Department of
Geography and Environmental Studies

College of Letters, Arts and Sciences
University of Colorado Colorado Springs

Criteria, Standards and Evidence for Reappointment, Promotion and Tenure

July 1, 2020

CRITERIA FOR REAPPOINTMENT, PROMOTION AND TENURE
GEOGRAPHY AND ENVIRONMENTAL STUDIES

Introduction:

Standards and processes for reappointment, promotion and tenure of faculty are governed by Article V and Appendix A of the Laws of the Regents. These are further delineated in a series of CU Administrative Policy Statements, including Administrative Policy Statement #1022. Campus guidance is supplied in UCCS Policy # 200-001. These documents require the establishment of departmental criteria which are to be used throughout the review process.

These criteria are to be considered guidelines for the general review of candidates toward reappointment, promotion and tenure in the Department of Geography and Environmental Studies (GES) at the University of Colorado Colorado Springs (UCCS). The criteria are based on appropriate and current standards of professional performance in our discipline. Each candidate's case will be reviewed and judged on its individual merits and circumstances. The department is committed to quality teaching, strong scholarship/creative work, effective service to the university, the profession, and the community, and to the extent appropriate, professional practice. The evaluation process assumes: possession of an appropriate terminal degree; competent education and training in the discipline; conduct which reflects the professional and academic standards for generating, validating, disputing, and transmitting knowledge; and an appreciation of and respect for the rights, duties, and privileges associated with academic freedom and collegial responsibilities.

When these criteria are applied to faculty who were granted time toward tenure, the work performed during the years granted toward tenure will be considered equivalent to work performed at UCCS. While a faculty member's career record will be considered in personnel actions described here, the main emphasis of evaluation will be on work performed at UCCS and, in particular, progress since the last review.

Process:

As permitted in APS 1022, the faculty of GES have voted not to have a vote of the primary unit faculty as a step in the reappointment, promotion, and tenure process.

As a standard practice, GES will rely on the evaluation of the primary unit evaluation committee. If the Department Chair does not serve on the primary unit evaluation committee, then they must write a separate letter of evaluation.

For comprehensive reappointment reviews, there will be separate votes in each area of teaching, scholarly/creative work, and leadership and service as "on track for tenure," "not yet on track for tenure but could meet standards for tenure with appropriate corrections with a rating towards meritorious," "not yet on track for tenure but could meet standards for tenure with appropriate corrections with a rating towards excellent," or "not on track for tenure."

For the purposes of this full document, GES defines these terms as follows:

"One's immediate instructional setting" means the teaching that occurs with students in one's regularly assigned and contractually-obligated teaching or in teaching compensated as overload work. Any teaching and learning or educational impacts not included in that "immediate instructional setting" are considered as "beyond" it, including impacts which take place at the level of the department, university, community, public, or nationally/internationally.

"Demonstrated achievement" for teaching may encompass any of the following: published writing, peer reviewed publications, public presentations, workshops, exhibits, digital formats, websites, or other forms of public pedagogy and public engagement which aim to educate, inform, and increase understandings among constituent groups.

Faculty Responsibility Statement (FRS):
Every faculty member in the department will have an active FRS. The FRS is the document that outlines how the work of a faculty member is split amongst scholarship, teaching, service, and professional practice. The FRS may be in effect for as short a period as a few months or for an entire career. Only significant changes in a faculty member's work allocation will require a change in the FRS. All evaluations for all levels of review need to honor the work allocations in each faculty member's FRS as approved by the department chair and the dean of LAS.

Initial Reappointment Review:
The candidate's total record, including teaching, scholarly/creative work, and leadership and service will be evaluated. No specific rating in each area is required, but the candidate will receive direct feedback regarding his/her performance and an indication of whether or not the record shows sufficient potential of success to justify future reappointment.

