Department of
Geography and Environmental Studies

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

Criteria, Standards and Evidence for Reappointment, Promotion and Tenure

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CRITERIA, STANDARDS, AND EVIDENCE FOR REAPPOINTMENT, PROMOTION AND TENURE
GEOGRAPHY AND ENVIRONMENTAL STUDIES

Introduction:

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

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

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

Process:

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

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

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

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

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

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

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

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

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

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

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

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

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

Comprehensive Reappointment Review:

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

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

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

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

1. Student mentorship

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

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

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

The following model will be employed to evaluate achievements:

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

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

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

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

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

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

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

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

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

Leadership and Service: The department recognizes service to the campus, community and to our profession. A rating of "not yet on track for tenure but could meet standards for tenure with appropriate corrections" requires meeting service responsibilities within the department and service in at least one of the following areas: 1) the college or campus, or 2) community or profession. A rating of "on track for tenure" requires meeting service responsibilities within the department and service contributions in both 1) the college or campus, and 2) community or profession. In evaluating service both the quality and quantity of service contributions will be considered. The appendix lists examples of service that may be considered.

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

Promotion to Associate Professor and/or Awarding of Tenure:

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

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

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

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

1. Student mentorship
    a. Independent study supervision
    b. Honors thesis supervision
    c. Internship supervision
    d. Supervision of undergraduate research projects presented at conferences
    e. Graduate student thesis supervision
    f. Extensive advising
2. Integration of principles of equity, inclusiveness, and diversity (EDI)
    a. Individual mentoring of students from underrepresented groups
    b. Inclusion of adaptive technologies for students with disabilities
    c. Efforts to advance equitable access to education
    d. Changes in pedagogies which may enhance learning for students with diverse backgrounds

   e. Modifications of curriculum to integrate issues related to EDI principles as appropriate for the course content

   f. Organizing or presenting workshops addressing best practices for inclusive teaching

3. Innovation and continued growth
   a. New course development
   b. Evidence of continued material, pedagogy, and content updates
   c. Field courses
   d. Effective development of online courses
   e. Innovative use of teaching technologies
   f. Effectively teaching politically or culturally sensitive content that puts faculty at risk
   g. Participation in workshops or continuing education on teaching
   h. Experiential or Community Service learning
   i. Use of student mid-term evaluations
   j. Integrating in person and/or virtual field trips and/or guest speakers into teaching

4. Impact beyond the instructional setting
   a. Teaching awards/certificates
   b. Publications on teaching pedagogy
   c. Publication of laboratory manuals or online activities such as Story Maps
   d. Evidence of external impact of teaching strategies or materials
   e. Developing new department and/or interdisciplinary degrees or certificates
   f. Pedagogical development grants
   g. Design of public outreach materials based on expertise
   h. Engagement in public fora on pedagogy (syllabus sharing, e.g.)
   i. Authorship of textbook

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

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

The following model will be employed to evaluate achievements:

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

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

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

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

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

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

1. Publications
    a. Six peer reviewed research articles or book chapters (candidates will articulate work effort for co-authored papers and note that co-authored articles may be treated equally)
        i. Substitute up to one peer-reviewed research grant received from private- or government-funded sources, at the state, national, or international for two publications (PI and co-PI may be treated equally).
        ii. Substitute a book, textbook, or monograph published from recognized academic or trade imprint for up to three publications.
        iii. Substitute an edited volume where served as (co)editor for one publication.
        iv. Substitute one extensive refereed encyclopedia entry or one extensive annotated bibliography for up to one publication.

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

3. Continued Growth: Any <u>three</u> of the following:
    a. Academic conference presentations and/or invited lectures showcasing original research and/or student research

b. Small (≤ $7K) research grants from internal (within CU system) or external sources.
c. Non-peer reviewed professional correspondence or reports
d. Participation in development workshops
e. Other participation in academic conferences
f. Development of new research collaborations within or outside UCCS
g. Role modeling and mentoring of scholarship
h. Evidence of innovation in research methods
i. Submission of research grant proposals
j. Book reviews published in peer-reviewed or other relevant publications

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

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

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

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

Promotion to Full Professor:

According to UCCS Policy # 200-001, promotion requires "a record that, taken as a whole, is judged to be excellent; a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances require a stronger emphasis or singular focus on one or the other; and a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching and working with students, scholarship, scholarship or creative work, [and] service," and possibly professional practice. In the Department of Geography & Environmental Studies, the candidate's record in teaching, scholarly/creative work, and leadership and service will be evaluated as "below expectations", "meritorious", or "excellent" based on a holistic evaluation of the record since receiving promotion to associate professor.

