

Department of Economics Advancement Standards: Ladder Rank Faculty

Research

The Department expects

1. About 1 paper a year, less if one or more papers is exceptionally important, such as being published in a top-5 general interest journal and/or receiving many citations.
 - a. For tenure files, we expect to see 5 or 6 publications at the time of tenure consideration, ideally with one in a top-5 general interest journal and the others in highly regarded field journals.

Teaching

The Department expects faculty to strive to be excellent teachers. Common ways to evaluate a candidate's teaching include: teaching statement, course syllabi, peer observation of the candidate's course instruction, teaching awards, the development of new courses and modes of instruction, and CAPE and SET scores.

1. Undergraduate Classes

Note: The Department applies two versions of items a and b, one version specific to Course and Professor Evaluations (CAPE) and one version specific to Student Evaluation of Teaching (SET) evaluations. Item c applies to all undergraduate courses regardless of which of the two course evaluation systems was used for a given course.

- a. (CAPE) The Department expects mean approval on CAPE around 80% or better
- b. (CAPE) The Department expects to see a majority within CAPE agreeing that:
 - i. Professor is well prepared
 - ii. Professor explains clearly
 - iii. Student learned a great deal
- a. (SET) The Department examines the three summary scores provided by the SET for overall Student Learning, Course Structure, and Class Environment. (The SET system transforms answers on the Likert scale ranging from Strongly Disagree to Strongly Agree by setting the five possible answers to scores of 1 through 5.) The Department views professors whose average score for each of these three criteria across courses taught in a review period is at 3.8 or higher as meeting Department expectations.
- b. (SET) Scores between 3.5 and 3.8 are viewed as good, but the Department works with the professor to identify areas for improvement. Scores below 3.5 are examined with additional scrutiny to isolate specific elements for improvement.
- c. Other elements of undergraduate teaching section:
 - 1) Are hours worked outside the classroom reasonably high? (3 or more and preferably higher.)
 - 2) Are mean grades B or lower? (An occasional B+ mean is not a problem, and a mean of A on honors courses is not a problem.)
 - 3) No evidence of racist, sexist, or otherwise discriminatory comments nor any complaints about harassment.

For standard size classes, we expect our Department standards to be met based on the above thresholds. However, in larger or technical classes, the Department recognizes that scores will be lower and makes allowances for this. The Department also takes into consideration student ratings based on whether the class is a required or an elective course.

2. Graduate Classes

- a. We expect to see a majority of students recommending the course and the professor.
- b. We expect to see mostly positive comments.

Service

The Department expects

1. Pre-tenure
 - a. Mostly service within the Department
2. Initial Tenure (Associate Professor)
 - a. Both the Department and the campus expect to see levels of service rise for Associate Professors and rise further for Full Professors.
 - b. Service for and visibility in the profession becomes more important post tenure.
3. Promotion from Associate to Full Professor, Advancement to Professor Step VI, Advancement to Professor Above Scale (from Step IX)
 - a. Service beyond the Department becomes important for promotion to Full Professor and to Professor VI and Above Scale.

Department of Economics Advancement Standards: Professors of Teaching

The baseline requirement for professors of teaching is excellent teaching. Beyond this requirement, professors of teaching can take a number of paths to satisfying department standards. Professional and scholarly activity can take a variety of forms, any one of which may meet Department standards. We note that in terms of Department and University service, professors of teaching face the same standards as ladder rank faculty members, but often do more in the way of service because of their teaching expertise and this should be considered in their evaluation.

Teaching Excellence

The Department expects faculty to strive to be excellent teachers. Common ways to evaluate a candidate's teaching include: teaching statement, course syllabi, peer observation of the candidate's course instruction, teaching awards, the development of new courses and modes of instruction, and CAPE and SET scores.

1. Undergraduate Classes

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- b. (SET) Scores between 3.5 and 3.8 are viewed as good, but the Department works with the professor to identify areas for improvement. Scores below 3.5 are examined with additional scrutiny to isolate specific elements for improvement.
- c. Other elements of undergraduate teaching section:
 - 1) Are hours worked outside the classroom reasonably high? (3 or more and preferably higher.)
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 - 3) No evidence of racist, sexist, or otherwise discriminatory comments nor any complaints about harassment.

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allowances for this. The Department also takes into consideration student ratings based on whether the class is a required or an elective course.

2. Graduate Classes

- a. We expect to see a majority of students recommending the course and the professor.
- b. We expect to see mostly positive comments.

