

Department of Languages and Cultures

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

**Criteria, Standards and Evidence for Reappointment,
Promotion and Tenure**

July 1, 2020

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 Languages and Cultures 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 is committed to quality teaching, strong scholarly/creative work, and effective leadership and service to the university, the profession, and the community. The evaluation process assumes: possession of an appropriate terminal degree; 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.

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

When these criteria are applied to faculty who were granted time toward tenure, the work done 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. The FRS or Faculty Responsibility Statement specifying the breakdown of what the faculty member is responsible for within the needs of the department/unit within the context of the University's strategic plan will not be utilized.

Initial Reappointment Review:

The candidate's total record, including teaching, scholarly/creative work and leadership and service, will be evaluated. The record must show sufficient potential of future success to justify reappointment. A vote of the Primary Unit Committee (PUC) will be taken for each area indicating that work in that area demonstrates that the candidate is "on track for tenure", "not yet on track for tenure but could meet standards for tenure with appropriate corrections", or "not on track for tenure".

Teaching: Considerable emphasis will be placed on the teaching contribution of the individual. The candidate's teaching will be evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires and two other means of evaluation (see appendix for examples of other means). In addition to the immediate instructional setting of the assigned classes, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities will be considered here. The

candidate will demonstrate teaching effectiveness at a variety of levels (introductory through advanced) and good interaction with students in the non-classroom learning environment. The candidate will show potential for continued development as a teacher. Candidates will demonstrate that their courses are coherently organized and thoughtfully presented. Furthermore, candidates will 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.

Scholarly/Creative Work: The department recognizes that scholarship can take many forms. Our department emphasizes fundamental discovery, scholarly work which integrates existing knowledge, scholarly translation and creative work in the target language. We recognize scholarly study of teaching and learning issues in our field as a form of research. The candidate will demonstrate a well-designed research plan, the potential for continued development as a researcher and progress toward publication. This might include drafts of work in progress, presentations at professional meetings, and/or articles, translations or creative work submitted for publication. The department recognizes the growing importance of on-line publications and a variety of digital publication formats. Evaluation of these publication forms will continue to be based upon criteria such as the standing of the publication site in the profession and the refereed or non-refereed status of the particular publication. The department maintains the ideal of an average of at least one professional presentation per year. The department also recognizes that invited publications and presentations often represent recognition of expertise in the field and will receive credit accordingly. Evaluation of the venue for publication, presentation and/or performance will determine the value placed on a particular invited work.

Leadership and Service: The department recognizes leadership and service to the campus, community and to the profession. At this stage, the candidate will be involved in departmental and unit meetings and activities including advising students and interacting with appropriate community agencies and organizations.

Comprehensive Reappointment Review:

The candidate's record in teaching, scholarly/creative work, and service will each be evaluated separately as indicating a candidate "on track for tenure", "not yet on track for tenure but could meet standards for tenure with appropriate corrections", or "not on track for tenure". The candidate must demonstrate sufficient progress toward tenure to justify reappointment. This will typically require an evaluation of at least "not yet on track for tenure but could meet standards for tenure with appropriate corrections".

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. The candidate will demonstrate that courses are coherently organized and thoughtfully presented. This evaluation includes contributions to the breadth, depth, and needs of the department and up-dating curriculum and course materials at all levels (introductory lower-division courses through upper-division courses and, where applicable, graduate seminars). In

addition to the immediate instructional setting of assigned 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 will be considered here, as well additional teaching beyond assigned duties and workshops and other educational presentations both on and off campus. Identification of the teaching record as "on track for tenure" will require student evaluations which are typically at or above the departmental average, evidence of effective teaching, and dedication to student learning. In evaluating teaching, course content, level and size will be considered in interpreting student evaluations.

Scholarly/Creative Work: The department recognizes that scholarship can take many forms. Our department emphasizes fundamental discovery, scholarly work which integrates existing knowledge, scholarly translations and creative work in the target language. We recognize scholarly study of teaching and learning issues in our field as a form of research. Articles in refereed journals or refereed on-line publications, book chapters, and/or a book-length manuscript which make original contributions to knowledge will be considered. Co-authored articles will equal the value of a single authored article if significant scholarly input can be established. The department recognizes a published academic article in translation or a creative work in the target language as equivalent to a published article.

It also recognizes edited and annotated works as equivalent to books and or articles as appropriate. A rating of "on track for tenure" requires reasonable progress toward tenure as demonstrated by submission of research proposals, professional presentations and publications or presentations of creative works. These may include refereed journal articles, article length translations, refereed book chapters, or article-length refereed publication/presentation of creative works. The department also recognizes that invited publications and presentations often represent recognition of expertise in the field and will receive credit accordingly. Evaluation of the venue for publication, presentation and/or performance will determine the value placed on a particular invited work. Receipt of peer-reviewed grants or contracts may be substituted for publications. Exceptional quality 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. An evaluation of the candidate's leadership and service being "on track for tenure" requires meeting service responsibilities within the department and some service 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/or Awarding of Tenure Review:

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 and must receive a rating of excellent in either teaching or scholarly/creative work.