Promotion to Full Professor is based on a record demonstrating post-tenure evidence of excellent accomplishment and high competence in any two areas of faculty work: teaching, research, and

leadership and service. The concepts of excellent accomplishment and high competence are necessarily abstract because they must be applied to faculty working across a wide array of sub-disciplines. However, these concepts provide an effective and flexible method for maintaining high standards over time and across many different circumstances. Although candidates are not expected to have equal levels of commitment or equal responsibilities across all areas of faculty work, given the ways the three areas tend to inform one another in conceptual or applied work within our discipline, demonstration of how those areas are articulated and how professional expertise is integrated throughout one's work is expected. The evaluation of excellent accomplishment and high competence is based on a holistic evaluation of the evidence of the quantity, quality and trajectory of work presented in the faculty member's dossier, and in light of the University's mission.

The department seeks to expand, qualify, and clarify what is meant by the terms "substantial, significant, and continued growth, development, and accomplishment" to be in conversation with, considerate of, and in response to what GES considers inclusive scholarship (including the scholarship of discovery, integration, application, engagement, teaching and learning, and creative works). This broadly conceived conceptualization of faculty work takes into account the various impacts of faculty work inside and outside of the university (e.g., within communities where many of us work) to better align with our institutional vision. Moreover, given the breadth and depth of the discipline of geography, it is critical that our criteria encapsulate the broad scope of geographic teaching, scholarship, and leadership and service.

Teaching:
The excellent educator possesses a thorough and current knowledge of the discipline and of relevant pedagogical research and theory. They convey key concepts and values effectively, enable students to learn the discipline's critical thinking and investigative processes, and model appropriate strategies of inquiry and scholarship. They engage students actively in their own learning and promote a spirit of inquiry and openness to knowledge. The excellent teacher organizes their coursework in a coherent way, describes clearly the expectations for students, uses fair and appropriate assessment techniques, and provides students with useful and frequent feedback about their learning. The excellent teacher shows a respect for their students and creates an environment that enables their intellectual growth.

A recommendation for promotion will include multiple measures that evaluate teaching and demonstrate excellence at the campus, local, national, or international level to further the practice or scholarship of teaching and learning beyond one's immediate instructional setting. FCQs cannot account for over 30% of teaching assessment. Faculty must also demonstrate evidence of contributions to student learning or instructional best practices in any of these five categories (accounts for 70% of teaching assessment): 1) continued growth, development, and accomplishment; 2) evidence that teaching furthers the practice or scholarship of teaching and learning beyond one's immediate instructional setting; 3)integration of principles of diversity,

equity, and inclusiveness (DEI) into teaching materials; 4) student mentorship; and 5) integration of principles of engagement in the classroom.

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

A recommendation for promotion based on "excellent" in teaching must include demonstrated achievement at the campus, local, national, and/or international level that furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting. This will require evidence of effective teaching, as demonstrated by FCQ evaluations, and at least six other means of evaluation distributed from any of the five categories listed below.

In addition to FCQs, activities include, but are not limited to, the following categories.

