Department of Sociology

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

Criteria, Standards and Evidence for
Reappointment, Promotion and Tenure

July 1, 2020

Reappointment, Promotion, and Tenure Criteria
Department of Sociology

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 scholarly/creative work, and effective leadership and/or service to the university, the profession, and/or the public as is directly relevant to our work.

The Department of Sociology is particularly committed to diversity initiatives within each of these areas and encourage and support faculty at all stages of their careers who engage in "risk-taking" through teaching, scholarly/creative work, and/or leadership and service 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, scholarly/creative work, 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, scholarly/creative work, 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.

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, 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, scholarly/creative work, and leadership and/or service, shall be evaluated. No specific rating in each area is required, but the record must show sufficient potential of future success to justify reappointment.

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, 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.

Scholarly/Creative Work: The department recognizes that scholarship can take many forms. Our department emphasizes fundamental discovery, scholarly work which integrates existing knowledge, and applied research. 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, the candidate should be involved in departmental meetings and activities, and perhaps participation in one campus or university system committee.

Comprehensive Reappointment Review:
The candidate's record in teaching, scholarly/creative work, 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 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 justify reappointment. The PUEC will make a recommendation regarding reappointment.

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 questions 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.[1] The department will consider a FCQ Summary Index based on the average rating on these four questions over the previous three years. 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), 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, 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.

A rating of **on track for meritorious** will require evidence of effective teaching from the Faculty Course Questionnaires and two other measures of teaching effectiveness. The FCQ Summary Index (with a three-year averaged score for questions 1, 4, 8, and 10) that is greater than or equal to 5.0 out of a 7.0 scale.[*] Two other means of evaluation should confirm teaching effectiveness. A rating of **on track for excellent** will require evidence of effective teaching from the Faculty Course Questionnaire and two other measures of

---

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

teaching effectiveness that exceed the requirements for meritorious. The FCQ Summary Index (with a three-year averaged score for questions 1, 4, 8, and 10) should be greater than or equal to 5.5 out of a 7.0 scale.[*] Two other means of evaluation should confirm teaching effectiveness exceeding the requirements for meritorious. Other evidence of effective teaching may include 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.

[*]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.

Scholarly/creative work: The department recognizes that scholarship/creative work can take many forms. Our department emphasizes fundamental discovery, scholarly work which integrates existing knowledge, 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.

A rating of **on track for meritorious** requires reasonable progress toward tenure as demonstrated by submission of research proposals, professional presentations, publications, and other quality indicators listed in the appendix under "Scholarly/Creative Work."

A rating of **on track for excellent** may be justified by at least three peer-reviewed publications as listed under the "Primary Evidence," Section IIA, in the appendix, as well as additional scholarly contributions represented by "Secondary Evidence," as described in the appendix. In some cases, being awarded peer-reviewed grants or contracts may be given equal consideration as peer-reviewed publications. A single larger peer-reviewed publication, such as a scholarly book in print or accepted for print, may be considered sufficient for a rating of excellent.

In addition to the guidelines above, the PUEC may consider exceptional *quality and/or impact* of scholarly and creative work to be of equal weight as exceptional *quantity* of work. Our department encourages collaborative research and co-authored papers will be considered as equivalent to sole-authored papers.

Leadership and Service: The department recognizes leadership and service to the department, campus, the university, the public as is directly relevant to our work, and to our profession. A rating of **on track for meritorious** requires meeting leadership and/or service responsibilities within the department and the profession and some

leadership and/or service to the college, campus, university or public as is directly relevant to our work. A rating of **on track for excellent** requires meeting leadership and/or service responsibilities within the department and the profession and multiple leadership and/or service contributions to the college, campus, university, and/or public as is directly relevant to our work. 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 inclusiveness, student retention and equal opportunity.

<u>Promotion to Associate Professor and/or Awarding of Tenure Review:</u>
The candidate's record in teaching, scholarly/creative work, 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 scholarly/creative work. Material judged to be excellent obviously fulfills the lower standard of meritorious. A recommendation for tenure based on excellence 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. 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 departmental, 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.

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 questions 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] The department will consider an FCQ Summary Index based on the average rating of these four

---

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

questions over the previous three years. 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, 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, and engaging in public sociology, as described in the appendix.

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 Index (with a previous three-year averaged score for questions 1, 4, 8, and 10) that is greater than or equal to 5.0 out of a 7.0 scale.[*3] 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 Index (with a three-year averaged score for questions 1, 4, 8, and 10) should be greater than or equal to 5.5 out of a 7.0 scale.[*] Other evidence of effective teaching may include teaching outside the classroom, 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.

Scholarly/Creative Work: The Department of Sociology recognizes that scholarship can take many forms. Our department emphasizes fundamental discovery, scholarly work which integrates existing knowledge, and applied or practical research. We recognize scholarly study of teaching and learning issues in our field as a form of research.

A rating of **meritorious** requires at least three peer-reviewed publications, as listed under "Primary Evidence," Section IIA, in the appendix as well as additional scholarly contributions described as "Secondary Evidence," as listed in the appendix. In some cases, being awarded peer-reviewed extramural grants or contracts may be given equal consideration as peer-reviewed publications, as may a full-length manuscript.

