

Department of Counseling and Human Services

College of Education

University of Colorado Colorado Springs

**Criteria and Processes for Annual Merit Review for
Instructional Faculty**

**Approved unanimously by Counseling and Human Services
IRC faculty for a one-year period
on **May 2, 2023****

Henrietta Williams Pichon May 9, 2023
Henrietta Williams Pichon (May 9, 2023 14:14 MDT)
Dean, College of Education

Department of Counseling and Human Services
Criteria and Processes for Annual Merit Review for Instructional Faculty Introduction

Consistent with University of Colorado Regent Law and Policy and UCCS campus and college policies, the performance of IRC faculty members in the UCCS Department of Counseling and Human Services (DCHS) will be evaluated and rated annually (based on performance during each academic year). This annual merit review process is completed for all instructional faculty members (≥ 0.5 FTE) in the department. Instructional faculty shall be evaluated annually on the merit of their performance in teaching and service (usually with an 80/20% workload distribution for teaching and service, respectively, unless otherwise specified in one's contract). Although the annual review is based on the preceding academic year, consideration may be given to longer-term achievements and contributions to account for ongoing activities that extend across multiple years ([APS #5008](#), [Regents Policy 5.C.4](#), [Article 11.A.3](#)).

Individual IRC faculty will be assigned numerical ratings (from 1-5) in each of the categories of teaching, scholarly/creative works, and leadership and service as outlined in the table below.

Rating (Score)	UCCS Campus Definition
Outstanding (5)	Far exceeds performance expectations on a consistent and uniform basis. Work is of exceptional quality in all essential areas of responsibility. In addition, makes an exceptional or unique contribution in achievement of the unit, department, and university
Exceeding Expectations (4)	Always achieves performance expectations and frequently exceeds them. Demonstrates performance of a very high level of quality in all areas of responsibility.
Meeting Expectations (3)	Consistently fulfills performance expectations and periodically may exceed them. Work is of high quality in all significant areas of responsibility.
Below Expectations (2)	Frequently fails to meet expectations and improvement is needed in areas of responsibility.
Fails to Meet Expectations (1)	Consistently fails to meet expectations and improvement is needed in most aspects of position.

Calculated Ratings will be rounded as follows:

0. Outstanding ($< 4.5 - 5.0$)
1. Exceeding Expectations ($4.0 - 4.5$)
2. Meeting Expectations ($3.0 - 3.99$)
3. Below Expectations ($2.0 - 2.99$)
4. Fails to Meet Expectations (< 2.0)

The performance evaluation is used to determine an individual performance rating which serves, at least in part, as the basis for merit pay adjustments. This document delineates the criteria and processes used by the UCCS Department of Counseling and Human Services to assess the merit of instructional faculty performance in teaching and service for the annual merit review.

As part of the annual review, instructional faculty members will document and report on their yearly activities by the deadline communicated by the COE's Dean's Office. As part of this yearly documentation, faculty members will also provide a current CV, a self-evaluation, and self-ratings of performance in the areas of teaching and service. The Department of Counseling and Human Services Chair (henceforth referred to as "the Chair") also rates each faculty member in teaching and service, and then submits those ratings to the Dean of COE, for further evaluation at the college level. The Chair will also meet with each faculty member to discuss the yearly evaluation as part of a collaborative process in support of faculty development. Beginning in Fall 2024 a peer review process will be piloted. A diversity of faculty representation in the peer review committee is encouraged, with the recommended makeup being one pre-tenure faculty member, one tenured faculty member, and one IRC faculty member.

We acknowledge that this evaluation process, co-created by the faculty members and the Chair, should include some reasonable flexibility to account for significant disruptions and/or major life transitions that impact a faculty member's contributions.

According to APS 5008 11B: "To assist in the annual performance evaluation process, faculty members, except those on leave, must provide written evidence of their annual performance, using appropriate format for reporting scholarly and other activities, as prescribed by their campus, college/school or academic unit. **Faculty members who fail to provide such evidence will be evaluated as "below expectations."** Failure to provide the annual performance report will be viewed as neglect of duty and will be the basis for disciplinary action."

Process for Resolving Disputes about Annual Review Ratings

According to APS 5008: "Should a dispute arise about any aspect of the annual merit review process, the faculty member should first discuss their concerns with the department chair within 30 days of the review. Faculty should communicate their concerns in writing (e.g., an email) and provide specific documentation regarding their disagreement. If the dispute is not resolved at the chair level, then the next step is for the faculty member to follow up with the College of Education Dean."

Any processes not directly addressed in this document will use the campus and university processes and guidelines as outlined in the appropriate UCCS policies, Regents Laws and policies, and CU Administrative Policy statements.