1. *Continued growth, development and accomplishment*
   a. New course development
   b. Building new departmental programs (e.g., new minors; certificates, articulated double majors; accelerated masters programs)
   c. Contributions to Compass Curriculum and General Education
   d. Evidence of continued material, pedagogy, assignment and content revisions in current classes
   e. Leading departmental assessments and examinations, such as exit exams
   f. Teaching service classes, such as 1000-level and capstone courses
   g. Field courses or field experiences
   h. Development of online courses
   i. Developing new departmental or interdisciplinary degrees or certificates as needed
   j. Switching formats of courses (i.e. from online to in-person or vice versa)
   k. Incorporating new teaching technologies
   l. Incorporating new teaching techniques
   m. Effectively teaching politically or culturally sensitive content that puts faculty at risk
   n. Participation in on- or off-campus workshops or continuing education on teaching
   o. Experiential or community service learning
   p. Use of student mid-term evaluations
   q. Supplemental evidence of teaching effectiveness by students, graduate students or trainees, alumni, or other learners (e.g., can include unsolicited student feedback; student mid-term evaluations, along with a discussion of steps taken in response to feedback; student focus groups, interviews, or surveys)
   r. Integrating in-person or virtual field trips or guest speakers into teaching
   s. Integrating other off-site learning experiences, such as service-learning
   t. Peer (e.g., departmental colleagues; FRC staff; teaching fellows; colleagues from other departments) evaluation of teaching that demonstrates continued growth

2. *Evidence that teaching furthers the practice or scholarship of teaching and learning beyond one's immediate instructional setting.*
   a. Teaching awards
   b. Teaching certifications
   c. Publications on teaching pedagogy
   d. Publication of laboratory manuals or online activities such as Story Maps
   e. Preparation of teaching workshop material
   f. Creation of credentials and certifications
   g. Evidence of external impact of teaching strategies or materials
   h. Pedagogical development grants
   i. Creation of OER materials
   j. Design of public outreach materials based on expertise
   k. Engagement in public fora on pedagogy (e.g. syllabus sharing, podcasts, blogs)
   l. Authorship of textbook
   m. Contribution to interdisciplinary teaching
   n. Facilitating or teaching a workshop, webinar, seminar, etc. related to teaching techniques (candidates may choose to count this activity under Teaching or under Scholarship)
   o. Participating in teaching improvement activities (e.g., workshops, conferences, seminars, webinars, observations of peers' classroom techniques, etc.)
   p. 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 or learning assistants, opening up one's classroom for observation of teaching techniques, providing pedagogical materials such as syllabi and activities to peers
   q. Creating templates or toolkits for wider adoption of pedagogical practice
   r. Teaching contribution at any institution in addition to UCCS

3. *Integration of principles of diversity, equity, and inclusiveness (DEI) into teaching materials*
   a. Inclusion of adaptive technologies for students with disabilities
   b. Incorporation of Open Educational Resources (OER)
   c. Efforts to advance equitable access to education
   d. Changes in pedagogies which may enhance learning for students with diverse backgrounds
   e. Modifications of curriculum to integrate issues related to DEI principles as appropriate for the course content
   f. Organizing, presenting, or participating in workshops addressing best practices for inclusive teaching
   g. Creation or adaptation of mentoring contracts with students

     h. Creation or adaptation of inclusive research laboratory materials (such as onboarding documents, welcoming letters, lab handbooks, etc)

4. *Student mentorship*
   a. Independent study supervision
   b. Honors thesis supervision
   c. Internship supervision
   d. Supervision of undergraduate research projects
   e. Graduate student thesis supervision
   f. Serving on graduate student thesis committees
   g. Advising of students in the pursuit of graduate education and careers
   h. Undergraduate Research Academy supervision
   i. Presentations with undergraduate or graduate students (e.g., in class; conferences; community events)
   j. Co-Authorship with undergraduate or graduate students
   k. Teaching a departmental capstone course (e.g. GES 4800 or GES 4900)

5. *Integration of principles of engagement in the classroom*
   a. Guiding students in research projects, career counseling, and academic concerns
   b. Facilitating connections between the classroom and the community
   c. Creating opportunities for co-production of knowledge and co-learning between communities

Scholarly/creative work:

The department recognizes that scholarship can take many forms. Our department emphasizes inclusive scholarship, including the scholarship of i) discovery, ii) integration, iii) application, iv) engagement, v) teaching and learning, and vi) creative works.

Substantial, significant and continued growth, development, and accomplishment as a researcher since tenure can be demonstrated in any of these six areas:

    1. *Scholarship of Discovery* – this is what most now view as basic research. It may mean exploratory and theoretical research that expands knowledge and generates new discoveries.

    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. The output cannot always be published or disseminated outside of communities or organizations.

    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. The output cannot always be published or disseminated outside of communities or organizations.