Teaching: The candidate will 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 updating curriculum and course materials. In addition to the immediate instructional setting of assigned 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 will be considered here, as will teaching in interdisciplinary programs across campus such as Humanities or GPS, teaching efforts with other departments, workshops and other educational presentations both on and off campus. 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, evidence of effective teaching, continuing creativity and/or improvement of courses at all levels and dedication to student learning. In evaluating teaching, course content, level and size will be considered in interpreting student evaluations.

Scholarly/Creative Work: The department recognizes that scholarship can take many forms. Our department emphasizes fundamental discovery, scholarly work which integrates existing knowledge, scholarly translation, editorial and annotative work and creative work in the target language. 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 which make an original scholarly contribution published or accepted in final form. A rating of excellent requires at least five peer-reviewed publications which make an original scholarly contribution published or accepted in final form. Articles in refereed journals or refereed on-line publications, book chapters, and/or a book-length manuscript which makes original contributions to knowledge will be considered. Co-authored articles will equal the value of a single authored article if significant scholarly input can be established. The department recognizes a published academic article in translation or a creative work in the target language as equivalent to a published article. It also recognizes edited and annotated works as equivalent to books and/or articles as appropriate. Edited anthologies of previously published work will normally count as one scholarly article. Papers are expected to have been delivered annually at the professional meetings of national or international scholarly organizations. Invited presentations are recognized, depending on the venue, as recognition of expertise in the field. Digital presentation of scholarly and creative work and publication in catalogues and exhibition journals is also considered equivalent to traditional publication venues. Receipt of peer-reviewed grants or contracts may be substituted for publications. Exceptional quality of scholarly work may be considered to raise an evaluation in cases where the quantity specified has not been met. Presentations at professional meetings and non-refereed publications may be considered as secondary evidence of ongoing research activity.

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 unit and the department and service to the college, campus, community or profession. A rating of excellent requires meeting service responsibilities within the unit and 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 Full Professor Review:

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 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 updating curriculum and course materials. In addition to the immediate instructional setting of assigned 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 will be considered here, as will work with interdisciplinary programs such as Humanities and GPS on the campus, teaching efforts with other departments be they co-taught courses, lectures in the context of a broader course, workshops and other educational presentations both on and off campus. 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, new pedagogical techniques, participation in professional development, work with students outside the classroom and other areas of teaching such as those in the appendix.

Scholarly/Creative Work: The department recognizes that scholarship can take many forms. Our department emphasizes fundamental discovery, scholarly work which integrates existing knowledge, scholarly translation, editorial and annotative work, and creative work in the target language 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 scholar/creator since tenure must be demonstrated through refereed publications, peer-reviewed grants and other areas of scholarly/creative work such as those in the appendix. Exceptional quality of scholarly work may be considered to raise an evaluation in cases where the quantity is less. Presentations at professional meetings and non-refereed publications may be considered as secondary evidence of ongoing research activity. Invited publications and presentations may be considered particular evidence of expertise and recognition in the field. The department recognizes that scholarly interests may shift after tenure and promotion and wishes to support scholarship that takes different forms or addresses different issues than those represented at the time of tenure. Normally evidence of intellectual growth as a scholar since promotion and/or tenure will mean publication of a book or equivalent scholarship based on substantially new research beyond that for which the candidate was awarded promotion to associate professor. In addition, there must be evidence of national or international esteem for their scholarship/creative

work as important and authoritative works in the field. Continued participation at national and international meetings by presentation of papers is expected.

Leadership and 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 a discussion of service progress in the department, college, campus, university, community and in our profession. We recognize that different faculty at this level will fulfill this requirement very differently. The appendix lists some issues that may be considered.

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 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. Quality of Doctoral Dissertation and Master's Thesis Supervision and Graduate Committee Contributions
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 Research, 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. Pedagogical development grants
23. Design of public outreach materials based on expertise
24. Publications on pedagogical methods
25. Engagement in public fora on pedagogy
26. Development of interdisciplinary programs or degrees
27. Authorship of textbook or other instructional materials
28. Evidence demonstrating use of publications for instruction outside our institution
29. Teaching award or recognition at the campus, local, national, or international level

B. SCHOLARLY/CREATIVE WORK

1. Peer Judged Publications.
2. Papers Prepared for Professional Conferences
3. Recognition by other Scholars of Research and Publications Creative Work
4. Creative Work
5. Performances
6. Readings.
- 7 Unsponsored Research.
- 8 Grants and Contracts (Sponsored Research).
9. Professional Reputation (Both Inside and Outside University)
10. Evidence of Capacity for Future Achievements
11. Participation in Development Workshops
12. Participation in Career Development Activity (Workshops, Conference, Summer Schools, etc.)
13. Papers Presented at Professional Workshops, Conferences
14. Long-Term Research Projects
15. Expert and Technical Consultation of Research Projects

16. Role Modeling and Mentoring of Research on Any Educational Level
17. Risk Factor Involved in the Research Venture
18. Cultural and societal impact
19. Contribution to diversity

C. LEADERSHIP AND 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/Creative Works 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

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.

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

Version 1: Initial Version

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