

## UCCS SOCIOLOGY'S INSTRUCTIONAL, RESEARCH, AND CLINICAL FACULTY ANNUAL REVIEW CRITERIA

[Regent Policy 5.C.4\(B\)](#) explains that faculty shall be evaluated on written performance standards developed by the faculty of the academic unit (primary unit annual evaluation) and on any additional written expectations of the faculty. Faculty shall be evaluated on their contribution to teaching, scholarly/creative work, leadership and service, and, where applicable, other activities specific to their unit (e.g., clinical activity, librarianship).

The performance evaluation is used to determine an individual performance rating which serves, at least in part, as the basis for merit pay adjustments. Evaluations are also used to ensure faculty are engaged in teaching and service activities that meet the minimum requirements established by the department and aid faculty in setting and meeting future goals in each of these areas. This evaluation process begins in the Sociology Department with a self-assessment followed by a Department Chair evaluation and peer review from the **Dean's Instructor Review Committee (DIRC)**. Through this process, faculty justify their self-assessment by documenting their work for the academic year in the areas of teaching and service. Since this process is separate and distinct from the IRC Promotion Process, the department's annual review criteria include a broader set of criteria as measures of performance evaluation that document a variety of contributions. As part of this process, the department chair will meet with each faculty member to discuss their accomplishments from the past year to ensure they are accurately captured in the report, review their goals for the upcoming academic year, and discuss how to support them in actualizing their goals.

The department recognizes that faculty may have differentiated workloads depending on whether they are tenure-track, IRC, in administrative roles, or in phased-retirement. To help faculty self-assess their contributions, our criteria allow for the recognition of engaged faculty and their important contributions in a wide array of settings, including academic, professional, and community/public. IRC Faculty will self-evaluate in two categories of achievement: 1. Teaching; and 2. Service and Leadership. The rating of outstanding, exceeding, and meets expectations each have a list of indicators and faculty only need one indicator of success to receive the rating. The list of indicators is not exhaustive, and the department recognizes the list can change over time. As part of this review, the Sociology Department especially values evidence of attention to and embodiment of principles of diversity, equity, and inclusion (DEI) in all three areas of evaluated performance.

We acknowledge that this evaluation process, co-created by the faculty member and the Chair, should include some reasonable flexibility to account for significant disruptions and/or major life transitions that impact a faculty member's contributions. In such events, the review will consist of a three-year average of the most recent annual evaluations in each of the two areas. The Department will also discuss flexible work arrangements, such as a reduction of FTE or workload swaps between semesters.

Process for resolving disputes about annual review ratings: Should a challenge or dispute arise about any aspect of the annual review process; the first step is for the faculty member to

meet/discuss their concerns with the Chair. If the dispute is not satisfactorily resolved after meeting with the Chair, the next step is for the faculty member to follow-up with the LAS Dean. Any processes not directly addressed in this document will use the campus and university processes and guidelines as outlined in the appropriate UCCS policies, Regents Laws and policies, and [CU Administrative Policy Statements](#).

## ***TEACHING***

### **5 (Outstanding)**

Although IRC faculty must submit Faculty Course Questionnaires (FCQ's), they are not required to demonstrate teaching success as a great body of research demonstrates they do not reflect teaching success and reproduce bias in a myriad of ways. The Sociology Department recommends IRC faculty include their FCQs if they anticipate going up for promotion. To receive an assessment of Outstanding, faculty can demonstrate any of the following indicators of teaching success:

- Public recognition of excellence in teaching (awards, etc.)
- Truly exceptional FCQ's (average for all courses above 6.2 for questions 1, 4, 8, 10)

Faculty may also be judged as Outstanding if they demonstrate at least four indicators of success from Number 4. (Faculty members may use a single indicator from Number up to, but not more than two times, per year.)

### **4 (Exceeding Expectations)**

To receive an assessment of Exceeding Expectations (4.0), faculty must demonstrate a high caliber of any one of the following:

- Extensive revision of existing course or migrating existing course to different teaching platform
- Development of and teaching a new class
- Incorporation of high impact teaching practices, including engaged, student-centered teaching methods and creating community in the classroom
- Participation in professional development on teaching (e.g., attending curriculum transformation workshops, conferences, etc.)
- Delivery of teaching workshop on campus or at a conference (e.g. Organizing or presenting workshops addressing best practices for inclusive teaching pedagogy
- Supervision of 2 or more of the following: independent study, internship, directed research, or member of master's thesis committee
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- Participation in professional development on teaching (e.g., attending curriculum transformation workshops, conferences, etc.)
- Teaching contribution at any institution in addition to the University of Colorado Colorado Springs (such as invited summer-school / workshop teaching outside of the University of Colorado Colorado Springs/teaching a UCCS class at a high school or military installation)
- Contributing to educational goals of the department—Teaching additional (overload) courses to meet curricular demands, summer courses, or adding waitlisted

students to a course (going above the cap) or teaching unpopular required courses or courses with increased risk factor involved in the teaching venture, recognizing controversial, difficult/challenging, and unpopular topics flagged as writing intensive