4. *Scholarship of Engagement* – this is where we use our expertise in the co-production of knowledge through collaborative and reciprocal relationships or partnerships, including working alongside and with communities of interest. The output cannot always be published or disseminated outside of communities or organizations.

5. *Scholarship of Teaching and Learning* – this is the study of teaching and learning and sharing of pedagogical research. The output cannot always be published or disseminated outside of communities or organizations.

6. *Scholarship of Creative Works* – this is the artistry that creates new insights and interpretations. The output cannot always be published or disseminated outside of communities or organizations.

Candidates can emphasize a single aspect of scholarship or engage in a combination of areas. The GES department will recognize original research contributions in peer reviewed publications as well as integrative, applied, engaged, teaching and learning, and creative works scholarship. For "meritorious" the faculty member should make the argument that this scholarship is equivalent to at least four peer-reviewed journal articles. For "excellent" the faculty member should make the argument that this scholarship is equivalent to at least six peer-reviewed journal articles. See the rubric below, labeled as Figure 5, 6, and 7, which are adapted from Purdue University's *The Guide: Documenting, Evaluating and Recognizing Engaged Scholarship,* for guidance on how to demonstrate the quality, quantity, and impact of scholarship.

1. *Forms of Scholarship*
    a. Peer reviewed research articles or book chapters (co-authored articles may be treated equally and candidates will articulate work effort for co-authored papers)
    b. Research grant received from private- or government-funded sources, at the state, national, or international (PI and co-PI may be treated equally)
    c. Books, textbooks, or monographs published from a recognized academic or trade imprint
    d. Edited volumes, anthologies, and special issues
    e. Book contracts
    f. Extensive refereed encyclopedia entry
    g. Extensive annotated bibliography
    h. Research notes, briefs, commentary, opinions
    i. Technical reports, policy briefings, white papers, workbooks, and tool kits
    j. Other professional correspondence or reports
    k. Public commentary: blogs, op-eds, newsletters, documentaries, podcasts, radio shows, and popular press publications

l. Creative expressions grounded in geographical insights: videos, performances, drama, visual arts, poetry, and other art forms
m. High risk scholarship that advances geographical understanding of critical issues
n. Engaging in novel methodologies and experimental research
o. Creation and maintenance of research laboratory
p. Internal research grants
q. External research grants
r. Research contracts
s. Fee for service (provide services to an externally funded sponsored project)
t. Internal research advisory boards
u. External research advisory boards
v. Collaborations in inter- and intra-disciplinary scholarly work
w. Collaborations in international scholarly work
x. Academic conference presentations
y. Invited lectures, keynotes, colloquium
z. Participation in research development activities, such as attending academic conferences, workshops, summer schools
aa. Creation of research development activities, such as academic conferences, workshops, summer schools
bb. Development of new research collaborations within or outside UCCS
cc. Role modeling and mentoring of scholarship
dd. Evidence of innovation in research methods
ee. Submission of research grant proposals
ff. Book reviews published in peer-reviewed or other relevant publications

2. *Evidence of Impact*
   a. Expert witness research reports, program evaluations, policy statements, grant applications on behalf of community or NGO stakeholder, and technical reports.
   b. Recognition of scholarly quality by external scholars
   c. Other cited recognition of scholarship
   d. Accessibility and delivery of services, resources, and capacities built
   e. Community adoption of new practices and innovations
   f. Translation of science/information/the arts to the public or to professional audiences
   g. Contributions to the adoption of DEI-enhancing governmental or organizational policies and practices
   h. Securing grants for UCCS programs for DEI., e.g., funding mentorship of diverse early career scholars in terms of scholarship (e.g., feedback on manuscripts, co-authorship), internal or external
   i. Designing a mentoring program; serving as a mentor – could be early career scholar/colleagues, graduate students, undergraduate students, primary and

secondary educators, or pre-college individuals, with impact on diversity, equity, and inclusion; advising groups or individuals

    j. Fostering student research laboratory experience

    k. Expert and technical consulting

    l. Evidence of impact on professional peers or communities of interest

    m. Evidence of impact on society, policy, or governance

    n. Evidence of capability of replication

    o. Curation or contribution to museum or gallery exhibit

    p. Participating in creating podcasts, editorials, workshops, consulting, public talks, or other creative and innovative dissemination practices.

    q. Participating in community advisory board meetings, procedures or policy, training materials, courses, guides, toolkits, workshops, films, citizen science data, reports, jobs added, sales increased, equity gaps closed, etc. When possible note how the work was shared and how it is accessible to others.

    r. Research awards and honors

<u>Leadership and Service</u>:

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

A rating of "meritorious" must include a consistent record of effective leadership and service at the campus, local, national, and/or international level. This will require evidence of at least five other means of evaluation distributed from either of the two categories listed below.