Teaching: The candidate's teaching will be evaluated by multiple measures of teaching performance. FCQ scores are one measure to use, but evaluation of FCQs cannot account for over 30% of teaching assessment. A second measure to use is in-class peer review by senior professors in the department (cannot account for over 10% of teaching assessment). The candidate will also be working towards contributions to student learning or instructional best practices in these other categories (see criteria in subsequent sections and not that this portion accounts for 60% of teaching assessment): 1) Student mentorship, 2) integration of principles of equity, diversity and inclusiveness (EDI) into teaching materials (see list of EDI criteria in subsequent sections), 3) innovation and continued growth, and 4) evidence that their teaching furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting (note that this last category is required at time of tenure review).

Scholarly/creative work: The department recognizes that scholarship can take many forms. Our department emphasizes applied scholarship, fundamental discovery, scholarly work that integrates existing knowledge, scholarship that employs the principles of equity, diversity, and inclusiveness (EDI), and the scholarship of teaching and learning. The candidate will demonstrate a well-designed, active scholarship plan and the potential for continued development as a researcher including progress toward publication. This may include articles submitted for publication, drafts of work in progress, peer-reviewed research proposals submitted or in progress, presentations at

professional meetings, invited presentations, popular articles and/or commentary and public testimony related to the candidate's area of expertise.

Leadership and Service: The department recognizes leadership and service to the campus, community and to our profession. At this stage, the candidate will be involved in departmental service and activities.

Professional Practice: The department recognizes the possibility of a faculty member devoting time and effort to appropriate professional practice. Few faculty are anticipated to use this category for evaluation, but it is available for relevant faculty. The application of professional expertise to problem solving is an area of applied geography.

Comprehensive Reappointment Review:
The candidate's record in teaching, scholarly/creative work, and leadership and service will each be evaluated separately as "not on track for tenure," "not yet on track for tenure but could meet standards for tenure with appropriate corrections, with a rating towards meritorious," "not yet on track for tenure but could meet standards for tenure with appropriate corrections, with a rating towards excellent," and "on track for tenure." The candidate must demonstrate sufficient progress toward tenure to justify reappointment. This will typically be a rating of at least "not yet on track for tenure but could meet standards for tenure with appropriate corrections, with a rating towards meritorious" or "not yet on track for tenure but could meet standards for tenure with appropriate corrections with a rating towards excellent" in all three areas with the additional possibility of professional practice being a fourth area. The program requirements of the primary unit shall be considered only at the time of appointment and reappointment.

Teaching: Faculty will contribute to the breadth, depth, and needs of the department in the courses they teach and will implement specific teaching strategies to foster a positive learning environment that supports equitable learning opportunities. The candidate's teaching will be evaluated by multiple measures of teaching performance. FCQ scores are one measure to use, but evaluation of FCQs cannot account for over 30% of teaching assessment. A second measure to use is in-class peer review by senior faculty in the department (cannot account for over 10% of teaching assessment). Faculty must also demonstrate evidence of contributions to student learning or instructional best practices from these four categories (accounts for 60% of teaching assessment): 1) student mentorship, 2) integration of principles of equity, diversity and inclusiveness (EDI) into teaching materials, 3) innovation and continued growth, and 4) evidence that their teaching furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting (note that this last category is required at time of tenure review).

For a rating of "not yet on track for tenure but could meet standards for tenure with appropriate corrections with a rating towards meritorious," or "not yet on track for tenure but could meet standards for tenure with appropriate corrections with a rating towards excellent" faculty must provide evidence of effective teaching, as demonstrated by FCQ evaluations, in-class evaluations by senior members of the department, and at least one other means of evaluation from two different categories listed below. Note that this last category "impact beyond the instructional setting" is required at time of tenure review.

For a rating of "on track for tenure" faculty must provide evidence of effective teaching, as demonstrated by FCQ evaluations, in-class evaluations by senior members of the department, and at least one other means of evaluation from three categories listed below. Note that this last category "impact beyond the instructional setting" is required at time of tenure review.

