Department of Sociology

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

Criteria, Standards and Evidence for
Reappointment, Promotion and Tenure

July 14, 2023

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. 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 Sociology** at the University of Colorado Colorado Springs. 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 does not use a Faculty Responsibility Statement in its reappointment, promotion, and tenure process.

The department is committed to public sociology. We define public sociology as furthering practice and/or the scholarship of teaching and learning beyond one's immediate instructional setting. The department is committed to quality teaching (including the development of assessment tools), strong scholarship, and effective leadership and/or service to the university, the profession, and/or the public as is directly relevant to our work.

The Sociology Department applies the concept of inclusive excellence when evaluating performance of department members for the purpose of RPT. Inclusive excellence is a framework for applying the principles of diversity, equity, inclusion, and accessibility (DEIA) that recognizes the historical legacy in academia that treats inclusiveness and excellence as separate. The consequence of this historical legacy has limited or denied advancement of members of historically under-represented, marginalized, and oppressed groups. Inclusive excellence work therefore attempts to both advance members of historically under-represented, marginalized, and oppressed groups while also transforming oppressive institutions within the academy itself. The Sociology Department recognizes the importance of advancing inclusive excellence and rewards demonstrated contributions to inclusive excellence in all three areas (scholarship, teaching and leadership/service) of evaluation.

The Department of Sociology encourages and supports faculty at all stages of their careers who engage in "risk-taking" through teaching, scholarship and/or leadership, and service. This is particularly weighted when dealing with controversial or sensitive topics related to diversity. A body of research finds that faculty of color, women, international and ESL faculty, and others with specific social identity characteristics as well as those who teach online may receive lower ratings in their Faculty Course Questionnaires. The Department of Sociology will consider these factors in interpreting student evaluations.[i]

The department recognizes the importance of and encourages interdisciplinary work, whether in teaching, scholarship, and/or leadership and service. Finally, recognizing the increasing overlap of dimensions of faculty work, there will be instances where

faculty activities may reasonably be applied to more than one category (teaching, scholarship, or leadership and/or service). In such instances, the decision of where this work is to be "counted" will be left to the discretion of the candidate.

As stated above, all tenured/tenure-track faculty members are expected to engage in scholarship. All five forms of scholarship listed below were patterned after the Boyer report[1] and carry equal weight if done with equal rigor, scope, impact, and peer review.

1. Scholarship of Discovery – this is what most now view as basic research.

2. Scholarship of Integration – this is where meaning is given to facts across disciplines in the larger context. It may mean working with non-specialists in collaboration or consultation.

3. Scholarship of Application – this is where we use our expertise in our special fields of knowledge and apply that expertise to real-world problems, including community engagement and program evaluation. The output cannot always be published or disseminated outside of the community or organization.

4. Scholarship of Teaching and Learning – this is the rigorous study of teaching and learning that evolves into the sharing of pedagogical research.

5. Scholarship of Creative Works – this is the artistry that creates new insights and interpretations.

The evaluation process assumes possession of a Ph.D. degree in Sociology, or in special cases in a related social science area; competent education and training in the discipline(s); 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 or hired with tenure (specified in the candidate's letter of offer), the work performed during the years granted toward tenure shall be considered equivalent to work performed at UCCS. Otherwise, while a faculty member's career record will be considered in personnel actions described here, *the main emphasis of evaluation will be any work performed at UCCS and, in particular, progress since the last review.*

As permitted in APS 1022, the faculty of the Department of Sociology have voted not to have a vote of the primary unit faculty as a step in the reappointment, promotion, and tenure process. As required by APS 1022, the department chair must submit a separate evaluation if the department chair does not serve on the Primary Unit Evaluation Committee.

Initial Reappointment Review:
The candidate's total record, including teaching, scholarship, and leadership and/or service, shall be evaluated. No specific rating in each area is required, but the record must

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Ernest Boyer published *Scholarship Reconsidered: Priorities of the Professoriate* in 1990 for the Carnegie Foundation for the Advancement of Teaching

show sufficient potential of future success to justify reappointment.

The Sociology Department applies the concept of inclusive excellence when evaluating the performance of department members for the purpose of RPT. The Sociology Department recognizes the importance of advancing inclusive excellence and rewards demonstrated contributions to inclusive excellence in all three areas (scholarship, teaching and leadership/service) of evaluation.

Please see the full inclusive excellence statement in the Introduction.

Teaching: The candidate's teaching shall be evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires and two other means of evaluation. In addition to classroom teaching (including assessment of student learning outcomes) the candidate's work with students outside of the classroom as a mentor, research advisor, master's thesis chair, master's thesis committee member, honors capstone chair, independent study director, intern supervisor, and similar activities shall be considered here. Also relevant for consideration are quality indicators related to teaching outside of the classroom, as noted in the appendix. The candidate should show potential for continued development as a teacher.

Candidates should demonstrate that their courses are coherently organized and thoughtfully presented. Furthermore, candidates should demonstrate a commitment to teaching, evidenced by good interaction with students, concern with curriculum, and satisfactory development of skills in presenting material. Improvement and innovations in teaching methods and in curriculum development and contribution to the department's instructional program will also be considered.

