



International Affairs Program Merit Evaluation Policy

Effective February 20, 2025

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I. Preamble

The Program on International Affairs (IAFS) explains by means of this policy statement the standards that it will use in the annual merit evaluation ratings for tenure, tenure track, and non-tenure track teaching faculty/instructors. The merit process will comply with [University of Colorado Board of Regents Policies](#), with the [University of Colorado Boulder Faculty Affairs Annual Merit Assessment policy](#), and with the [College of Arts and Sciences Annual Review for Tenure Track and Non Tenure-Track Faculty policy](#).

II. IAFS Executive Committee

As outlined in the IAFS Bylaws, the Executive Committee shall be responsible for preparing annual merit evaluations for faculty rostered in the Program and for the IAFS Director.

III. Merit Evaluation Ratings

The Executive Committee shall base its merit evaluation findings on the record of the prior calendar year through the review of Faculty Course Questionnaires (FCQ), the Faculty Report of Professional Activities (FRPA), any letters from the Chairs and Directors of other units, any mentor letters commenting on teaching, peer observations of teaching, and any other relevant materials submitted by the faculty member, including professional development activities. The Executive Committee may also consider comments and ratings from the previous year, as well as any responses to prior ratings from faculty members and, at the request of the Executive Committee, any additional materials kept on file. These supplemental materials may be made available to the Executive Committee to ensure consistency and fairness from year to year in the rating and evaluation process.

The Executive Committee shall observe the following guidelines when assigning merit evaluation ratings.

- a) Outstanding:
 - i. Meets all expectations outlined in “Exceeding Expectations” and “Meeting Expectations” and:
 - ii. Demonstrates significant achievements to improve teaching, improve the curriculum of the program, or share research or pedagogical insights with others. Some examples might include, but are not limited to:
 - 1. multiple or distinguished examples of the criteria for “Exceeds” expectations.
- b) Exceeding Expectations:
 - i. Meets all expectations outlined in "Meeting Expectations" and:
 - ii. Does one or more activities in pursuit of improvement in teaching. Some examples might include but are not limited to:
 - 1. Participate in professional development activities such as workshops toward improving teaching or Center for Teaching & Learning (CTL) consultation.
 - 2. Present on teaching related topics at conferences or other professional venues.
 - 3. Have publications in area of specialization or on teaching-related topics.
 - 4. Hold pedagogy workshop.
- c) Meeting Expectations:
 - i. Teaches courses according to contract and according to the program guidelines as specified in the official IAFS Teaching Standards and IAFS Coursework Expectations documents.
- d) Below Expectations:
 - i. Fails to fulfill certain teaching obligations and expectations according to contract and according to the program guidelines.
- e) Fails to Meet Expectations:
 - i. Fails to fulfill many teaching obligations and expectations according to contract and according to the program guidelines.

Revision History:

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