1. Student mentorship
   a. Independent study supervision
   b. Honors thesis supervision
   c. Internship supervision
   d. Supervision of undergraduate research projects presented at conferences
   e. Graduate student thesis supervision
   f. Extensive advising
2. Integration of principles of equity, inclusiveness, and diversity (EDI)
   a. Individual mentoring of students from underrepresented groups
   b. Inclusion of adaptive technologies for students with disabilities
   c. Efforts to advance equitable access to education
   d. Changes in pedagogies which may enhance learning for students with diverse backgrounds
   e. Modifications of curriculum to integrate issues related to EDI principles as appropriate for the course content
   f. Organizing or presenting workshops addressing best practices for inclusive teaching
3. Innovation and continued growth
   a. New course development
   b. Evidence of continued material, pedagogy, and content updates
   c. Field courses
   d. Effective development of online courses
   e. Innovative use of teaching technologies
   f. Effectively teaching politically or culturally sensitive content that puts faculty at risk
   g. Participation in workshops or continuing education on teaching
   h. Experiential or Community Service learning
   i. Use of student mid-term evaluations
   j. Integrating in person and/or virtual field trips and/or guest speakers into teaching
4. Impact beyond the instructional setting
   a. Teaching awards/certificates
   b. Publications on teaching pedagogy
   c. Publication of laboratory manuals or online activities such as Story Maps
   d. Evidence of external impact of teaching strategies or materials
   e. Developing new department and/or interdisciplinary degrees or certificates
   f. Pedagogical development grants
   g. Design of public outreach materials based on expertise
   h. Engagement in public fora on pedagogy (syllabus sharing, e.g.)
   i. Authorship of textbook

Contributions to teaching from activities not listed above may be considered if candidates present a compelling argument for them. In review of teaching activities, the department recognizes the additional work/burden placed on faculty who themselves belong to an underrepresented group(s).

Scholarly/creative work: The department recognizes that scholarship can take many forms. Our department emphasizes applied scholarship, fundamental discovery, scholarly work that integrates existing knowledge, scholarship that employs the principles of equity, diversity, and inclusiveness (EDI), and the scholarship of teaching and learning.

The following model will be employed to evaluate achievements:

For a rating of "not yet on track for tenure but could meet standards for tenure with appropriate corrections with a rating towards meritorious," or "not yet on track for tenure but could meet standards for tenure with appropriate corrections with a rating towards excellent" faculty must demonstrate productivity in 1) peer-reviewed publications or grants received, and one of the two following categories: 2) applied impacts, and 3) continued growth.

1. Publications
    a. Two peer reviewed research articles or book chapters (candidates will articulate work effort for co-authored papers and note that co-authored articles may be treated equally).
        i. Substitute up to one peer-reviewed research grant received from private- or government-funded sources, at the state, national, or international for two publications (PI and co-PI may be treated equally).
        ii. Substitute a book, textbook, or monograph published from recognized academic or trade imprint for up to three publications.
        iii. Substitute an edited volume where served as (co)editor for one publication.
        iv. Substitute one extensive refereed encyclopedia entry or one extensive annotated bibliography for up to one publication.
2. Applied Impact: Any of the following:
    a. Recognition of scholarly quality by external scholars
    b. Expert and technical consulting
    c. Evidence of applied impact on society, policy, or governance
    d. Evidence of contribution to equity, inclusiveness and diversity
    e. Curation or contribution to museum or gallery exhibit
3. Continued Growth: Any of the following:
    a. Academic conference presentations and/or invited lectures showcasing original research and/or student research.
    b. Small (≤ $7K) research grants from internal (within CU system) or external sources.
    c. Non-peer reviewed professional correspondence or reports
    d. Participation in development workshops
    e. Other participation in academic conferences
    f. Development of new research collaborations within or outside UCCS
    g. Role modeling and mentoring of scholarship
    h. Evidence of innovation in research methods
    i. Submission of research grant proposals
    j. Book reviews published in peer-reviewed or other relevant publications

For a rating of "on track for tenure" faculty must demonstrate productivity in 1) peer-reviewed publications or grants received, and both of following categories: 2) applied impacts, and 3) continued growth.