- A strong review of teaching from peers or students (e.g., unsolicited emails from students)
- Supervision of students in professional experience activities and internships. This includes, but is not limited to, bringing students to conferences, teaching them peer review skills, and other skills at both the undergraduate and graduate levels.
- Teaching activities that include aspects of DEI.
- Very good FCQs (average for all courses between 5.0 and less than 6.1 for questions 1, 4, 8, 10)
- Recurrent positive FCQ qualitative comments demonstrating teaching effectiveness
- Collaborative teaching (e.g., contributions to interdisciplinary teaching)
- Teaching activities that include aspects of DEI.
  - TBD—Faculty can include new and different measures of assessing teaching impact

NOTE: On a self-evaluation score between 4 and 5: For each additional indicator listed above, faculty may add 0.25 to their scores. If a faculty member meets four or more indicators, a case may be made for an assessment of Outstanding. The same activity can count in only one of the categories, except DEI which can be counted once for a maximum cumulative rating of .25.

### 3 (Meeting Expectations)

- To be considered “Meeting Expectations” for teaching, faculty are expected to provide a clear and comprehensive syllabus, adequately prepare for courses, effectively organize content, teach scheduled courses, update course content in relation to the field, communicate with students clearly, provide feedback in a manner that is respectful, advise students as appropriate, maintain regular office hours, write letters of recommendation for students as appropriate, participate in background checks for student employment, wellness checks and working with Dean of Students to resolve issues, establish annual teaching goals, and evaluate students in a timely manner.

## SERVICE & LEADERSHIP

### 5 (Outstanding)

To receive an assessment of Outstanding, faculty can demonstrate any of the following indicators of service and leadership:

- Chairing a committee outside of the department or in a professional association
- IRC faculty in any director role
- Public recognition of service (awards, etc.)
- Ongoing service activity that exceeds the norm for IRC faculty for the department (e.g., IRB year-round reviewer)

Faculty may also be judged as Outstanding if they demonstrate active participation in at least four indicators of success from Number 4 below.

#### 4 (Exceeding Expectations)

To receive an assessment of Exceeding Expectations (4.0), faculty must clearly demonstrate any one of the following:

- Significant mentorship of students, including after they finish a class and/or degree
- Supervising student research project
- Student advising to include time specifically focused on degree assessment for the Sociology major, minor, or graduate school. Hours must be greater than or equal to double normative office hours and assistance per semester. (This excludes meetings with students pertaining to current course work and standard course office hours.)
- Attending campus events
- Service to students including wellness checks and working with Dean of Students to resolve issues
- Peer reviewer of teaching
- Contribution to diversity outside the classroom
- Active contributions to shared governance (e.g., serving on faculty assembly task force)
- Guest lecturing for other faculty, departments, or public
- Active participation on a department committee/subcommittee
- Active participation on committees or leadership within the discipline (e.g., professional organizations)
- Service activities that include aspects of DEI
- Active participation or leadership in service to the community
- Directing a center or institute.
- Active participation on committees or other service opportunities beyond the department
- Service or administrative training
- Advising student clubs
- Pro bono scholarly consultation to non-profit or community organizations (e.g., expert and technical consultation on research projects)
- 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 one's classroom for observation of teaching techniques, providing pedagogical materials such as syllabi and activities to peers, or providing teaching innovation training to colleagues etc.
- 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.)

- Faculty may be ranked between 4 and 5 by demonstrating multiple indicators of exceeding expectations (up to 0.25 for each additional indicator). When these are sufficient, a case may be made for an assessment of Outstanding. The same activity can count in only one of the categories, except DEI which can be counted once for a maximum cumulative rating of .25.

### 3 (Meeting Expectations)

At a minimum, all faculty are expected to participate in departmental meetings and to complete letters of recommendation for students when appropriate. Anything beyond this, for an instructor would constitute exceeding service. Faculty are encouraged to present a rationale or a discussion of external factors or limitations that impacted their service work.