A rating of "excellent" in leadership and service must include a consistent record of effective leadership and service at the campus, local, national, and/or international level (paid or unpaid service both count). This will require evidence of at least six other means of evaluation distributed from either of the two categories listed below.

    1. *Forms of Leadership and Service*

        a. Departmental, college, campus, and university committees

        b. Active performance of additional duties within the department such as serving on subcommittees, hiring committees, department communications

        c. Maintenance of departmental data, for example: enrollment or market data related to the entire department, GIS certificate, Geology Minor, Sustainability Minor, etc.

        d. Serving as a director for any minor, certificate, or graduate program

        e. Active participation/faculty sponsor in student clubs or activities

f. Participation in the Majors and Minors Fair or other similar university-wide events (like Mountain Lion Research Day, CSURF, Sustainability Summit)
g. Participation in non-UCCS community events, such as promotional booths and career days
h. Contributions to marketing, recruitment, and retention initiatives for the department, college, or university
i. Attending alumni events
j. Administrative leadership or service (such as program director, chair, center director, etc.)
k. Leadership or service to the profession and discipline (local, state, national, international level)
l. Improving the School/College's programmatic quality, reputation, and operational efficiency
m. Chairing a tenure/promotion committee
n. Review of tenure/promotion cases from the department, other departments on campus, and from other institutions
o. Writing letters of recommendation for support of colleagues, internally or externally
p. Nominating colleagues or students for awards, fellowships, and scholarships
q. Writing letters of recommendation for support of students
r. Participating in special academic projects
s. Participation in faculty governance, including within the CU System
t. Academic caregiving and institution building activities that are usually unrecognized, un-resourced, or informal "housekeeping" labor that helps hold departments, colleges, and universities together
u. Role modeling and mentoring faculty in areas of leadership/service
v. Consultation and public service as is directly relevant to our work
w. Administering grants
x. Reviewing manuscripts or research proposals
y. Serving as an external program reviewer
z. Editorial activities for professional journals (e.g., editor, guest editor of special issue, associate editor)
aa. Developing new courses and curriculum for other professionals at the institution
bb. Office-holding in professional associations
cc. 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.)
dd. Participating in other interdisciplinary and professional organizations
ee. Service contributions to increasing diversity, equity, and inclusion

ff. Volunteering regularly for a community organization within our community

gg. Providing a published media interview (print, podcast, web, TV, film)

hh. Pro bono consultation in an ongoing activity

ii. Community or civic activity, such as meaningful involvement with commissions, boards, or public service organizations

jj. Organizing and building capacity among faculty, staff, and students to effect social change

kk. Service award or other recognition for service

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

2. *Evidence of Impact*
   a. Actions from intended audience taken as a result of leadership and service work
   b. Innovations adopted by intended audience as a result of leadership and service work
   c. Knowledge gained, information shared, or behavior changed among the intended audience as a result of leadership and service work
   d. Developed materials and processes used subsequently by others as a result of leadership and service work
   e. Other measurable impacts

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

The following rubric, labeled as Figure 5, 6, and 7 below, is adapted from Purdue University's *The Guide: Documenting, Evaluating and Recognizing Engaged Scholarship,* which can provide guidance for candidates to demonstrate the holistic quality, quantity, and impact of their scholarship. Candidates are free to, but not required to, use this rubric for evaluation and can choose to have reviewers use it or not.

ASSESSING SCHOLARLY WORK

Figure 5

RECIPROCAL RELATIONSHIP WITH COMMUNITIES
- When was community partner involved in the engagement initiative?
- What was the role of the community partner in the engagement initiative?
- What are the benefits to the community partner and the university?