1. Publications
   a. Three peer reviewed research articles or book chapters (candidates will articulate work effort for co-authored papers and note that co-authored articles may be treated equally)
      i. Substitute up to one peer-reviewed research grant received from private- or government-funded sources, at the state, national, or international for two publications (PI and co-PI may be treated equally).
      ii. Substitute a book, textbook, or monograph published from recognized academic or trade imprint for up to three publications.
      iii. Substitute an edited volume where served as (co)editor for one publication.
      iv. Substitute one extensive refereed encyclopedia entry or one extensive annotated bibliography for up to one publication.
2. Applied Impact: Any of the following:
   a. Recognition of scholarly quality by external scholars
   b. Expert and technical consulting
   c. Evidence of applied impact on society, policy, or governance
   d. Evidence of contribution to equity, inclusiveness and diversity
   e. Curation or contribution to museum or gallery exhibit
3. Continued Growth: Any of the following:
   a. Academic conference presentations and/or invited lectures showcasing original research and/or student research.
   b. Small ($\leq$ $7K) research grants from internal (within CU system) or external sources.
   c. Non-peer reviewed professional correspondence or reports
   d. Participation in development workshops
   e. Other participation in academic conferences
   f. Development of new research collaborations within or outside UCCS
   g. Role modeling and mentoring of scholarship
   h. Evidence of innovation in research methods
   i. Submission of research grant proposals
   j. Book reviews published in peer-reviewed or other relevant publications

When these criteria are applied to faculty who were granted time toward tenure, the work performed during the years granted toward tenure will be considered equivalent to work performed at UCCS, otherwise all work must be performed at UCCS.

Contributions to scholarship from activities not listed above may be considered if candidates present a compelling argument for them. Exceptional quality or impact on the discipline and/or society of scholarly work may be considered to raise an evaluation in cases where the quantity specified has not been met.

Leadership and Service: The department recognizes service to the campus, community and to our profession. A rating of "not yet on track for tenure but could meet standards for tenure with appropriate corrections with a rating towards meritorious," or "not yet on track for tenure but could meet standards for tenure with appropriate corrections with a rating towards excellent" requires

meeting service responsibilities within the department and service in at least one of the following areas: 1) the college or campus, or 2) community or profession. A rating of "on track for tenure" requires meeting service responsibilities within the department and service contributions in both 1) the college or campus, and 2) community or profession. In evaluating service both the quality and quantity of service contributions will be considered. The appendix lists examples of service that may be considered.

Professional Practice: The department recognizes the possibility of a faculty member devoting time and effort to appropriate professional practice. Few faculty are anticipated to use this category for evaluation, but it is available for relevant faculty. The application of professional expertise to problem solving is an area of applied geography.

Promotion to Associate Professor and/or Awarding of Tenure:

The candidate's record in teaching, scholarly/creative work, and leadership and service will each be evaluated separately as "below expectations," "meritorious," or "excellent." The candidate must be rated as at least "meritorious" in all three areas with the additional possibility of professional practice being a fourth area and must receive a rating of "excellent" in either teaching or scholarly/creative work.

Teaching: Faculty will contribute to the breadth, depth, and needs of the department in the courses they teach and will implement specific teaching strategies to foster a positive learning environment that supports equitable learning opportunities. The candidate's teaching will be evaluated by multiple measures of teaching performance. FCQ scores are one measure to use, but evaluation of FCQs cannot account for over 30% of teaching assessment. A second measure to use is in-class peer review by senior faculty in the department (cannot account for over 10% of teaching assessment). Faculty must also demonstrate evidence of contributions to student learning or instructional best practices in these four categories (accounts for 60% of teaching assessment): 1) student mentorship, 2) integration of principles of equity, diversity and inclusiveness (EDI) into teaching materials, 3) innovation and continued growth, and 4) evidence that their teaching furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting.