Scholarship: The department recognizes that scholarship can take many forms as defined in the introduction. Our department emphasizes fundamental discovery, scholarship which integrates existing knowledge, and applied research. See the five forms of scholarship listed on page 3. We recognize the scholarly study of teaching and learning issues as an important form of research in our discipline. The candidate should demonstrate a well-designed research plan and the potential for continued development as a researcher and progress toward publication. This may include drafts of work in progress, presentations at professional meetings, reports, and/or articles submitted for publication.

Leadership and Service: The department recognizes the value of leadership and service to the university, to the public as is directly relevant to our work, and to our profession. At this stage, it is expected that the candidate be involved in departmental meetings and activities, and perhaps participation in one campus or university system committee in setting the foundational work towards institution-building.

<u>Comprehensive Reappointment Review:</u>
The candidate's record in teaching, scholarship, and leadership and/or service will each be evaluated separately. The Primary Unit Evaluation Committee (PUEC) will determine whether the candidate is: 1) on track for tenure; 2) not yet on track for tenure but could meet standards for tenure with appropriate corrections to justify reappointment; or, 3) not on track for tenure. In addition, the PUEC will indicate for each evaluation category whether the candidate is on track for a rating of meritorious or excellent, based on the candidate's current performance. The PUEC will determine how evaluations for the three categories feed into the overall rating, but evaluations for scholarship and teaching will

be more heavily waited at this point than leadership/service. The candidate has the option of requesting three or more external letters. The review may also take into account the strategic goals of the department, college, and campus. An overall rating of **not on track for tenure** does not mean automatic dismissal. The PUEC will make a recommendation regarding reappointment.

The Sociology Department applies the concept of inclusive excellence when evaluating performance of department members for the purpose of RPT. The Sociology Department recognizes the importance of advancing inclusive excellence and rewards demonstrated contributions to inclusive excellence in all three areas (scholarship, teaching and leadership/service) of evaluation. Please see inclusive excellence statement in the Introduction.

Teaching: The candidate should demonstrate effective teaching evaluated by multiple means that includes, at a minimum, Faculty Course Questionnaires and two other means of evaluation. In evaluating the FCQ scores, the Department of Sociology places special emphasis on four 7-point scale questions (Q_{kj}) 1 (Course materials including any textbooks, readings, lectures, online content, etc. were organized effectively), 4 (The course made it possible for me to increase my knowledge, skills, and understanding of the subject), 8 (The instructor encouraged interest in this subject), and 10 (The instructor demonstrated respect for and professional treatment of all students) in the Faculty Course Questionnaire.[2] Faculty may calculate the "average of scores for 1, 4, 8, 10 over the last three years. Faculty joining the department with time toward tenure may use the FCQs from the most recent three-years, including those from another institution. Faculty may also calculate an FCQ Summary Index (FSI) based on the average rating questions 1, 4, 8, and 10 of all 1000-to-5000-level courses taught (K) over the previous three years.

$$FSI = \frac{\sum_{k=1}^{K} \sum_{j=1}^{4} Q_{kj}}{4K}$$

Faculty may also choose alternative means of calculating an FCQ summary score to demonstrate teaching effectiveness. Additional measures of teaching quality, as provided in the appendix, are critical to evaluating the quality of instruction and other contributions to teaching, such as contributions to the breadth, depth, and needs of the department (developing online courses, for example), updating curriculum and course materials, and contributing to department undergraduate and graduate assessment tools. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, master's thesis chair, master's thesis committee member, honors capstone chair, independent study director, intern supervisor and similar activities shall be considered here. The department highly values teaching outside the classroom and the scholarship of teaching, as described in the appendix. Scholarship of teaching can count as either a teaching activity or a research activity, and faculty may choose where this scholarship should be counted.

A rating of **on track for tenure** will require evidence of effective teaching from the Faculty Course Questionnaires and two other measures of teaching effectiveness. The FCQ

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[2] In the event that the Faculty Course Questionnaire changes, the FCQ Summary Index and the scoring thresholds will be adjusted with departmental approval.

Summary score for a rating of **on track for tenure** should be greater than or equal to 5.0* out of a 7.0 scale.[2] Two other means of evaluation should confirm teaching effectiveness.

Other evidence of effective teaching may include the development of revised curriculum, particularly around efforts to integrate diversity initiatives, new pedagogical and assessment techniques, participation in professional development, work with students outside the classroom, teaching outside the classroom, the scholarship of teaching, and other areas of teaching such as those in the appendix. The quality and quantity of other evidence of effective teaching is judged by the PUEC.

*In evaluating teaching, course content, difficulty, risk, level, size, and the potential impact of teaching online will be considered in interpreting student evaluations. Evidence of significant improvement over time will be considered as justification for a higher evaluation.