HIGH LEVEL OF DISCIPLINARY EXPERTISE
- How is the work viewed within the scholar's field?

INNOVATIVE
- How does the work build upon the knowledge, research or practice in the field?*
- How does the work respond to an identified need for new knowledge, a new approach or a new method, or the creative adaptation of existing knowledge, approaches or methods?*
- Did the work result in the development of new information or the development of new or creatively adapted methods or approaches?*

CAPABLE OF BEING REPLICATED AND ELABORATED
- Was the methodology clear and sound?
- Are results valid and reliable?
- Were limitations discussed?
- Were there suggestions for future work of similar focus?

DOCUMENT RESULTS
- How has the work been shared with colleagues?*
- How has the work added to the body of knowledge?*
- Where is the work accessible?*

PROFESSIONALLY AND/OR PEER REVIEWED
- How has the scholar's work been shared: published articles, academic presentations, exhibition of work, creative performances or in other public venues in which peers independently evaluated this work?*
- How has the scholar's work resulted in the receiving of an award, honor or some other public recognition by peers?*
- How has the scholar's work resulted in testimonials, letters of recommendation or adaptations that affirm the value of this work?*

IMPACTFUL
- What actions did the intended audience take as a result of this work?*
- Were innovations adopted? Did practices or processes change?
- What measurable impacts occurred as a result of the effort (e.g., individual, family, community – knowledge gained, information shared, behavior changed)?*
- How were the developed materials or processes subsequently used by others?*

