

**Department of Sociology**  
**College of Letters, Arts and Sciences**

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Reappointment, Promotion and Tenure Criteria  
Department of Sociology

June, 2009

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**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 at 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 quality teaching (including the development of assessment tools), strong research/creative work, and effective service to the university, the profession, and the community. The department 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, research or service when dealing with controversial or sensitive topics related to diversity. The department also recognizes the importance of and encourages interdisciplinary work, whether in teaching, research or 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, research 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 on work performed at UCCS and, in particular, progress since the last review.*

### **Initial Review:**

The candidate's total record, including teaching, research and 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 the ability to assess 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. The candidate is expected to show potential for continued development as a teacher. Candidates should demonstrate that their courses are coherently organized and thoughtfully presented. Furthermore, candidates will be expected to demonstrate a commitment to teaching, evidence of which will be 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 will be taken into consideration.

**Research and 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 scholarly study of teaching and learning issues in our field as a form of research. The candidate is expected to demonstrate a well-designed research plan and the potential for continued development as a researcher and progress toward publication. This might include drafts of work in progress, presentations at professional meetings, reports, and/or articles submitted for publication.

**Service:** The department recognizes service to the campus, community and to our profession. At this stage, the candidate is expected to be involved in departmental meetings and activities, and perhaps participation in one campus or system committee.

### **Comprehensive Review:**

The candidate's record in teaching, research, and service will each be evaluated separately as below expectations, meritorious, or excellent. The candidate must demonstrate sufficient progress toward tenure to justify reappointment. This will typically be a rating of *at least meritorious in all three areas*. The review may also take into account issues of material bearing such as strategic goals of the department, college and campus.

**Teaching:** The candidate will be expected to demonstrate effective teaching evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires and two other means of evaluation. 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 (developing on line 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. A rating of meritorious will require student evaluations which are typically at or above the departmental average and evidence of effective teaching. A rating of excellent will require student evaluations which are typically above the departmental average, as well as other evidence of effective teaching which may include dedication to student learning, 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, level and size will be considered in interpreting student evaluations. Evidence of significant improvement over time will be considered as justification for a higher evaluation.

**Research:** 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 scholarly study of teaching and learning issues in our field as a form of research. At this stage, the candidate is expected to demonstrate scholarly accomplishment beyond that of his or her doctoral research, though this includes extending and revising that research into refereed publications, and to have established a research agenda.

A rating of **meritorious** requires reasonable progress toward tenure as demonstrated by submission of research proposals, professional presentations, publications, or demonstration of criteria listed in the appendix under “Research and Creative Work”, and by letters of evaluation of their work.

A rating of **excellent** requires at least three publications (which may include refereed journal articles, refereed book chapters, article-length reports, development and maintenance of widely read blogs, and/or electronic journals) as well as the meeting of additional criteria listed in the appendix. Receipt of peer-reviewed grants or contracts may be substituted for publications. A single larger publication, such as a scholarly book in print or accepted for print, can itself be sufficient for a rating of excellent.

The primary unit may consider exceptional *quality* of scholarly work to be of equal weight as exceptional *quantity* of work. Collaborative work is especially valued in the department.

**Service:** The department recognizes service to the department, campus, the university, the community and to our profession. A rating of meritorious requires meeting service responsibilities within the department and some service to the college, campus, community or profession. A rating of excellent requires meeting service responsibilities within the department and multiple service contributions to the college, campus, community, or profession. In evaluating service both the quality and quantity of service contributions will be considered.

### **Promotion to Associate Professor and Awarding of Tenure:**

The candidate's record in teaching, research, 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 and must receive a rating of excellent in either teaching or research. Material judged to be excellent obviously fulfills the lower standard of meritorious.

**Teaching:** The candidate will be expected to demonstrate effective teaching evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires and two other means of evaluation. 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, 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. A rating of meritorious will require student evaluations which are typically at or above the departmental average and evidence of effective teaching. A rating of excellent will require student evaluations which are typically above the departmental average, as well as other evidence of effective teaching which may include dedication to student learning, 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 load, content, level and size will be considered in interpreting student evaluations.

**Research:** The department 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 or a monograph based on dissertation research which make a scholarly contribution, published or accepted in final form as well as meeting additional research criteria listed in the Appendix. It is possible to substitute other publications such as those listed in the Appendix, depending on the Primary Units' assessment of the quality and quantity of these contributions. These may include refereed journal articles, refereed book chapters, or article-length reports. Receipt of peer-reviewed grants or contracts may be substituted for publications. All publications are counted after the tenure clock begins, unless otherwise agreed upon by the faculty member and the University.

A rating of **excellent** requires either a book based on new research (i.e., either extends the 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 published or accepted in final form. A book may count as the equivalent of more than one article, depending on its type (i.e., edited volume, revised dissertation, or new research.). These may include refereed journal articles, refereed book chapters, or article-length reports. Receipt of peer-reviewed grants or contracts may be substituted for publications. The

Primary Unit may consider exceptional quality of scholarly work to raise an evaluation in cases where the quantity specified has not been met. Presentations at professional meetings and non-refereed publications, including blogs, may be considered as secondary evidence of ongoing research activity.

