

APPENDIX A

UNIVERSITY OF COLORADO DENVER DEPARTMENT OF SOCIOLOGY

Guidelines for Reappointment, Tenure, Promotion and Post-tenure Review for Tenured and Tenure Track Faculty

Revised: June 9, 2020

Governing Rules and Policies:

1. Regent Policy 5D: Reappointment (to a tenure-track position), Tenure and Promotion
2. Administrative Policy Statement 1022: Standards, Processes and Procedures for Reappointment, Tenure, Post-Tenure Review and Promotion
3. Campus Administrative Policy 1004: Reappointment, Tenure and Promotion Review

A. OBJECTIVE

The objective of the guidelines for reappointment, tenure, promotion and post-tenure review for the Department of Sociology on the Denver Campus is to support the development of outstanding faculty members who demonstrate a clear commitment to research, teaching, leadership and service by providing comprehensive criteria for the assessment of faculty performance.

The University of Colorado Denver is a public urban research university that furthers the public need for the advancement and communication of knowledge. Thus, we acknowledge and reward faculty members who excel in both scholarship and teaching. Faculty members should seek to contribute scholarship in their particular sub-disciplines and specialties within sociology and related areas. Scholarship serves the public and informs undergraduate and graduate inquiry inside and outside the classroom. Therefore, faculty members should also demonstrate a sustained commitment to teaching that serves the needs of students in the Department of Sociology and across the university.

These criteria aim to be flexible enough to accommodate many forms of academic success, support accepted standards of academic freedom, and offer guidance on how faculty members might succeed in the department. The Department of Sociology plays an important role in evaluations regarding tenure and promotion although the department itself cannot confer tenure. Thus, this document offers some guidance about what constitutes success, with the understanding that this guidance cannot offer certitude about reappointment, tenure, or promotion. The criteria discussed below recognize the integral relationship among scholarship, teaching, and leadership and service, and their combined importance to a vibrant department, university, and community. A successful department depends on the accessibility, accountability, and responsibility of the faculty.

B. VALUES

This section describes the values the department brings to bear when evaluating research and scholarship, teaching, and leadership and service. Later sections detail how these values will inform the evaluation of pre-tenured and tenured faculty.

- *Professional Distinction:* We value faculty members who make important contributions in scholarship, teaching, and leadership and service that are marked by rigor, creativity, and high quality.
- *Consistent Productivity:* We value strong and sustained contributions and improvement in scholarship, teaching, and leadership and service at all levels of the university community.
- *Disciplinary and Interdisciplinary Contributions:* We value faculty members who use sociological insights about theory, methods, or data to make rigorous and creative contributions to scholarship and teaching within the discipline of sociology and other relevant fields of study.
- *Mentorship and Collaboration:* We value faculty members who demonstrate a commitment to strengthening the intellectual life of the department and the discipline by mentoring and collaborating with other faculty members and with undergraduate and graduate students.
- *Leadership and Community Engagement:* We value faculty members who demonstrate leadership in scholarship, teaching, and service, and engagement in academic, university, department, and public communities.

C. TYPES OF EVIDENCE FACULTY MEMBERS CAN PRODUCE TO SUPPORT THEIR CASE

Faculty members should provide as much and as many types of evidence as necessary to support their case for retention, tenure, promotion, or post-tenure review. We list some common types of evidence below. Faculty members should recognize that some of these types of evidence may be given more weight than others by the departmental review committee and external reviewers. Further, not all books, articles, or other works are equal in terms of quality or impact.