Scholarship: The department recognizes that scholarship can take many forms. Our department emphasizes fundamental discovery, scholarly work which integrates existing knowledge, institution building, and applied research. We recognize the scholarly study of teaching and learning issues as an important form of research in our discipline. At this stage, the candidate should demonstrate scholarly accomplishment beyond that of their doctoral research, though this includes extending and revising that research into refereed publications, and the candidate should have established a research agenda. Unless otherwise specified in the candidate's letter of offer, the PUEC will only consider publications and scholarship that were completed after the candidate's first day of tenure track employment at UCCS.

The Sociology Department recognizes the importance of advancing inclusive excellence and rewards demonstrated contributions to inclusive excellence in scholarship. The department acknowledges that scholarship can take many forms. Candidates can emphasize a single aspect of scholarship work or engage in a combination of areas. Peer review of some of these contributions is expected.

1. Scholarship of Discovery – this is what most now view as basic research.
   a. To be considered **on track for tenure** there must be three or more publications in various stages in the publication process (e.g., published, in print, data collection) that make an original scholarly contribution. Being awarded extramural peer-reviewed grants or contracts may be given equal consideration as a peer-reviewed publication. Candidates are expected to show continued growth through the production of scholarship between comprehensive and tenure. Reasonable progress toward tenure can also be demonstrated by submission of research proposals, professional presentations, publications, the production of other forms of scholarship described by Boyer, and other quality indicators listed in the appendix under "Scholarship."

2. Scholarship of Integration – this is where meaning is given to facts across disciplines or publics beyond just the academic context. It may mean working in collaboration or consultation with non-academics. Scholarship of integration could be disseminated in a variety of formats, including printed, face-to-face, or digital outlets.
   a. **On track for tenure** of scholarship of integration can be demonstrated by publications, podcasts, editorials, workshops, consulting, public talks, etc.

If a faculty member relies solely on the Scholarship of Integration, to be considered for **on track for tenure** the faculty member must make the argument that this scholarship is equivalent to three or more publications in various stages in the research/production process (e.g., published, produced, etc.). In addition, it is possible this work may not be peer-reviewed. Reasonable progress toward tenure can also be demonstrated by the production of other forms of scholarship described by Boyer. When determining excellent or meritorious the PUEC will evaluate the quality and quantity of the work. Candidates are expected to show continued growth through the production of scholarship between comprehensive and tenure.

3. Scholarship of Application – this is where we use our expertise in our special fields of knowledge and apply that expertise to real-world problems, including community engagement and program evaluation. The output cannot always be published or disseminated outside of the community or organization.
   a. **On track for tenure** for scholarship of application could look like expert witness research reports, program evaluations, policy statements, grant applications on behalf of community or NGO stakeholder, and technical reports. If a faculty member relies solely on the Scholarship of Application, to be considered for **on track for tenure** the faculty member must make the argument that this scholarship is equivalent to three or more publications in various stages in the research/production process (e.g., published, produced, etc.). In addition, it is possible this work may not be peer-reviewed. Reasonable progress toward tenure can also be demonstrated by the production of other forms of scholarship described by Boyer. When determining excellent or meritorious the PUEC will evaluate the quality and quantity of the work. Candidates are expected to show continued growth through the production of scholarship between comprehensive and tenure.

4. Scholarship of Teaching and Learning – this is the rigorous study of teaching and learning that evolves into the sharing of pedagogical research.
   a. **To be considered on track for tenure** for scholarship of teaching and learning there must be three or more publications in various stages in the publication process (e.g., published, in print, data collection) or a first edition or heavily revised subsequent edition of a textbook. Reasonable progress toward tenure can also be demonstrated by the production of other forms of scholarship described by Boyer. When determining if a candidate is **on track for tenure** the PUEC will evaluate the quality and quantity of the work. Candidates are expected to show continued growth through the production of scholarship between comprehensive and tenure.
   b. **On track for tenure** for scholarship of teaching and learning could also look like reasonable progress toward tenure as demonstrated by submission of research proposals, professional presentations, or publications within the scholarship teaching and learning.

5. Scholarship of Creative Works – this is the artistry that creates new insights and interpretations.
   a. **On track for tenure** for scholarship of creative works demonstrates creative or artistic engagement with sociological scholarship. If a faculty

member relies solely on the Scholarship of Creative Works, to be considered for **on track for tenure** the faculty member must make the argument that this scholarship is equivalent to three or more publications in various stages in the research/production process (e.g., published, produced, etc.). Reasonable progress toward tenure can also be demonstrated by the production of other forms of scholarship described by Boyer. Candidates are expected to show continued growth through the production of scholarship between comprehensive and tenure. In addition, it is possible this work may not be peer-reviewed. When determining excellent versus meritorious the PUEC will evaluate the quality and quantity of the work.

In addition to the guidelines above, the PUEC may consider exceptional *quality and/or impact* of scholarly and creative work can be given greater weight. The quality of scholarship will be evaluated by the PUEC in consultation with external review letters. Our department encourages collaborative research and co-authored papers will be considered as equivalent to sole-authored papers. Publications not in English are given equal weight in review, but a translation will be required.