Professional and/or Scholarly Achievement, including creative activity, especially as they relate to instruction and pedagogy

A candidate can meet Department criteria for normal advancement by contributing substantially in any one of the following areas.

1. Publishing pedagogical methods style papers (one paper per year).
2. Publishing in their area of academic expertise (one per review period at the top-5 or top field level, fewer if at the top-5 level, this accords with Department standards for regular faculty).
3. Developing new courses/programs and reforming undergraduate programs where substantial changes are implemented.
4. Disseminating new teaching techniques and best practices.
5. Developing new instructional materials, including digital resources, for teaching.
6. Organizing and presenting at conferences related to either research on pedagogy or research in their area of expertise.

University and Public Service

A candidate can meet Department criteria for a regular merit through substantial contributions in any one of the following areas.

1. Working with faculty, instructors and teaching assistants to improve teaching outcomes.
2. Student advising and mentoring
3. Service on departmental, campus-wide, and system-wide committees and workgroups

We expect Professors of Teaching to have at least one of the creative activities for normal advancement, one of the University and Public Service activities, and 3 from the lists in total.

Department of Economics Advancement Standards: Adjunct Professors

Teaching

The Department expects faculty to strive to be excellent teachers. Common ways to evaluate a candidate's teaching include: teaching statement, course syllabi, peer observation of the candidate's course instruction, teaching awards, development of new courses and modes of instruction, and CAPE and SET scores. While we do not expect our Adjunct Professors to teach a formal course, we do require that they make meaningful contributions to the graduate or undergraduate instructional program.

1. Undergraduate Classes

Note: The Department applies two versions of items a and b, one version specific to Course and Professor Evaluations (CAPE) and one version specific to Student Evaluation of Teaching (SET) evaluations. Item c applies to all undergraduate courses regardless of which of the two course evaluation systems was used for a given course.

- a. (CAPE) The Department expects mean approval on CAPE around 80% or better
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- b. (SET) Scores between 3.5 and 3.8 are viewed as good, but the Department works with the professor to identify areas for improvement. Scores below 3.5 are examined with additional scrutiny to isolate specific elements for improvement.
- c. Other elements of undergraduate teaching section:
 - 1) Are hours worked outside the classroom reasonably high? (3 or more and preferably higher.)
 - 2) Are mean grades B or lower? (An occasional B+ mean is not a problem, and a mean of A on honors courses is not a problem.)
 - 3) No evidence of racist, sexist, or otherwise discriminatory comments nor any complaints about harassment.

For standard size classes, we expect our Department standards to be met based on the above thresholds. However, in larger or technical classes, the Department recognizes that scores will be lower and makes allowances for this. The Department also takes into consideration student ratings based on whether the class is a required or an elective course.

2. Graduate Classes

- a. We expect to see a majority of students recommending the course and the

- professor.
- b. We expect to see mostly positive comments.

Research and creative work

- The Department expects roughly one refereed publication per year, fewer if quality is exceptionally high, as indicated for example by publication in one of the top-5 general interest journals.

Professional competence and activity

- Our expectations are that Adjunct Professors maintain service to, and visibility in, the profession. This may be demonstrated by serving as reviewer for journals, participating in conferences, and/or serving in an editorial capacity for a journal.

University and public service

- In Economics, Adjunct Professors typically have an appointment outside of UC San Diego so standards for service at UC San Diego are generally modest. We also expect service at their home institution to be appropriate for their rank.

Department of Economics Advancement Standards: Lecturers

Temporary and Continuing Lecturers: Merit Increase Beyond Two or Three Salary Points

A salary increase greater than two or three salary points may be considered if the Continuing or Senior Continuing Unit 18 Faculty member exceeds Department expectations based on their overall performance since their last review. Such a salary increase may be considered when the scope of performance is truly notable in areas such as: EDI initiatives and efforts, mentoring/supporting colleagues and students outside of assigned courses, and contributions to university and public service. Accomplishments may include, but are not limited to: receipt of a teaching award, a significant teaching innovation, or scholarly publications. It is difficult to define a simple metric for productivity and performance that could warrant consideration of a salary increase greater than two or three salary points, and the recommendation depends on the totality of materials contained in a review file.

The Department of Economics has established the following criteria for an Advanced Merit for a Continuing Lecturer for a three-year review period:

- Excellence in teaching.
- Additional activities/contributions such as receipt of a teaching award, innovation in teaching, significant contribution to undergraduate success (such as writing letters of recommendation).