A rating of "meritorious" must include a consistent record of effective teaching, student mentoring, continuing curriculum development, and active contribution to departmental goals. This will require evidence of effective teaching, as demonstrated by FCQ evaluations, in-class evaluations by senior members of the department, and at least five other means of evaluation distributed from each of the four categories listed below.

A recommendation for tenure based on "excellent" in teaching will include multiple measures for teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level that furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting. This will require evidence of effective teaching, as demonstrated by student evaluations, in-class evaluations by senior members of the department, & at least six other means of evaluation distributed from each of the four categories listed below.

1. Student mentorship
    a. Independent study supervision
    b. Honors thesis supervision
    c. Internship supervision
    d. Supervision of undergraduate research projects presented at conferences
    e. Graduate student thesis supervision
    f. Extensive advising
2. Integration of principles of equity, inclusiveness, and diversity (EDI)
    a. Individual mentoring of students from underrepresented groups
    b. Inclusion of adaptive technologies for students with disabilities
    c. Efforts to advance equitable access to education
    d. Changes in pedagogies which may enhance learning for students with diverse backgrounds
    e. Modifications of curriculum to integrate issues related to EDI principles as appropriate for the course content
    f. Organizing or presenting workshops addressing best practices for inclusive teaching
3. Innovation and continued growth
    a. New course development
    b. Evidence of continued material, pedagogy, and content updates
    c. Field courses
    d. Effective development of online courses
    e. Innovative use of teaching technologies
    f. Effectively teaching politically or culturally sensitive content that puts faculty at risk
    g. Participation in workshops or continuing education on teaching
    h. Experiential or Community Service learning
    i. Use of student mid-term evaluations
    j. Integrating in person and/or virtual field trips and/or guest speakers into teaching
4. Impact beyond the instructional setting
    a. Teaching awards/certificates
    b. Publications on teaching pedagogy
    c. Publication of laboratory manuals or online activities such as Story Maps
    d. Evidence of external impact of teaching strategies or materials
    e. Developing new department and/or interdisciplinary degrees or certificates
    f. Pedagogical development grants
    g. Design of public outreach materials based on expertise
    h. Engagement in public fora on pedagogy (syllabus sharing, e.g.)
    i. Authorship of textbook

Contributions to teaching from activities not listed above may be considered if candidates present a compelling argument for them. In review of teaching activities, the department recognizes the additional work/burden placed on faculty who themselves belong to an underrepresented group(s).

Scholarly/creative work: The department recognizes that scholarship can take many forms. Our department emphasizes applied scholarship, fundamental discovery, scholarly work that integrates existing knowledge, scholarship that employs the principles of equity, diversity, and inclusiveness (EDI), and the scholarship of teaching and learning.

The following model will be employed to evaluate achievements:

Meritorious: Faculty must demonstrate productivity in 1) peer-reviewed publications or grants received, and from both of the two following categories: 2) applied impacts, and 3) continued growth.

1. Publications
    a. Four peer reviewed research articles or book chapters (candidates will articulate work effort for co-authored papers and note that co-authored articles may be treated equally)
        i. Substitute up to one peer-reviewed research grant received from private- or government-funded sources, at the state, national, or international for two publications (PI and co-PI may be treated equally).
        ii. Substitute a book, textbook, or monograph published from recognized academic or trade imprint for up to three publications.
        iii. Substitute an edited volume where served as (co)editor for one publication.
        iv. Substitute one extensive refereed encyclopedia entry or one extensive annotated bibliography for up to one publication.
2. Applied Impact: Any one of the following:
    a. Recognition of scholarly quality by external scholars
    b. Expert and technical consulting
    c. Evidence of applied impact on society, policy, or governance
    d. Evidence of contribution to equity, inclusiveness and diversity
    e. Curation or contribution to museum or gallery exhibit
3. Continued Growth: Any one of the following:
    a. Academic conference presentations and/or invited lectures showcasing original research and/or student research.
    b. Small ($\leq$ $7K) research grants from internal (within CU system) or external sources.
    c. Non-peer reviewed professional correspondence or reports
    d. Participation in development workshops
    e. Other participation in academic conferences
    f. Development of new research collaborations within or outside UCCS
    g. Role modeling and mentoring of scholarship
    h. Evidence of innovation in research methods
    i. Submission of research grant proposals
    j. Book reviews published in peer-reviewed or other relevant publications

  Excellent: Faculty must demonstrate productivity in 1) peer-reviewed publications or grants received, & from both of the two following categories: 2) applied impacts, and 3) continued growth.