It is possible a candidate through publications, or can make the case that other forms of Boyer's scholarship, have exceeded the number of publications needed for a ranking of excellent in research at tenure review. In that case, they may consider a conversation with the department and college for consideration for early tenure promotion. Faculty can also consider going up early for tenure if several pieces of scholarship are in the pipeline, demonstrating they will exceed early the scholarship benchmark for excellent at tenure.

Leadership and Service: The department recognizes leadership and service to the department, campus, the university, and the public, as is directly relevant to our work, and to our profession. A rating of **on track for tenure** requires meeting leadership and/or service responsibilities within the department and the profession and some leadership (e.g., chairing a college or campus committee) and service to the college, campus, university or public as is directly relevant to our work. Some evidence of leadership/service in institution building is also considered at this level. In evaluating leadership and/or service, both the *quality* and *quantity* of service contributions will be considered, as well as the extent to which service efforts contribute to fostering a climate of inclusive excellence, student retention and equal opportunity.

<u>**Promotion to Associate Professor and/or Awarding of Tenure Review:**</u>
The candidate's record in teaching, scholarship/, and leadership and service will each be evaluated separately as not meritorious, meritorious, or excellent. The candidate must be rated as, at least, meritorious in all three areas and must receive a rating of excellent in either teaching or scholarship. Material judged to be excellent obviously fulfills the lower standard of meritorious. A recommendation for tenure based on excellent in teaching shall include multiple measures of teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting. "Demonstrated achievement" is defined by the Department of Sociology as providing a record of teaching activities, such as those noted in the appendix, scholarship on teaching and learning, including publications, developing workshops and other instructional activities around pedagogy, and other evidence of engagement in public sociology. Candidates can choose whether scholarship on teaching and learning will count toward

their evaluation of Scholarship or count toward their evaluation of Teaching. These may include such activities as invitations to guest lecture in other courses or in other settings, invitations for interviews and appearances in documentaries, podcasts, newspaper and radio and other media or venues where we teach through scholarship, such as at teaching conferences or workshops.

The Department of Sociology defines "one's immediate instructional setting" as the place where regularly assigned teaching occurs. Thus, any teaching impact at the campus, university, or public level demonstrates impacts of teaching and learning beyond the candidate's immediate instructional setting. The Department of Sociology values interdisciplinary teaching and encourages participation in the Gateway Program Seminar, the Bachelor of Innovation, and Humanities as teaching beyond one's immediate instructional setting.

The Sociology Department applies the concept of inclusive excellence when evaluating the performance of department members for the purpose of RPT. Please see inclusive excellence statement in the Introduction.

Teaching: The candidate should demonstrate effective teaching evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires and two other means of evaluation. In evaluating FCQ scores, the Department of Sociology places special emphasis on four 7-point scale questions (Q_{kj}) 1 (Course materials including any textbooks, readings, lectures, online content, etc. were organized effectively), 4 (The course made it possible for me to increase my knowledge, skills, and understanding of the subject), 8 (The instructor encouraged interest in this subject), and 10 (The instructor demonstrated respect for and professional treatment of all students) in the Faculty Course Questionnaire.[3] Faculty may calculate the "average of scores for 1, 4, 8, 10 over the last three years. Faculty may also calculate an FCQ Summary Index (FSI) based on the average rating of questions 1, 4, 8, 10 for all 1000-to-5000-level courses taught (K) over the previous three years.

$$FSI = \frac{\sum_{k=1}^{K} \sum_{j=1}^{4} Q_{kj}}{4K}$$

Faculty may also choose alternative means of calculating an FCQ summary score to demonstrate teaching effectiveness. Additional measures of teaching quality, as provided in the appendix, are critical to evaluating the quality of instruction and other contributions to teaching, such as contributions to the breadth, depth, and needs of the department (e.g., developing online courses), up-dating curriculum and course materials, and contributing to department undergraduate and graduate assessment tools. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, master's thesis chair, master's thesis committee member, honors capstone chair, independent study director, intern supervisor and similar activities shall be seriously considered here. The department will also give serious consideration to teaching outside the classroom, the scholarship of teaching (unless counted under evaluation of Scholarship), and engaging in public sociology, as described in the appendix.

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[3] In the event that the Faculty Course Questionnaire changes, the FCQ Summary Index and the scoring thresholds will be adjusted with departmental approval.

A rating of **meritorious** will require evidence of effective teaching from the Faculty Course Questionnaires and two other measures of teaching effectiveness. The FCQ Summary score for a rating of **meritorious** should be greater than or equal to 5.0*. Two other means of evaluation should confirm teaching effectiveness.

A rating of **excellent** will require evidence of effective teaching from the Faculty Course Questionnaire and two other measures of teaching effectiveness that exceed the standards for meritorious. The FCQ Summary Score for a rating of **excellent** should be greater than or equal to 5.5*. Other evidence of effective teaching may include teaching beyond immediate instructional setting, development of revised curriculum, particularly around efforts to integrate diversity initiatives, new pedagogical and assessment techniques, participation in professional development, work with students outside the classroom, and other areas of teaching such as those in the appendix.

