UCCS SOCIOLOGY'S TENURED TRACK FACULTY
ANNUAL REVIEW CRITERIA
Accepted by Dean and Provost September 2, 2025

According to Regent Policy 5.C.2(E), the annual performance evaluation is a process that is separate and distinct from tenure evaluation. Regent's Policy 5.C.4(B) further 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 research, service, and teaching 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 a peer review from the Dean's Review Committee (DRC). Through this process, faculty justify their self-assessment by documenting their work for the academic year in the areas of teaching, research and service. Since this process is separate and distinct from tenure evaluation, 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, administrative roles, or 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. Faculty will self-evaluate in three categories of achievement: 1. Scholarly/Creative Work; 2. Teaching; 3. Service and Leadership. The rating of outstanding and exceeding expectations each have a list of indicators and faculty only need one indicator of success to receive the rating. Faculty can also receive a baseline rating of meeting expectations, which are the minimum expected activities required by all faculty in the department. 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.

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.

SCHOLARLY/CREATIVE WORK

5 (Outstanding)

To receive an assessment of Outstanding, faculty can demonstrate any one of the following indicators of success:

O1. Publication of a peer-reviewed book or a textbook
O2. Successful publication of a peer-reviewed article, a book chapter, major revisions of a textbook, edited volume, or a professional report (Includes co-authorship in any position-first author, second author, etc.)
O3. Signing a book contract
O4. Successful completion of a community-based research project
O5. Recipient of externally funded grant over $10,000 as PI, co-PI, investigator, or co-investigator
O6. Research awards, honors, or other outstanding accomplishments in research

Faculty may also be judged as Outstanding if they demonstrate four indicators of success from Exceeding Expectations items below (each item counts as .25). If a faculty member meets four indicators, a case may be made for an assessment of Outstanding.

4 (Exceeding Expectations)

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

E1. A minor revision of a textbook
E2. Publication of a peer-reviewed article, book chapter, textbook, revision of textbook, edited volume, or a professional report (Includes co-authorship in any position-first author, second author, etc.) *For this indicator, multiple publications can count more than once*

E3. Publication of a non-peer reviewed article, book chapter, book, professional report or other research product (abstract, poster, book review) or publication of peer-reviewed encyclopedia entry or research note

E4. Documented progress on a manuscript, book, or book chapter
E5. Research Presentation at a conference or workshop
E6. Research Presentation at a public venue
E7. Submission of research product (article, abstract, poster, e.g.) for peer review
E8. Development of an exhibit or artistic performance
E9. Public outreach and scholarship (e.g.: Op-eds, interviews, media appearances, blogs, newsletters, popular press publication, documentaries—insights based on scholarly reputation and work)
E10. Initial creation of or progress on a community-based research project
E11. Demonstration of innovation, risk-taking, and collaboration in research and creative projects.
E12. Submission of external grant proposal as PI, co-PI, investigator, or co-investigator
E13. Recipient of externally or internally funded grant under $10,000 as PI, co-PI, investigator, or co-investigator
E14. Pro bono scholarly consultation to non-profit or community organizations (e.g., expert and technical consultation on research projects)
E15. Works in progress—data collection, data cleaning, etc.
E16. Scholarship that advances the cultural and societal impact of public sociology
E17. Research activities that include principles of DEI.
E18. TBD—Faculty can include new and different forms of dissemination and impact of research activities

NOTE: If a "product is for peer review and it is published, the publication counts instead of the peer-review. A faculty member cannot double count these products in the same year. Faculty can count DEI activities once for a maximum cumulative rating of .25.

3 (Meeting Expectations)

All tenure track faculty are expected to maintain an active research program, to make steady progress in generating publications and other means for the dissemination of ongoing scholarly work, and to develop annual research goals. These minimum requirements are considered "Meeting Expectations" for research.

TEACHING

5 (Outstanding)

Faculty Course Questionnaires (FCQ's) are not required as an indicator of teaching success, but faculty can include them as part of their self-assessment. To receive an assessment of Outstanding, faculty can demonstrate any one of the following indicators of teaching success:

O1. Public recognition of excellence in teaching (awards, etc.)
O2. Truly exceptional FCQs (average for all courses 6.2 or above for questions 1, 4, 8, 10).