1. Publications
    a. Six peer reviewed research articles or book chapters (candidates will articulate work effort for co-authored papers and note that co-authored articles may be treated equally)
        i. Substitute up to one peer-reviewed research grant received from private- or government-funded sources, at the state, national, or international for two publications (PI and co-PI may be treated equally).

        ii. Substitute a book, textbook, or monograph published from recognized academic or trade imprint for up to three publications.
       iii. Substitute an edited volume where served as (co)editor for one publication.
       iv. Substitute one extensive refereed encyclopedia entry or one extensive annotated bibliography for up to one publication.

2. Applied Impact: Any <u>one</u> of the following:
   a. Recognition of scholarly quality by external scholars
   b. Expert and technical consulting
   c. Evidence of applied impact on society, policy, or governance
   d. Evidence of contribution to equity, inclusiveness and diversity
   e. Curation or contribution to museum or gallery exhibit

3. Continued Growth: Any <u>three</u> of the following:
   a. Academic conference presentations and/or invited lectures showcasing original research and/or student research
   b. Small (≤ $7K) research grants from internal (within CU system) or external sources.
   c. Non-peer reviewed professional correspondence or reports
   d. Participation in development workshops
   e. Other participation in academic conferences
   f. Development of new research collaborations within or outside UCCS
   g. Role modeling and mentoring of scholarship
   h. Evidence of innovation in research methods
   i. Submission of research grant proposals
   j. Book reviews published in peer-reviewed or other relevant publications

When these criteria are applied to faculty who were granted time toward tenure, the work performed during the years granted toward tenure will be considered equivalent to work performed at UCCS, otherwise all work must be performed at UCCS.

Contributions to scholarship from activities not listed above may be considered if candidates present a compelling argument for them.

Leadership and Service: The department recognizes service to the campus, community and to our profession. A rating of "meritorious" requires meeting service responsibilities within the department and service in both of the following two areas: 1) the college or campus, and 2) community or profession. A rating of "excellent" requires meeting service responsibilities within the department and contributions that require significant time/effort/leadership in both areas: 1) the college or campus, and 2) community or profession. In evaluating service both the quality and quantity of service contributions will be considered. The appendix lists examples of services that may be considered.

Professional Practice: The department recognizes the possibility of a faculty member devoting time and effort to appropriate professional practice. Few faculty are anticipated to use this category for evaluation, but it is available for relevant faculty. The application of professional expertise to problem solving is an area of applied geography.

Promotion to Full Professor:

The candidate's record in teaching, scholarly/creative work, and leadership and service will be evaluated as a whole as "below expectations," "meritorious," or "excellent." According to UCCS Policy # 200-001, promotion 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 and working with students, scholarship, scholarship or creative work, [and] service," and possibly professional practice.

Teaching: The candidate will demonstrate effective teaching evaluated by multiple means which will include Faculty Course Questionnaires (FCQs cannot account for over 30% of teaching assessment) and contributions to student learning or instructional best practices in each of these other categories, including: 1) student mentorship, 2) integration of principles of equity, diversity and inclusiveness (EDI) into teaching materials, 3) innovation and continued growth, and 4) evidence that their teaching furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting. A recommendation for promotion will include multiple measures for teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level that furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting. Substantial, significant and continued growth, development, and accomplishment as a teacher since tenure must be demonstrated.