*In evaluating teaching, course content, difficulty, risk, level, size, and the potential impact of teaching online will be considered in interpreting student evaluations. Evidence of significant improvement over time will be considered as justification for a higher evaluation. and will give added weight to those contributions.

Scholarship: The Sociology Department recognizes the importance of advancing inclusive excellence and rewards demonstrated contributions to inclusive excellence in scholarship. The department acknowledges that scholarship work can take many forms. Candidates can emphasize a single aspect of scholarship work or engage in a combination of areas. Peer review of some of these contributions is expected. Unless otherwise specified in the candidate's letter of offer, the PUEC will only consider publications and scholarship that were completed after the candidate was employed on the tenure track at UCCS.

1. Scholarship of Discovery – this is what most now view as basic research.
   a. Excellent for scholarship of discovery requires a monograph or at least five total peer-reviewed publications that make an original scholarly contribution, and that have either been published or accepted in final form. Being awarded extramural peer-reviewed grants or contracts may be given equal consideration as a peer-reviewed publication.
   b. Meritorious for scholarship of discovery requires at least three total peer-reviewed publications. Peer-reviewed extramural grants or contracts may be given equal consideration as a peer-reviewed publication.

2. Scholarship of Integration – this is where meaning is given to facts across disciplines or publics beyond just the academic context. It may mean working in collaboration or consultation with non-academics. Scholarship of integration could be disseminated in a variety of formats, including printed, face-to-face, or digital outlets.
   a. Excellent or meritorious of scholarship of integration can be demonstrated by publications, podcasts, editorials, workshops, consulting, public talks, etc. When determining excellent or meritorious the PUEC will evaluate the quality and quantity of the work. If a faculty member relies solely on the Scholarship of Integration for tenure, for excellent the faculty member must make the argument that this scholarship is equivalent to five peer-reviewed journal articles. For a rating of meritorious, the faculty member must make the argument that this scholarship is equivalent to three peer-reviewed journal articles. In addition, it is possible this work may not be peer-reviewed.

3. Scholarship of Application – this is where we use our expertise in our special fields of knowledge and apply that expertise to real-world problems, including community engagement and program evaluation. The output cannot always be published or disseminated outside of the community or organization.
   a. Excellent or meritorious for scholarship of application could look like expert witness research reports, program evaluations, policy statements, grant applications on behalf of community or NGO stakeholder, and technical reports. If a faculty member relies solely on the Scholarship of Application for tenure, for excellent the faculty member must make the argument that this scholarship is equivalent to five peer-reviewed journal articles. For a rating of meritorious, the faculty member must make the argument that this scholarship is equivalent to three peer-reviewed journal articles. In addition, it is possible this work may not be peer-reviewed. When determining excellent or meritorious the PUEC will evaluate the quality and quantity of the work.

4. Scholarship of Teaching and Learning – this is the rigorous study of teaching and learning that evolves into the sharing of pedagogical research.
   a. Excellent for scholarship of teaching and learning could look like five peer-reviewed publications or first edition or heavily revised subsequent edition of a textbook.
   b. Meritorious for scholarship of teaching and learning could look like three peer-reviewed publications or new edition of a textbook.

5. Scholarship of Creative Works – this is the artistry that creates new insights and interpretations.
   a. Excellent or meritorious for scholarship of creative works demonstrates creative or artistic engagement with sociological scholarship. If a faculty member relies solely on the Scholarship of Creative Works for tenure, for excellent the faculty member must make the argument that this scholarship is equivalent to five peer-reviewed journal articles. For a rating of meritorious, the faculty member must make the argument that this scholarship is equivalent to three peer-reviewed journal articles. In addition, it is possible this work may not be peer-reviewed. When determining excellent versus meritorious the PUEC will evaluate the quality and quantity of the work.

In addition to the guidelines above, the PUEC may consider exceptional *quality and/or impact* of scholarly and creative work can be given greater weight. The quality of scholarship will be evaluated by the PUEC in consultation with external review letters. Our department encourages collaborative research and co-authored papers will be considered as equivalent to sole-authored papers. Publications not in English are given equal weight in review, but a translation will be required.

Leadership and Service: The department recognizes leadership and service to the campus, university, and public, as is directly relevant to our work, and to our profession. Evidence of leadership/service in institution building is also considered at this level. A rating of **meritorious** requires meeting leadership and/or service responsibilities within the department and leadership and/or service to the college, campus, university, and public as is directly relevant to our work, or profession. A rating of **excellent** requires exceeding leadership and/or service responsibilities within the department, such as serving as graduate program director or advocate for sociology majors at the undergraduate level, and multiple leadership/service contributions to the college, campus, university, public as is directly

relevant to our work, or profession. Leadership and service contributions around diversity initiatives are particularly valued. In evaluating service, both the quality (e.g., serving on committees with heavy workload or chairing committees) and quantity of leadership and/or service contributions will be considered, as well as the extent to which service efforts contribute to fostering a climate of inclusiveness, student retention and equal opportunity.

Promotion to Full Professor Review:

The candidate's record in teaching, research, and service will be evaluated as a whole as not meritorious, meritorious, or excellent. 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, scholarship, and leadership and service."