1. Scholarly/Creative Work

- Peer-reviewed journal articles
- Authored books (published and under-contract)
- Edited books
- Book chapters (both refereed and non-refereed)
- Book reviews

- Invited commentaries and editorials
- Indicators of impact on the field (e.g., citations, publications in selective outlets)
- Honors and awards
- Grant proposals (both extramural and intramural, funded and not funded)
- Participation in additional research training (e.g., workshops)
- Research presentations at conferences and elsewhere
- Invited research presentations
- Data collection

2. Teaching

- Faculty course questionnaires (FCQs)
- Syllabi
- Sample assignments
- Letters from peer reviewers
- Letters from students (both unsolicited and solicited)
- Statement of teaching philosophy
- Variety of courses and service courses
- Advising students (both undergraduate and graduate)
- Advising theses (e.g., undergraduate honors theses, MA, PhD)
- Presentations and publications related to teaching
- Honors and awards
- Participation in additional training in teaching (e.g., workshops)
- Leading workshops or short courses
- The development or revision of elements of the curriculum

3. Leadership and Service

- Leadership and service at various levels (e.g., department, college, university)
- Leadership in and service to the community
- Leadership and service to professional organizations
- Serving on the editorial board or as editor of a peer-reviewed journal
- Regularly providing peer-reviews to journals in your field
- Serving as a reviewer for grant applications (intramural and extramural)

D. COMPREHENSIVE REVIEW AND REAPPOINTMENT

The purpose of comprehensive review is to evaluate how well an individual is progressing toward a future tenure review. The comprehensive review provides internal and external feedback at a stage where there is still time to improve the record for the tenure case, should improvements be needed. If the candidate is seriously failing to progress and there is not a realistic prospect for a successful tenure review, then he or she should not be reappointed. Therefore, the criteria for comprehensive review are closely tied to the criteria for tenure; the same issues are considered, but at an earlier stage of career development, with appropriate expectations.

The Regent's standards for tenure emphasize demonstrated accomplishment. Thus, successful candidates at comprehensive review will be able to provide compelling evidence that they are on a trajectory that will result in demonstrated and tenure-worthy accomplishments. In turn, the candidate's record at tenure and promotion to associate professor should show promise for continued growth toward eventual promotion to full professor. Because promotion to full professor requires the substantial demonstration of leadership and achievement beyond what is expected for tenure and promotion to associate professor, signs of self-directed growth and initiative are vital in the tenure decision. The comprehensive review will consider whether such signs are apparent, and if not, this will be discussed in the feedback to the candidate.

- 1. Scholarly/Creative Work:** For tenure, and thus for comprehensive review, peer reviewed articles and authored books at established university presses or academic publishers are the most important evidence supporting research productivity. Because publications in sociology journals and the completion of book length projects can take a substantial amount of time, candidates may have a successful comprehensive review even if they are not yet half-way to the quantity of publications that would be expected at tenure. The candidate's research should be showing signs of independence, perhaps as indicated by the preparation of first-authored or sole-authored manuscripts.

Meritorious: A meritorious research trajectory could include a couple of peer-reviewed publications and a few article manuscripts nearing completion and in preparation for submission to a journal for peer review. If the candidate is pursuing a book, an outline of the book chapters, drafts of several chapters, and a peer reviewed article in press or in print would suggest meritorious research trajectory. Conference presentations, book chapters, and other written works are valuable supplements to peer reviewed articles or academic press books but should not comprise the full body of the work appraised.

Excellent: An excellent research trajectory suggests that the candidate is poised to meet the tenure requirements with ease. There should be evidence the candidate will be able to achieve the 6-8 articles usually expected for tenure, at a high level of quality, within the time remaining before the tenure decision. Evidence of excellence might include multiple journal articles in print or in press, having articles in top journals in the candidates' field of research, the possession of a book contract from a highly esteemed academic publisher, or the receipt of funding from prestigious federal agencies or foundations (e.g., National Science Foundation, National Institutes of Health, Robert Wood Johnson Foundation).

- 2. Teaching:** For reappointment, candidates should demonstrate progress toward the types of achievements that will be required of them at tenure. Specifically, candidates should demonstrate that their teaching is rigorous and engaging, and that they can teach a variety of courses and adapt to different types of student situations. Teaching that takes place outside of the classroom (see specific requirements below) is also valuable, especially advising and service on undergraduate or graduate thesis committees.