Faculty may also be judged as Outstanding if they demonstrate four indicators of success from Exceeding Expectations below (each item below counts as a .25). If FCQs change in the future, faculty will discuss and replace teaching priority questions listed above.

4 (Exceeding Expectations)

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

E1. Extensive revision of existing course or migrating existing course to a different teaching platform
E2. Development of and teaching a new class
E3. Incorporation of high-impact teaching practices, including engaged, student-centered teaching methods and creating community in the classroom
E4. Delivery of teaching workshop on campus or at a conference (e.g. Organizing or presenting workshops addressing best practices for inclusive teaching pedagogy)
E5. Supervision of 2 or more of the following: independent study, comprehensive exam, internship, directed research, master's thesis as a committee member, honors capstone or other departmental examinations and assessments.
E6. Chairing a master's thesis committee (year completed) or honors thesis
E7. Participation in professional development on teaching (e.g., attending curriculum transformation workshops, conferences, etc.)
E8. Integration of students into research opportunities or participation in interdisciplinary work that incorporates students
E9. 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)
E10. Contributing to educational goals of the department—Teaching more than 1 capstone course or compass flagged course per year, 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
E11. A strong review of teaching from peers or students (e.g., unsolicited emails from students)

E12. Very good FCQs (average for all courses between 5.0 and 6.1 for questions 1, 4, 8, 10)
E13. Recurrent positive FCQ qualitative comments demonstrating teaching effectiveness
E14. Collaborative teaching
E15. 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.
E16. Teaching activities that include aspects of DEI.
E17. 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 and provide feedback in a manner that is respectful, advise undergraduate and graduate 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. Finally, faculty should contribute to the teaching in the major through teaching at least one core/required course (Intro, Theory, Methods, Stats, or Capstone-flagged) a year.

SERVICE & LEADERSHIP

5 (Outstanding)

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

O1. A significant leadership role in a professional association (e.g., President, Vice President, Secretary/Treasurer, Program Coordinator)
O2. Chairing a department or directing a program

O3. Development of a new departmental or interdisciplinary program
O4. Public recognition of service (awards, etc.)
O5. A significant leadership role for a professional press

Faculty may also be judged as Outstanding if they demonstrate active participation in four indicators of success from Exceeding Expectations below.

Faculty beyond the initial reappointment review may also be judged as outstanding if they demonstrate multiple examples (four or more) of the following service indicators of success denoting service that exceeds expectations.

4 (Exceeding Expectations)

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

E1. Active performance of exceptional duties within the department (e.g. grad director)
E2. Chairing or co-chairing a committee
E3. Active participation on 2 or more college, campus or system committees or other university service opportunities beyond the department
E4. Active participation on committees or leadership within the discipline (e.g. sections of a professional organization)
E5. Active participation or leadership in service to the community
E6. Directing a center or institute
E7. Active contributions to shared governance (e.g., serving on faculty assembly task force)

E8. Guest lecturing for other faculty, departments, or public
E9. Review of at least two manuscripts or two external grant proposals
E10. Active participation in faculty mentoring
E11. Service or administrative training
E12. Mentoring students even after they finish your class and/or degree
E13. Advising student clubs
E14. Service activities that include aspects of DEI.
E15. Participation in Government Grant Review Panel, NSF, USDA, etc.
E16. TBD—Faculty can include new and different forms of assessing service activities

Faculty who have undergone their initial reappointment review 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)

To be considered “Meeting Expectations” for service, substantive service to the department as appropriate by position and years in rank is required, regardless of other service activities. In addition, department members are expected to behave in a collegial manner and are also expected to contribute to our departmental climate of respect, and inclusion. A discussion with the Chair and/or mentors may be helpful in determining what constitutes “substantive service” for any individual faculty member. In general, more senior faculty are expected to provide greater levels of service and leadership in the department. At a minimum, all faculty are expected to participate in departmental meetings, job search activities, professional association membership, and develop annual service goals.