**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 to the college, campus, community or profession. A rating of **excellent** requires meeting service responsibilities within the department such as serving as graduate program director or advocate for sociology majors at the undergraduate level. In addition, multiple service contributions to the college, campus, community, or profession, particularly those around diversity initiatives at these levels. In evaluating 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.

**Promotion to Full Professor:**

The candidate's record in teaching, research, and service will be evaluated as a whole as below expectations, 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 and working with students, research, scholarship or creative work, 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. 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. In evaluating teaching, course content, level and size will be considered in interpreting student evaluations. 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 and other areas of teaching such as those in the appendix. A rating of excellent in teaching would require evidence of clear contributions in at least *three* of the broad areas above.

**Research:** 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 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 refereed publications, peer-reviewed grants, a scholarly book, and/or other areas of research such as those in the appendix. Exceptional quality of scholarly 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 in cases where the quantity is less. Presentations at professional meetings and non-refereed publications and maintenance of blogs may be considered as secondary evidence of ongoing research activity.

**Service:** The department recognizes service to the campus, community and to our 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 through clear evidence of service progress in the department, college, campus, university, community and 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 service at all levels of the university, as well as in the profession and the community would be essential in order to receive a rating of excellence in service.

Given that that post-tenured faculty may have negotiated a differentiated work load 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 still appropriate. Ratings of "exceeding expectations" or "outstanding" will be awarded for exceeding these standards.

## **Appendix:**

### **Examples of Appropriate Criteria for Faculty Evaluation**

#### **A. TEACHING**

1. Student Evaluation of Teaching
2. Teaching Awards and Other Outstanding Accomplishments in Instruction
3. Peer Evaluation of Teaching
4. Alumni Evaluation
5. Doctoral Dissertation and Master's Thesis Supervision and Oral Exam Committees
6. Student Advising
7. Innovations in Teaching
8. Creativity in Teaching
9. Participation in Teaching-Related Subject Activities
10. Effectiveness of Students in Succeeding Courses and/or in the Pursuit of Graduate Education and/or in Careers
11. Student Supervision in Professional Experience Activities, Internships, and/or Independent Studies
12. Evaluation of Student Performance in departmental examinations and assessments
13. Preparation of Course Material
14. Student Development/Encouragement (Centers of Excellence, Library Knowledge, Learning Disability Recognition, Encouragement of Students)
15. Course Organization
16. New Course Development
17. Teaching Improvement Activity (Workshops, Conferences)
18. Role Modeling and Mentoring Based on a Teaching Experience on Any Educational Level
19. Teaching Contribution at Any Institution in Addition to the University of Colorado
20. Risk Factor Involved in the Teaching Venture
21. Contributions of teaching to diversity
22. Teaching Awards

#### **B. RESEARCH/CREATIVE WORK**

1. Books
2. Edited volumes
3. Invited book chapters
4. Invited Presentations
5. Peer Judged Publications
6. Papers Prepared for Professional Conferences
7. Recognition by other Scholars of Research and Publications
8. Creative Work
9. Performances
10. Readings
11. Unsponsored Research



12. Grants and Contracts (Sponsored Research)
13. Professional Reputation (Both Inside and Outside University)
14. Evidence of Capacity for Future Achievements
15. Participation in Development Workshops
16. Participation in Career Development Activity (Workshops, Conferences, Summer Schools, etc.)
17. Papers Presented at Professional Workshops, Conferences, etc.
18. Long-Term Research Projects
19. Expert and Technical Consultation of Research Projects
20. Role Modeling and Mentoring of Research on Any Educational Level
21. Risk Factors Involved in the Research Venture
22. Cultural and societal impact
23. Contribution to diversity
24. Blogging, editorials, and other mainstream publications
25. Publication in electronic journals
26. Research Awards

### C. SERVICE

1. Departmental, College, Campus and University Committees
2. Administrative Service (such as program director, chair, center director ...)
3. Service to the Profession and Discipline (Local, State, National, International Level)
4. Consultation and Public Service
5. Role Modeling and Mentoring on Any Educational Level
6. Reviewing Research Proposals
7. Reviewing Books in Scholarly Journals
8. Reviewing Grant Proposals
9. Refereeing Manuscripts
10. Participation at Professional Conferences, Specifically Organizational Activities (Organizational Activities, Local Planning Committees, Site Visit Details, Activities Involved in Local, Regional and National Meetings, etc.)
11. Membership In and/or Office-holding in Professional Associations.
12. Service Contribution to Education at Any Level and at Any Institution in Addition to the University of Colorado
13. Contribution to diversity
14. Participation in faculty governance
15. Service Awards

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