks for evidence that the faculty member has made, or is in the process of making, a substantial and respected name for him- or herself within the professional ranks. Scholarly publications provide one piece of evidence on this score, and letters from outside reviewers also play a very prominent role here.

### *Service*

The evaluation of service is based upon an examination of the professor's contributions to the university, local, and scholarly communities. Professors are expected to serve regularly on Department, College, and/or University Committees, and the extent of this expectation is increased with the professor's seniority. Other duties, such as undergraduate and graduate advising, also constitute evidence of significant service. At the local level, it is expected that professors will avail themselves of opportunities for service as they arise. On the professional level, it is expected that professors will regularly serve as referees for scholarly journals, and that they will participate as chairs and discussants in sessions at professional meetings—again, in amounts commensurate with their professional experience.

## **Application of Criteria for Tenure and Promotion**

### *Reappointment/Comprehensive Review*

The process of comprehensive review for purposes of reappointment is to judge whether the candidate is making sufficient progress in the establishment of record of high-quality teaching and research. A further purpose of this review is to provide feedback to the faculty member regarding his or her performance, so that any necessary adjustments can be made by the faculty member with a view to enhancing his or her scholarly career.

It is expected that the candidate will demonstrate that he or she is a good teacher and that the teaching performance shows promise of garnering a “meritorious” or “excellent” rating within a short period of time.

The candidate is also expected to show evidence of a viable and strong research agenda that will have an impact on his or her field. Such evidence includes refereed publications in quality outlets and works in progress that indicate the expectation of continuing progress and development in the candidate’s research. The components of research enumerated in the previous section will be weighed during this review, with an eye to both work completed to date and to the trend in the faculty member’s research productivity. It is expected that the candidate will be on track to garner a “meritorious” or “excellent” research rating within a short period of time.

The candidate will also be expected to have engaged in a reasonable amount of service at this stage in his or her career. The Department works very hard to shield junior faculty from onerous service burdens, but it is nonetheless expected that the candidate will have made some service contributions to the Department, College, and/or University communities by this time.

### *Tenure and Promotion to Associate Professor*

The awarding of tenure and promotion to the rank of Associate Professor are based upon (1) demonstrated meritorious performance in the areas of teaching, research, and service, and (2) demonstrated excellence in either teaching or research.

The candidate is expected to present to the Department a dossier that evidences meritorious or excellent teaching as measured by the criteria outlined above. The Department is particularly concerned that the candidate demonstrate that he or she has established a reputation as a high-quality teacher—one who upholds the standards of quality and rigor which characterize the Department’s educational mission.

The evaluation of the candidate’s research record will stress the criteria outlined above, with a view to ascertaining whether the candidate has made a significant impact on scholarship in his or her field and shows the promise of being able to sustain and improve upon this record in the long run. As part of this process, the Department will utilize the opinions of external reviewers in the candidate’s field.

The Department also expects that the candidate will have made a significant (meritorious) service contribution to the Department, College, and/or University, and that the candidate will have availed him- or herself of opportunities that have arisen to serve the broader community and the profession. While the Department weights service less heavily than teaching and research, those who have been assigned more significant service burdens will have this taken into account in the evaluation process.

### *Promotion to Professor*

Promotion to Professor 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, research, scholarship or creative work, and service.

In evaluating the candidate's record, the Department will assign primary weight to the candidate's performance subsequent to tenure and promotion to Associate Professor. The candidate is expected to have developed into an excellent teacher in the broadest sense, including classroom teaching, the mentoring of students, and the willingness to contribute extensively to all aspects of the Department's teaching mission. The candidate must demonstrate that he or she has made a substantial and on-going impact on scholarship in his or her field, to the point where he or she has achieved a strong national or international reputation among scholars in that area. The candidate is also expected to have accumulated a substantial record of service to the Department, College, University, and external and professional constituencies.

On the whole, he or she is expected to demonstrate the type of performance and leadership in the areas of teaching, research, and service that serves as an example to junior colleagues and plays a significant role in solidifying the Department's reputation as one of the best small economics departments in the nation.