

CSU Stanislaus Economics Department RPT Criteria

Elaborations

The following are to describe how candidates for tenure and promotion in the Economics Department will be evaluated. The intent of these elaborations is to describe the expectations of faculty in economics as a discipline in a liberal arts setting at an institution with a strong emphasis on teaching. The starting point of these elaborations is the mission of this university. The elaborations also provide examples of the types of evidence individuals can provide to show their contributions to the university.

Mission of the University

committed to creating an inclusive learning environment which encourages all members of the campus community to expand their intellectual, creative and social horizons. We challenge one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community and to develop a passion for lifelong learning.

To facilitate this mission, we promote academic excellence in the teaching and scholarly activities of our faculty, encourage personalized student learning, foster interactions and partnerships with our surrounding communities and provide opportunities for the intellectual, cultural and artistic enrichment of the region.”

The Economics Department seeks to promote this mission by promoting economic literacy. This is accomplished in a number of ways that will be described below. Some activities will overlap the categories below. Depending on the needs of the university, the department and the proclivities of the department member some shift in emphasis between the criteria categories may be appropriate, however teaching proficiency will always be considered essential.

The Department recognizes that faculty performance and effectiveness in teaching, service, and research may be impacted by various mitigating circumstances, and therefore exercises appropriate flexibility when evaluating a candidate’s suitability for retention, promotion, and/or tenure. Mitigating circumstances include:

1. heavy teaching loads defined by a high number of sections and a high number of preparations each year.
2. insufficient availability of appropriate resources to support research, such as:
 - a. funded assigned time for research;
 - b. regular sabbaticals;
 - c. RSCA grants.
3. local, regional, national, or global emergencies or crises may cause significant changes to normal teaching, scholarship, or service activities. In evaluating candidates in relation to these elaborations, the DRPTC and subsequent levels of review shall consider the nature of these impacts on the candidate and on the RPT process.

I. Teaching Effectiveness/Proficiency

The Department recognizes and endorses the dual teacher-scholar role of CSUS faculty. In all reviews for retention, tenure, and promotion teaching effectiveness is a necessary criterion.

The scope of teaching will include activities to increase economic literacy of students enrolled at this university. In addition to providing a sound curriculum for individuals who decide to major in economics, the mission of the department includes increasing the economic literacy of a wide range of students at this university. The department currently offers a number of general education courses, prerequisite courses for Business majors, and electives for Business majors. The department supports teacher education by offering courses for Social Science majors who intend to teach economics courses at secondary schools. The department also supports the Agriculture program and major.

A casual attitude toward teaching, classroom activities (e.g., with respect to meeting classes), and student advisement is not acceptable. Candidates need to show what they have done to promote economic literacy at this university. The Department recognizes that teaching techniques and objectives may vary among its members. The following dimensions (not ranked by importance) will be given careful consideration in the evaluation of teaching effectiveness/proficiency in the candidate's Working Personnel Action File (WPAF):

1. Individuals can provide materials used to teach in the traditional classroom setting e.g., course syllabi and instructional materials.
2. Individuals can provide written peer observation of teaching. (Prior to the classroom observation, the candidate will provide examples of assessments of student learning to peer evaluator. Within one week of the classroom visit, the candidate and the evaluator should meet to discuss the evaluation. A written observation report will be shared with the candidate and can be included in the WPAF. Additional summative evaluations can be requested at the discretion of the candidate but results of all summative evaluations can be included in the WPAF.)
3. Evidence of teaching effectiveness.
4. Student advising and/or mentorship.
5. University-wide mandated reviews by students.
6. Student input, as invited by the department RPT committee chair.
7. Using or developing new technologies to promote student learning.
8. Developing new courses that have not been offered in the department.
9. Revising existing courses so that they increase student learning.
10. Other appropriate student input e.g., email, cards, notes given to candidate.
11. Working with other departments and programs in a manner that increases awareness of economics and potential links to economics courses e.g., team teaching a course in another department, guest lectures in non-economics course.
12. Participation in faculty development workshops and learning communities.

The department also recognizes contributions to this area through efforts to reach out beyond the university and promote economic literacy in the region. Contributions to teaching proficiency by department members who work with area K-12 teachers and school districts to help them meet their needs for teacher training are highly valued. Presentations to local organizations that promote economic knowledge are also important to achieving the mission of the university.

The department recognizes that identities such as race, ethnicity, sexuality, gender, and class can differentially impact faculty workload (e.g., mentorship of under-represented students) and evaluations (e.g., gender bias in student feedback). Additionally, critical conversations and pedagogy focused on social (in)justice issues, including racism and oppression, may challenge some students' lived experiences and beliefs; this may result in lower ratings on student evaluations and feedback. Faculty are encouraged to contextualize and explain such student feedback within their narrative.