CHARACTERISTICS OF THE SCHOLARSHIP OF ENGAGEMENT

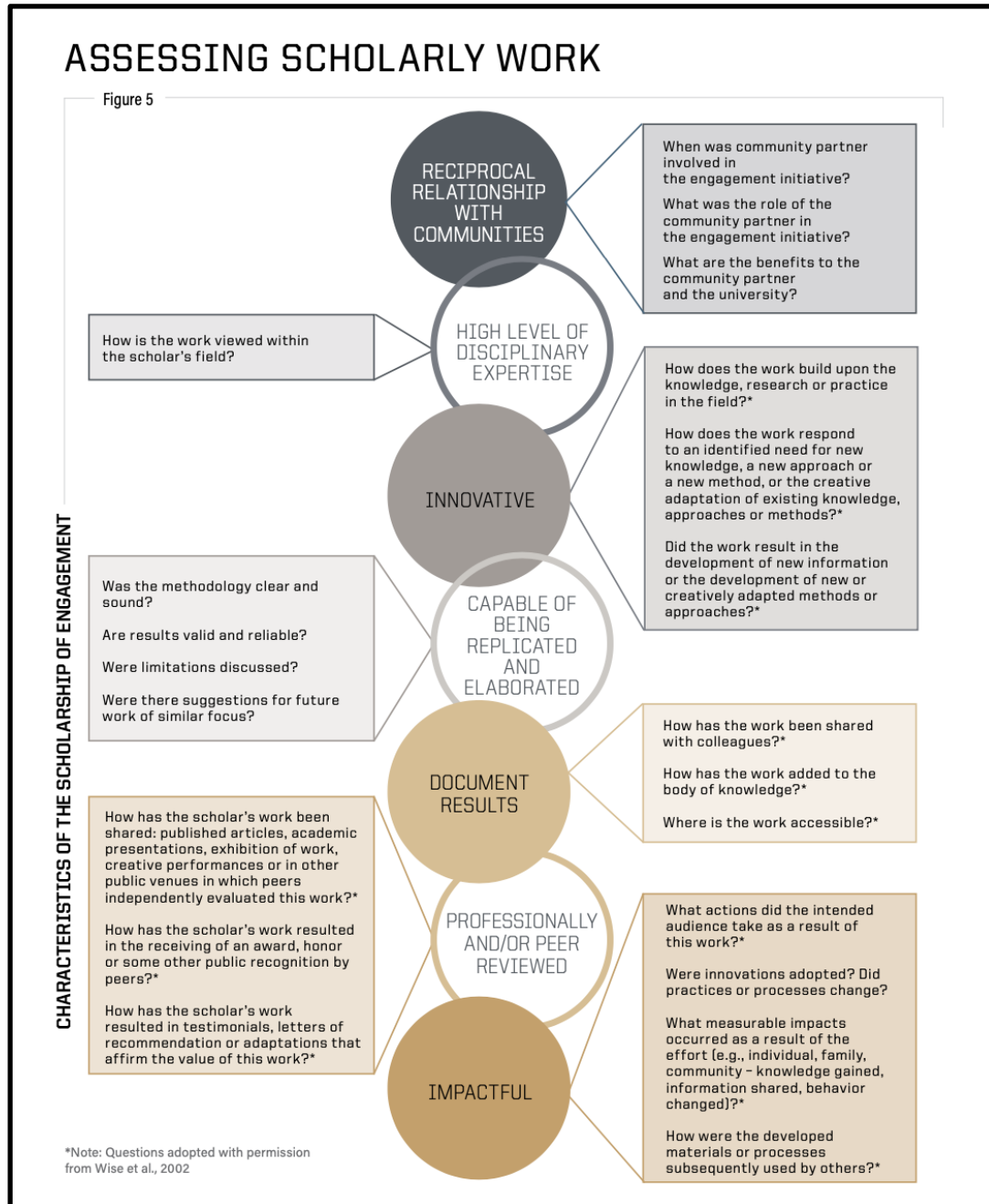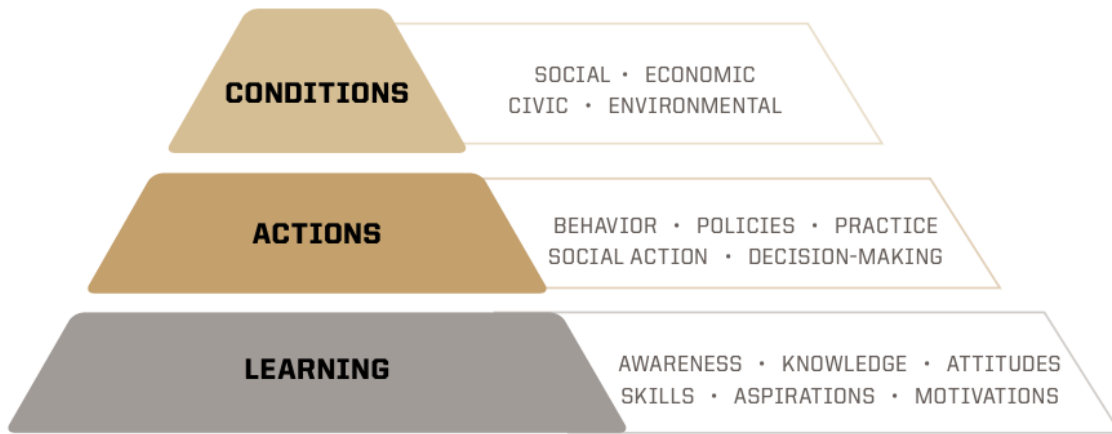*Note: Questions adopted with permission from Wise et al., 2002

Figure 6

Programmatic impact is represented by a collection of scholarly outputs that increases learning, then results in actions and ultimately changes in conditions.

CONDITIONS
SOCIAL · ECONOMIC
CIVIC · ENVIRONMENTAL

ACTIONS
BEHAVIOR · POLICIES · PRACTICE
SOCIAL ACTION · DECISION-MAKING

LEARNING
AWARENESS · KNOWLEDGE · ATTITUDES
SKILLS · ASPIRATIONS · MOTIVATIONS

EVALUATION RUBRIC

Figure 7

Degree of Professional Excellence Obtained:	RATING*					
	E	VG	G	F	P	U
Evidence of engagement						
Evidence of scholarship						
Evidence of impact						
National recognition						
International recognition						
Integration with research						
Integration with teaching						
Evidence of reciprocal community partnership						
Overall rating						

A. ENGAGEMENT

B. OVERALL IMPACT AND POTENTIAL FOR FUTURE GROWTH

*Rating: E-excellent, VG-very good, G-good, F-fair, P-poor, U-unable to judge
*Rating of a "good" or less requires written comment

Post-tenure Review:

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

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

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

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

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

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

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

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