The Sociology Department interprets "a record that, taken as a whole, is judged to be excellent" to mean a record of excellent accomplishment and high competence since receiving tenure and promotion to Associate Professor in any two or more areas of faculty work. A faculty member may not count toward promotion to Full Professor an article that was accepted and counted in its final form toward earning tenure.

The Sociology Department applies the concept inclusive excellence when evaluating performance of department members for the purpose of RPT. The Sociology Department recognizes the importance of advancing inclusive excellence and rewards demonstrated contributions to inclusive excellence in all three areas (scholarship, teaching and leadership/service) of evaluation. Please see inclusive excellence statement in the Introduction.

Teaching

The candidate will be expected to demonstrate effective teaching evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires and at least three other means of evaluation. For a rating of excellent, the FCQ Summary Score (candidate may choose a four-year average score/FSI or average/FSI of teaching scores since promotion to associate for questions 1, 4, 8, and 10) should be greater than or equal to 5.5 out of a 7.0 scale. [4]* Faculty may also choose alternative means of calculating an FCQ summary score to demonstrate teaching effectiveness. Faculty are encouraged to use other means of evaluation and examples are provided in the appendix to this document. This evaluation includes contributions to the breadth, depth, and needs of the department and updating curriculum, course materials and assessment tools. In addition to classroom teaching at both undergraduate and graduate levels, the candidate's work with students outside of the classroom as a mentor, research advisor, master's thesis chair, master's thesis committee member, honors capstone chair, independent study director, intern supervisor and similar activities shall be considered here. Teaching outside the classroom will be given serious consideration. The Sociology Department recognizes the importance of advancing inclusive excellence and rewards demonstrated contributions to inclusive excellence in teaching.

*In evaluating teaching, course content, difficulty, risk, level, size, and the potential impact of teaching online will be considered in interpreting student evaluations. Evidence of significant improvement over time will be considered as justification for a higher

evaluation. Substantial, significant, and continued growth, development, and accomplishment as a teacher since tenure must be demonstrated through development of new and revised curriculum, particularly around efforts to integrate diversity initiatives, new pedagogical and/or assessment techniques, participation in professional development, work with students outside the classroom, engagement in public sociology, work in the scholarship of teaching, and other areas of teaching such as those in the appendix.

Scholarship: The Sociology Department recognizes the importance of advancing inclusive excellence and rewards demonstrated contributions to inclusive excellence in scholarship. The department acknowledges that scholarship can take many forms. Candidates can emphasize a single aspect of scholarship or engage in a combination of areas. Peer review of some of these contributions is expected. Exceptional quality of scholarship may be considered to raise an evaluation in cases where the quantity is less.

1. Scholarship of Discovery – this is what most now view as basic research.
   a. Excellent for scholarship of discovery could look like a total of six peer-reviewed publications since tenure or a new monograph published since earning tenure.

2. Scholarship of Integration – this is where meaning is given to facts across disciplines or publics beyond just the academic context. It may mean working in collaboration or consultation with non-academics. Scholarship of integration could be disseminated in a variety of formats, including printed, face-to-face, or digital outlets.
   a. Excellent of scholarship of integration can be demonstrated by publications, podcasts, editorials, workshops, consulting, public talks, etc. If a faculty member relies solely on the Scholarship of Integration for tenure, for excellent the faculty member must make the argument that this scholarship is equivalent to six peer-reviewed journal articles. In addition, it is possible this work may not be peer-reviewed. When determining excellent the PUEC will evaluate the quality and quantity of the work.

3. Scholarship of Application – this is where we use our expertise in our special fields of knowledge and apply that expertise to real-world problems, including community engagement and program evaluation. The output cannot always be published or disseminated outside of the community or organization.
   a. Excellent for scholarship of application could look like expert witness research reports, program evaluations, policy statements, grant applications on behalf of community or NGO stakeholder, and technical reports. If a faculty member relies solely on the Scholarship of Application for promotion to full, for excellent the faculty member must make the argument that this scholarship is equivalent to six peer-reviewed journal articles. In addition, it is possible this work may not be peer-reviewed. When determining excellent the PUEC will evaluate the quality and quantity of the work.

4. Scholarship of Teaching and Learning – this is the rigorous study of teaching and learning that evolves into the sharing of pedagogical research.
   a. Excellent for scholarship of teaching and learning could look like a total of six peer-reviewed publications or significant work on a textbook since earning tenure.

5. Scholarship of Creative Works – this is the artistry that creates new insights and interpretations.
   a. Excellent for scholarship of creative works demonstrates creative or artistic engagement with sociological scholarship. If a faculty member relies solely on the Scholarship of Creative Works for promotion to full, for excellent the faculty member must make the argument that this scholarship is equivalent to six peer-reviewed journal articles. In addition, it is possible this work may not be peer-reviewed. When determining excellent the PUEC will evaluate the quality and quantity of the work.

Substantial, significant, and continued growth, development, and accomplishment as a researcher since tenure must be demonstrated. Expectations on presentation of impact may not be limited to one kind of measure of impact. The candidate is allowed to present impacts of their work most salient to their intended audiences or purpose. For a list of examples of impact please see Appendix C.