To demonstrate distinction and recognition for early promotion and tenure in teaching, evidence might include one or more of the following:

- Teaching award
- Leading or facilitating faculty development workshops or learning communities.
- External grants to develop new courses or pedagogy.

II. Scholarly and Creative Activities

The intent of these elaborations is to recognize these activities in whatever forms appear to be appropriate and reflect candidates who are current in their field. The indirect but critical goals of these activities are to support the educational mission of the university. This may be evident through connections to teaching, enrichment of the region, development of the faculty member, or added knowledge in the discipline. Workload and the nature of publication within economics should also be given consideration in evaluation of research, especially given the current relatively high teaching load and emphasis on teaching at this university.

One of the primary aspects of the mission of the university is to 'foster interactions and partnerships with our surrounding communities; and provide opportunities for the intellectual cultural, and artistic enrichment of the region.' Scholarly activities by members of the economics department that support this goal will be weighted equally with other forms of scholarly activities for retention, promotion, and tenure decisions. Research projects and reports that inform members of the community and help guide policy decisions are examples of scholarship that promote the mission of the university and increases economic literacy.

Evidence of scholarly activities recognized in other fields will certainly be encouraged but the quantity expected will be in relation to the liberal arts-teaching emphasis of the university and the nature of the discipline.

The following are a few examples of traditional forms of evidence that can be used to demonstrate scholarship in the field.

To be considered for promotion and tenure a candidate must have one peer-reviewed manuscript written, submitted, and accepted for publication as the author or co-author during the review period. The publication should list the California State University, Stanislaus Department of Economics as the author's affiliation.

In addition, a candidate can include the following to show an active research agenda.

1. Oral or poster presentation of scholarly work at professional meetings.
2. Presentation of professional public addresses and/or media messages with a significant audience.
3. Receipt of an internal award of research excellence.
4. Publications in varied forms including but not limited to: research reports, professional journal articles, working papers, book reviews, monographs, book chapters, etc.
5. Participation in professional organizations and meetings in varied capacities.
6. Proposal/manuscript reviews for journals/conferences/grants.
7. Other activities determined appropriate by the department which would reflect the educational mission of the university and the professional expertise and general development of a faculty member.

To demonstrate distinction and recognition for early promotion and tenure in scholarship and creative activities, evidence might include one or more of the following:

- Publication of two or more academic journal articles and/or book chapters, publication of a scholarly book.
- Invited keynote speaker at regional, national, international, academic presentations.
- Receipt of an external award of research excellence.
- Receipt of an external grant or contract to fund research activities.
- Publication of a highly-cited paper or a paper in a top journal.

III. Institutional and Professional Service

The department intends to take a broad view of service that is consistent with the mission of the university to "foster interactions and partnerships with surrounding communities."

These activities will be evaluated on the basis of quality and quantity contribution to the university or community and benefits to the educational mission of the University. One need not participate in all possible areas to have a positive evaluation in the criteria.

1. Traditional university service activities such as serving on department, college, university committees, and various university boards.
2. Presentations to or leadership in community organizations, boards, and councils.
3. Advising student organizations.
4. Organizing conference sessions at professional meetings.
5. Department outreach and student recruitment.

To demonstrate distinction and recognition for early promotion and tenure in service activities, evidence might include one or more of the following:

- Editor or co-editor of a scholarly book or journal.
- University level faculty governance committee chair.
- Faculty service awards.
- Executive leadership in professional organizations.

IV. Professional Preparation

Normally, the candidate will not be recommended for tenure or promotion without the Ph.D.

Early Promotion and Tenure

In order to be granted early promotion and tenure, the candidate must meet the proficient criteria for all the three areas of teaching effectiveness/proficiency, scholarship and creative activities, and institutional and professional service, and must meet the criteria for distinction and recognition for early promotion and tenure in at least two of the three areas of review.

Promotion from Associate to Full Professor

For promotion to Full Professor, the candidate must meet the proficient criteria for all the three areas of teaching effectiveness/proficiency, scholarship and creative activities, and institutional and professional service.

Early Promotion from Associate to Full Professor

For early promotion from associate to full professor, the candidate must meet the proficient criteria for all the three areas of teaching effectiveness/proficiency, scholarship and creative activities, and institutional and professional service, and must meet the criteria for distinction and recognition for early promotion and tenure in at least two of the three areas of review.

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