Criteria

The examples listed are neither all-inclusive nor a list of requirements. There is no expectation by the department that these are the only things that might be used or that all these items must be used. If a faculty member has an achievement that does not appear to fit into a pre-articulated category or one that may belong in more than one category (for example, a publication with a student being either teaching or research), they may discuss where it might be placed with the chair. In all cases, it is recommended that the faculty member seek the advice of mentors and the chair of the department when deciding on which activities to participate in and what evidence to submit in their annual reporting. Ultimately it is up to the faculty member to decide where to place each achievement item. **A single achievement may not count in more than one category.**

Teaching. To be considered "Meeting Expectations" for teaching, instructional faculty are expected to provide a clear and comprehensive syllabus, adequately prepare for and teach scheduled courses, communicate with students clearly and provide feedback in a manner that is timely and respectful, advise undergraduate and graduate students as appropriate, maintain regular office hours, write letters of recommendation for students as appropriate, and evaluate students in a timely manner. To be considered "Exceeding Expectations" or "Outstanding" for teaching, faculty will need to engage in additional

activities listed below.

Service. To be considered “Meeting Expectations” for service, service to the department as appropriate by position and years in rank is required, regardless of other service activities. In addition, department members are expected to contribute to our departmental climate of civility, respect, and inclusion. A discussion with the Chair and/or mentors may be helpful in determining what constitutes “appropriate service” for any individual faculty member. In general, more senior faculty are expected to provide greater levels of service and leadership in the department. At a minimum, all faculty are expected to participate in departmental meetings, advise students including mandatory developmental assessment and plan of study meetings, and attend other mandatory events. To be considered “Exceeding Expectations” or “Outstanding” for service, faculty will need to engage in additional activities listed below. To be considered “Exceeding Expectations” or “Outstanding” for service, faculty will need to engage in additional activities listed below. Service expectations for instructional faculty with contracts stipulating a different workload distribution than the typical 80/20 will be clarified with the Chair.

General Considerations

The department will consider the following guidelines when reviewing faculty members for the annual merit review process. Examples of evidence that may be submitted for evaluation are given in the Appendix.

In the assessment of teaching effectiveness and accomplishment, the department requires the use of multiple means of documenting teaching activities in and outside of the classroom. The department recognizes service and/or leadership to the Department of Counseling and Human Services, college, university, community, and to our profession. Our department especially values teaching and service activities that include aspects of DEI.

Examples of Appropriate Evidence to Submit for Annual Merit Evaluation

The lists below are examples of the types of evidence that the department finds acceptable for a faculty member to submit as support for meeting departmental criteria. Items are grouped (A, B and C) as a guide for faculty members to represent the relative value the department places on certain activities within the broader categories of teaching and service. Within the groupings, items are in no particular order. In general, IRC faculty members should seek to include more activities from groups A and B in their materials, although there is no specific combination of activities required (in other words, concentrating one’s efforts on group C activities to the exclusion of any group A activities is discouraged). This is not an exhaustive list but intended to provide guidance; other types of evidence may be considered. In all cases, the faculty member is recommended to seek the advice of mentors and the Chair of the department when deciding on which activities to participate in and what evidence to submit in their annual reporting.

TEACHING

GROUP A ACTIVITIES AND DOCUMENTATION

- Delivery of workshop on campus, at a conference, or within the community
- Organizing workshops addressing best practices for pedagogy
- Teaching award or other outstanding accomplishments in instruction
- Teaching contribution to other departments, programs, or institutions, in addition to UCCS Counseling and Human Services Department (e.g., collaborating with other academic units on or beyond the campus to develop new programs, curricula, or pedagogical approaches)
- Providing or receiving peer evaluation(s) of teaching
- Documentation of inclusion of topics or teaching methods that take into consideration issues related

to DEI

- Teaching outside of the classroom through supervision of students' thesis (honors and masters) or dissertation projects as the primary mentor
- Individual mentoring of non-advisee students
- Teaching an independent study
- Applying for and/or receiving teaching enhancement or teaching development grants
- Authorship of a textbook and/or chapter focused on counselor education or supervision
- Authorship of a peer-reviewed journal article focused on teaching counselor education or supervision
- New course development, including development of courses in different modes, such as online, hybrid, digital, virtual, and/or other future formats
- Facilitating student participation in conferences and presenting their work in professional settings
- Developing open educational resources (OER)