Candidate dossiers will differ based on circumstances related to content and contexts of their work. The sociology department will evaluate the candidate on meeting standards for excellent, not how long it took candidates to get there. For example, a long-term associate professor will not be penalized for an extended period of limited productivity, as long as more recent quantitative or qualitative productivity has been regularly achieved and maintained in an appropriate disciplinary area.

Our department encourages collaborative research and co-authored papers will be considered as equivalent to sole-authored papers. Publications not in English are given equal weight in review, but a translation will be required.

Exceptional quality of scholarship, as measured by evidence of national or international esteem of the candidate's work in their specific field, may be considered to raise an evaluation. Presentations at professional meetings and non-refereed publications and maintenance of blogs may be considered as secondary evidence of ongoing research activity.

Leadership and Service: The department recognizes leadership and service to the campus, university, public as is directly relevant to our work, and to our profession. Evidence of leadership/service in institution building is also considered at this level. In evaluating leadership and service, both the quality and quantity of leadership and/or service contributions will be considered. Substantial, significant, and continued growth, development, and accomplishment in leadership and/or service since tenure must be demonstrated through clear evidence of leadership and/or service progress in the department, college, campus, university, public as is directly relevant to our work, and in our profession. It is assumed that the majority of these leadership/service contributions would not be paid through external sources. In addition to continued service for the department, the candidate must contribute in significant ways at the college level or above (e.g., contributing to faculty governance and/or chairing committees and serving on committees with heavy workloads). Significant community service and/or engagement, in a professional capacity, can stand in place of university service, as can significant leadership in professional organizations. Experience as Department Chair or running a center will be recognized as contributing to a record of excellence. The department is particularly interested in those efforts that foster diversity at each of these levels within and outside the university and will give added weight to those

contributions. While we recognize that different faculty at this level will fulfill this requirement very differently, a demonstrated record of active leadership and/or service at all levels of the university, as well as in the profession and the public would be essential.

Given that post-tenured faculty may have negotiated a differentiated workload as a result of administrative, faculty governance, or other duties, this workload division will be taken into consideration when evaluating the excellence of candidate's record, taken as a whole. Candidates are encouraged to include a cover sheet or table that lists any yearly differentiated workload agreements in effect during the evaluation period (since earning tenure).

Post-tenure Review:

A. The PUEC committee shall provide an evaluation of the faculty member's performance as either outstanding, exceeding expectations, meeting expectations, below expectations, or fails to meet expectations in each of the areas of teaching, scholarship, and leadership and service, and shall provide a narrative explanation of that evaluation.

B. Faculty members who receive a summative evaluation of "below expectations" in any of the evaluated areas, must agree to a performance improvement agreement (see APS 5008 - Faculty Performance Evaluation for more information on the performance improvement agreement and extensive review).

Recognizing the many different ways in which post-tenured faculty contribute to the university, we define "meeting expectations" for purposes of post-tenure review as consisting of three elements, each of which must be met: 1) having achieved a rating of "meeting expectations" or higher on each of the annual merit reviews included in the time period under review, 2) having met the goals of the faculty member's current professional plan, and 3) having submitted an acceptable professional plan which indicates an ability to achieve "meeting expectations" or higher ratings in the future. The PUEC will vote on the ranking for each of the three areas (teaching, scholarship and leadership/service). 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 appropriate. Ratings of **exceeding expectations** or **outstanding** will be awarded in each area for exceeding these standards.

Appendix:

Examples of Appropriate Quality Indicators for Faculty Evaluation (candidate can decide where to count an activity if it is listed under more than one section) *

I.   TEACHING

A.   Teaching within the instructional setting
1.   Evaluations of teaching effectiveness by students, graduate students or trainees, or other learners (Includes student mid-term evaluations, along with a discussion of steps taken in response to feedback; student focus groups, interviews, or surveys)
2.   Teaching awards and other outstanding accomplishments in instruction
3.   Peer evaluation of teaching
4.   Alumni evaluation (through surveys or opinions)
5.   Creativity in teaching inside the course format
6.   Risk factor involved in the teaching venture, recognizing controversial, difficult/challenging, and unpopular topics
7.   Contributions to teaching about diversity
8.   Contribution to interdisciplinary teaching
9.   Significant course re-organization/revision
10.   New course development
11.   Building new departmental programs (e.g. certificates, articulated double majors, accelerated masters programs)
12.   Contributions to Compass Curriculum and General Education
13.   Inclusive teaching practices
14.   Innovative DEI-related curriculum design and delivery