A rating of **excellent** requires primary as well as secondary evidence (see appendix for a list). Primary Evidence includes a book based on *new* research (i.e., either extends the

---

[3] In the event that the Faculty Course Questionnaire changes, the Faculty Summary Index and the scoring thresholds will be adjusted with departmental approval. Proportional scores from previous scales may be presented where applicable.

dissertation research in an entirely new direction or is unrelated to the dissertation topic) or at least five peer-reviewed publications, which make an original scholarly contribution, that have either been published or accepted in final form. A book based on a dissertation may count as the equivalent of more than one article, depending on its type (i.e., edited volume, revised dissertation, or new research). Being awarded extramural peer-reviewed grants or contracts may be given equal consideration as peer-reviewed publication. Additional scholarly contributions, including presentations at professional meetings, non-refereed publications, including newsletters and blogs (see appendix), will be considered as secondary evidence of the quality of ongoing research activity.

In addition to the guidelines above, the PUEC may consider exceptional *quality and/or impact* of scholarly and creative work to be of equal weight as the number of publications. 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.

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.

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. A rating of **meritorious** requires meeting leadership and/or service responsibilities within the department and leadership and/or service to the college, campus, university, public as is directly relevant to our work, or profession. A rating of **excellent** requires meeting 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 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 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, research/creative work, and leadership and service."

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. The FCQ Summary Index (with a four-year averaged score for questions 1, 4, 8, and 10) should be greater than or equal to 5.5 out of a 7.0 scale. [4]* Examples of other means of evaluation are provided in the appendix to this document. This evaluation includes contributions to the breadth, depth, and needs of the department and up-dating 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, independent study director, intern supervisor and similar activities shall be considered here. Teaching outside the classroom will be given serious consideration.

*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/Creative Work: The department recognizes that scholarship/creative work can take many forms. Our department emphasizes fundamental discovery, scholarly work which integrates existing knowledge, and applied research. We recognize scholarly study of teaching and learning issues in our field as a form of research. Substantial, significant, and continued growth, development, and accomplishment as a researcher since tenure must be demonstrated through Primary and Secondary Evidence, as listed in the appendix. Exceptional quality of scholarly/creative work, as measured by evidence of national or international esteem of the candidate's work in his or her 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. 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

---

[4] In the event that the Faculty Course Questionnaire changes, the Faculty Summary Index and the scoring thresholds will be adjusted with departmental approval. Proportional scores from previous scales may be presented where applicable.

in our profession. The department is particularly interested in those efforts that foster diversity at each of these levels within and outside the university. Willingness to serve as department chair and in leadership positions in faculty governance is especially important at this level. 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 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.

Post-tenure 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. 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 for exceeding these standards.

Appendix:

Examples of Appropriate Quality Indicators for Faculty Evaluation[*]

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.   Preparation of course material
10.   Course organization
11.   New course development

B.   Teaching beyond the instructional setting
1.   Contributions to interdisciplinary teaching
2.   Doctoral dissertation and Masters' thesis supervision and Oral 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 course or teaching workshop material
10.   Facilitating or teaching a workshop, webinar, seminar, etc. related to teaching techniques
11.   Course organization
12.   New course development
13.   Participating in teaching improvement activity (e.g., workshops, conferences, seminars, webinars, observations of peers' classroom techniques, etc.)

14. 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.
15. Teaching contribution at any institution in addition to the University of Colorado Colorado Springs
16. Contributions of teaching about diversity
17. Public Sociology, including, but not limited to, hits and positive commentary on blogs and instructional videos on YouTube, invitations to guest lecture in other courses or settings, invitations to participate in documentaries, podcasts, newspaper and radio interviews and other media formats where we teach through scholarship, teaching at conferences and workshops (e.g., The Knapsack Institute, etc.)
18. Contributions to Compass Curriculum and General Education
19. Participation in various forms of assessment
20. Publications on the scholarship of teaching

II. SCHOLARLY/CREATIVE WORK

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 grant proposals—submitted
4. Peer reviewed 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 (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
21. High risk scholarship that advances sociological understanding of critical issues
22. Professional reputation (inside and outside the university), included Keynote Addresses
23. Unsponsored research
24. Evidence of capacity for future achievements

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 on any educational level
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. Participation 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. Membership in and/or 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. Service awards
17. Serving as a peer teaching assessment evaluator

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

---

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

Ogier, John. "Evaluating the effect of a lecturer's language background on a student rating of teaching form," *Assessment & Evaluation in Higher Education."* 30, no 5, (2005): 477-488.

Reid, Landon D. "The role of perceived race and gender in the evaluation of college teaching on RateMyProfessors. Com." *Journal of Diversity in higher Education* 3, no. 3 (2010): 137.

Ogier, John. "Evaluating the effect of a lecturer's language background on a student rating of teaching form," *Assessment & Evaluation in Higher Education."* 30, no 5, (2005): 477-488.

Reisenwitz, Timothy H. "Student evaluation of teaching: An investigation of nonresponse bias in an online context." *Journal of Marketing education* 38, no. 1 (2016): 7-17.

College of Letters, Arts, and Sciences
Department of Sociology RPT Criteria
Version History

Version 1:
Approved by Sociology faculty, 3/20/2020
Approved by the Interim Dean Rex Welshon, 4/19/2020
Approved by Provost Tom Christensen, 6/26/2020
Effective date, 7/1/2020