GROUP B ACTIVITIES AND DOCUMENTATION

- Revision of course materials (e.g., syllabi, lecture notes, instructional materials)
- Evidence of student learning or accomplishment
- Teaching improvement activities (e.g., seeking mentorship; demonstrating use of student or peer feedback to modify courses in positive ways)
- Teaching a writing intensive course
- Evidence of inclusive practices in teaching activities. This may include, but is not limited to, integration of materials in courses which deal with controversial or sensitive topics, using alternative classroom pedagogies.
- Evidence which demonstrates effectiveness of students in succeeding courses and/or in the pursuit of graduate education and/or in careers
- Student supervision in professional experience activities, internships, and/or individualized research supervision (e.g., Undergraduate Research Academy, RAship)
- Participating in workshops/training focused on inclusive teaching practices
- Evaluating classroom processes or student learning through ongoing assessment activities (e.g., use of mid-term student feedback)
- Student evaluations (FCQs)
- Recognition for meeting established criteria for course excellence (e.g., quality matters, accessibility)
- Engaging in public scholarship, including, but not limited to, hits, views, and/or relative commentary on social media, blogs and instructional videos on YouTube; invitations to participate in documentaries, podcasts, newspaper and radio interviews and other media formats where we teach through scholarship
- Providing effective role modeling and mentoring based on teaching experience at any educational level (e.g., new faculty, graduate students, undergraduate students, alumni). For example, providing peer teaching support, working with teaching assistants, inviting peer observation of teaching techniques, providing pedagogical materials such as syllabi and activities to peers, providing evidence of effectiveness based on student assessments of mentoring/advising, etc.
- Teaching outside of the classroom through supervision of students' thesis (honors and masters) or dissertation projects as a committee member
- Innovative use of teaching technologies
- Demonstrated updates to course materials and/or development of new courses based on disciplinary developments

- Incorporating open educational resources (OER) into a course
- Guest lecturing in a class outside the department and/or college

GROUP C ACTIVITIES AND DOCUMENTATION

- Use of Canvas for instructional resources, assignments, student correspondence, etc.
- Participation in teaching workshops or conferences
- Student advising activities
- Guest lecturing within the department
- Unsolicited emails and/or letters from current and former students documenting the impact of teaching and mentoring
- Evaluation of student performance in departmental examinations and assessments

SERVICE AND LEADERSHIP

GROUP A ACTIVITIES AND DOCUMENTATION

- Administrative leadership (e.g., program coordinator; accreditation liaison)
- Chairing a search committee
- Chairing a department or university committee
- Serving as faculty advisor/sponsor for student organizations/activities
- Editorial activities for professional journals (e.g., editor, guest editor of special edition, associate editor)
- Presentations at professional conferences or workshops
- Peer-reviewed journal articles
- Chairing university and system level committees
- Coordination in professional activities (e.g., officer, organizing conferences or workshops)
- CACREP site visit reviewer
- Serving as a board member for professional organizations
- Service award or other outstanding accomplishments in service
- Advocacy through involvement in DEI activities (e.g., podcasts, publications, events, media engagement, legislative work)
- Providing statistical and/or methodological consulting/mentoring for students and faculty
- Chairing of promotion cases from the department, other departments on campus, and from other institutions
- Establishing community partnerships (e.g., internship for students)
- Serving as a board member on local, state, regional, or national organization *

GROUP B ACTIVITIES AND DOCUMENTATION

- Participation in departmental needs (e.g., group interview day and admissions, orientation, CSI events)
- Mentoring of peers and colleagues
- Coordination in professional activities (e.g., committee member, site visits, in-service training)
- Editorial board or ad hoc member for professional journals
- Serving as a committee member for any departmental committee, search committee

- Participation in university and system level committees
- Review of promotion cases from the department, other departments on campus, and from other institutions
- Participating on a comprehensive exam committee
- Maintaining community partnerships (e.g., internship for students)
- Writing an invited or peer-reviewed magazine article

GROUP C ACTIVITIES AND DOCUMENTATION

- Reviewing a manuscript for journal, research proposal, book, or book chapter
- Providing role modeling and mentoring at any educational level relating to service or leadership activities
- Writing letters of recommendation or support for colleagues and/or students
- Nominating students or colleagues for fellowships, awards, etc.
- Writing an article, newsletter, or blog
- Providing a media interview
- Attend commencement and/or other major campus/college events
- Pro-bono professional consultation, counseling, supervision, and/or clinical work.
- Participating in job search activities (open forum, teaching presentation, and/or research presentation)

Note. Departmental, college, campus, or university committee work and service to the profession/discipline (local, state, national, international level) may be regarded as Group A, B, or







DCHS Annual Review Criteria Draft_IRC Faculty (1) (1)

Final Audit Report

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