B.   Teaching beyond the instructional setting
1.   Contributions to interdisciplinary teaching
2.   Doctoral dissertation and Masters' thesis supervision, Oral Exam Committees and Comprehensive Exam committees
3.   Student advising and mentoring
4.   Innovations in teaching outside the classroom
5.   Participation in teaching-related subject activities beyond the classroom (e.g., field trips and other offsite activities, service-learning projects, participatory action research, field experience courses, etc.
6.   Effectiveness of students in the pursuit of graduate education and/or in Careers
7.   Supervision of students in professional experience activities, internships, and/or independent studies. This includes, but is not limited to, bringing students to conferences, teaching them peer review skills, and others at both the undergraduate and graduate levels.
8.   Evaluation of student performance in departmental examinations and assessments, including portfolio review, graduate student comprehensive exams, capstone projects and others.
9.   Preparation of teaching workshop material
10.   Facilitating or teaching a workshop, webinar, seminar, etc. related to teaching

11. techniques (candidates may choose to count this activity under Teaching **or** under Scholarship)
12. Participating in teaching improvement activity (e.g., workshops, conferences, seminars, webinars, observations of peers' classroom techniques, etc.)
13. Role modeling and mentoring based on teaching experience on any educational level, including, but not limited to, providing peer teaching evaluations, working with teaching assistants, opening up one's classroom for observation of teaching techniques, providing pedagogical materials such as syllabi and activities to peers, etc.
14. Teaching contribution at any institution in addition to the University of Colorado Colorado Springs
15. Contributions of teaching about diversity outside the classroom
16. Participation in various forms of assessment

II. SCHOLARSHIP

A. Primary Evidence
1. Peer reviewed scholarly publications: journal articles, books, book chapters, edited volumes, research notes, and electronic journals
2. Peer reviewed public scholarship: technical reports, policy briefings, and white papers
3. Peer reviewed external grant proposals—submitted
4. Peer reviewed external grant funding received

B. Secondary Evidence
1. Invited book chapters
2. Invited scholarly presentations
3. Non-peer reviewed public scholarship: technical reports, policy briefings, white papers, conference proceedings
4. Research contracts (internal sponsored research)
5. Book Contract
6. Papers presented at professional workshops, conferences, etc.
7. Development of long-term research projects
8. Productive collaborations in interdisciplinary scholarly work
9. Productive collaborations in international scholarly work
10. Demonstrated impact of research in applied fields
11. Scholarship that advances the cultural and societal impact of public sociology
12. Research awards and honors
13. Expert and technical consultation on research projects
14. Participation in career development activity (workshops, conferences, summer schools, etc.)
15. Creation of career development/training workshops, webinars, seminars, and others
16. Research role modeling and mentoring
17. Peer reviewed conference presentations
18. Cited recognition of research and publications
19. Sociological public commentary: blogs, op-eds, newsletters, and popular press publications, documentaries
20. Creative expressions grounded in sociological insights: videos, performances, drama, visual arts, poetry, and other art forms
20. High risk scholarship that advances sociological understanding of critical issues

21. Professional reputation (inside and outside the university), included Keynote Addresses

C. Scholarship Impacts
1. H index
2. Scholarly production
3. Access to and delivery of services, resources, and capacities built
4. Adoption of new practices and innovations
5. Translation of science/information/the arts to the public or to professional audiences, new awareness created
6. Change in Laws, Public Policies, or Practices
7. Examples[4] of activities with impact for the DEI scholarship case
8. Policy work: work that supports the adoption of DEI-enhancing governmental or organizational policies and practices.
9. Grants: securing grants for UCCS programs for DEI., e.g., funding
10. Mentorship of diverse early career scholars in terms of scholarship (e.g., feedback on manuscripts, co-authorship), pipeline initiatives; internal or external.
11. Mentorship/advising in terms of scholarship: designing a mentoring program; serving as a mentor-could be early career scholar/colleagues, graduate students, undergraduate students, or pre-college individuals, with impact on diversity, equity, and inclusion; advising groups or individuals.

III. LEADERSHIP AND SERVICE
1. Departmental, college, campus, and university committees
2. Administrative leadership and/or service (such as program director, chair, center director, etc.)
3. Leadership and/or service to the profession and discipline (local, state, national, international level)
4. Consultation and public service as is directly relevant to our work
5. Role modeling and mentoring junior faculty in areas of leadership/service
6. Reviewing research proposals
7. Reviewing research and/or scholarly prospectus
8. Reviewing books in scholarly journals
9. Reviewing grant proposals
10. Refereeing manuscripts
11. Service or leadership at professional conferences, specifically organizational activities (organizational activities such as program coordinator, section coordinator, session coordinator, etc., local planning committees, site visit details recruitment, liaison with site organizations, activities involved in local, regional, national, and international meetings, etc.)
12. Office-holding in professional associations
13. Service contribution to education at any level and at any institution in addition to the University of Colorado Colorado Springs
14. Contribution to diversity
15. Participation in faculty governance
16. Providing professional development related to DEI
17. Service awards

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[4] IUPUI, Appendix: Quality & Impact, p. 69

18.   Serving as a peer teaching assessment evaluator (unless counted under Teaching)

*This is a list of suggestions and is <u>NEITHER</u> all-inclusive nor a list of requirements. Items are not ranked in any order of importance.

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[i] "Bias in Teaching Evaluations: A Report". Sociologists for Women in Society https://socwomen.org/bias-in-teaching-evaluations/

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Department of Sociology RPT Criteria
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