Scholarly/creative work: The department recognizes that scholarship can take many forms. Our department emphasizes applied scholarship, fundamental discovery, scholarly work that integrates existing knowledge, scholarship that employs the principles of equity, diversity, and inclusiveness (EDI), and the scholarship of teaching and learning. Substantial, significant and continued growth, development, and accomplishment as a researcher since tenure must be demonstrated in each of these three areas: 1) peer-reviewed publications or grants received, 2) applied impacts, and 3) continued growth. Productivity is expected to be comparable to that achieved for promotion and tenure, with at least six peer reviewed articles (or acceptable book / grant equivalent as described in the promotion and tenure section) published since tenure. Exceptional quality of scholarly work may be considered to raise an evaluation in cases where the quantity is less.

Leadership and Service: The department recognizes service to the college, campus, community and profession. In evaluating service both the quality and quantity of service contributions will be considered. Substantial, significant and continued growth, development, and accomplishment in service since tenure must be demonstrated in both areas: 1) the college or campus, and 2) community or profession. We recognize that different faculty at this level will fulfill this requirement very differently, but whatever the specific contributions, we expect that they will have significant impact and importance and will assume a leadership role in some capacity. The appendix lists some examples of service that may be considered.

Professional Practice: The department recognizes the possibility of a faculty member devoting time and effort to appropriate professional practice. Few faculty are anticipated to use this category for evaluation, but it is available for relevant faculty. The application of professional expertise to problem solving is an area of applied geography.

Post-tenure Review:

Recognizing the many different ways in which post-tenure faculty contribute to the University, we define "meeting expectations" for purposes of post-tenure review as consisting of four elements, each of which must be met: 1) having achieved a rating of "meeting expectations" or higher in the annual merit reviews included in the time period under review, 2) having met the goals of the faculty member's current professional plan, 3) having submitted an acceptable professional plan which indicates an ability to achieve "meeting expectations" or higher ratings in the future, and 4) active contributions to departmental goals. If a faculty member is deficient in meeting this standard, the committee shall consider the total record of the faculty member during the review period to determine whether strengths in some time periods or some activities compensate for the deficiency such that a rating of "meeting expectations" is still appropriate. Ratings of "exceeding expectations" or "outstanding" will be awarded for exceeding these standards.

Appendix:
Examples of Appropriate Leadership and Service and Professional Practice Criteria for Faculty Evaluation

This is a list of suggestions and is <u>NEITHER</u> all-inclusive nor a list of requirements. Items are not ranked or grouped in any order of importance. Because lists of accomplishments cannot be exhaustive, other accomplishments besides those listed here may also be credited, provided suitable documentation is included in the dossier.

A. COLLEGE OR CAMPUS SERVICE
1. Departmental, College, Campus and University Committees
2. Administrative Leadership (such as program director, department chair, center director)
3. Role Modeling and Mentoring on Any Educational Level
4. Contribution to Equity, Diversity, and Inclusion Activities
5. Participation in Faculty Governance
6. Organizing on or off campus conferences.

B. COMMUNITY OR PROFESSIONAL SERVICE
1. Officer or Ad hoc task leader for a professional academic organization
2. Board member for community organization
3. Reviewing grant proposals
4. Refereeing manuscripts (e.g., books, journals)
5. External reviewer for promotion and tenure cases
6. External reviewer for departments or programs
7. Editorships
8. Participation at Professional Conferences, Specifically Organizational Activities (Organizational Activities, Local Planning Committees, Site Visit Details, Activities Involved in Local, Regional and National Meetings, etc.)
9. Public lectures, presentations, or panel discussions
10. Service Contribution to Education at Any Level and at Any Institution in Addition to the University of Colorado
11. Contribution to Equity, Diversity, and Inclusion Activities

C. PROFESSIONAL PRACTICE
1. Working with an Outside Entity which uses Your Professional Expertise, but Publication Is Not Possible
2. Designing, Building, or Implementing Equipment that takes Professional Expertise
3. Developing Significant Inputs into Directing an NGO that Is Related to One's Discipline
4. Expert Testimony or Commentary relating to Areas of Expertise

College of Letters, Arts, and Sciences
Department of Geography and Environmental Studies
RPT Criteria
Version History

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