Meritorious: A meritorious teaching trajectory could include having taught graduate and undergraduate courses with rigor and competence. The candidate may show evidence that they have learned from their teaching experiences and improved their courses based on those experiences. Meritorious teachers will seek strategies to engage students and present demanding materials. Course evaluations, peer review from colleagues, and comments from students should show a faculty member who is working toward offering a consistently rigorous and competent experience in the classroom.

Excellence: An excellent teaching trajectory would show evidence of rigorous and engaging teaching in courses of various sizes and at different levels (i.e., both graduate and undergraduate courses). Per Regent's rule (Policy 5.D.2), "A recommendation for tenure based on excellence in teaching shall include multiple measures of teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting." Impact beyond the immediate instructional setting can be demonstrated by activities including but not limited to mentoring students at other institutions, guest lectures in classes at other institutions, serving on a committee of a professional organization relating to curriculum, pedagogy, or teaching. The candidate should also show adaptability and flexibility in the classroom and might incorporate novel teaching strategies and use established teaching strategies with success. Excellent teachers will show evidence of mentoring undergraduate and graduate students. Course evaluations, peer reviews from colleagues, and comments from students should all paint a picture of a teacher who is committed to instruction that is intellectually challenging and that invigorates students' interest in the field. A candidate with an excellent teaching trajectory should also present evidence of publications or presentations at professional meetings related to pedagogy.

3. Service and Leadership

Service by faculty members is both an obligation and a privilege. Departmental expectations for service and leadership vary by career stage but faculty members are expected to engage in ongoing service at multiple levels throughout their career. Prior to comprehensive review, the Department generally avoids major service demands, and thus expectations, of its faculty. The Department encourages pre-tenure faculty members to seek service assignments that help them to establish themselves in their field(s) of study and learn about the culture and priorities of the university.

The quantity of service and leadership roles alone does not guarantee evaluation as excellent. All service will be evaluated based on its quality [e.g., significance to the discipline of sociology; depth of involvement; prestige of international, national, state, or local level service; departmental and professional growth, etc.] as well as quantity.

Service levels include:

- a) Department
- b) College

- c) University/System
- d) Profession
- e) Public/Community

Comprehensive Review:

Approaching meritorious: A candidate's service and leadership will be judged as approaching meritorious when they have:

- a) Regular attendance at department meetings and events.
- b) Contributions to departmental committees and activities.
- c) Service to at least one college, university, or University of Colorado system-level committee.

Approaching excellence: A candidate's service and leadership will be judged as approaching excellence when they have met the prior approaching meritorious criteria and one of the following:

- a) A leadership role on a departmental, college, university, or system-level committee, or
- b) A service or leadership role in a professional society or in the local community.

E. TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

The purpose of tenure review is to assess a candidate's demonstrated meritorious performance in scholarly/creative work, teaching, and leadership and service, and demonstrated excellence in either scholarly / creative work or teaching. The department also seeks to evaluate the candidate's capacity for continued growth and initiative to make sustained contributions to the department, university and the discipline

1. Scholarly/Creative Work: For tenure, peer-reviewed articles and authored books at established university presses or academic publishers are the most important evidence supporting research productivity. High-quality research is expected, but the quality of articles and books can be difficult for evaluators to determine. Faculty are encouraged to provide evidence of the quality of their research, including the quantity of citations, the selectivity of the journal or the book publisher, academic awards for the research, or any reviews or commentary published about the work. The candidate's research should show signs of independence as indicated by the publication of several first-authored or sole-authored manuscripts. The internal reviews will consider both the quantity and quality of the published work. Evaluations of the published work by external reviewers will also carry substantial weight.

Meritorious: For candidates who focus primarily on publishing articles, a meritorious performance would include the publication of about one quality article a year (e.g., about 6

to 8 articles), with about half that number being first authored or sole authored. Articles that have had a greater impact on the field or that are published in more selective journals will carry greater weight. Faculty who focus on publishing both books and articles might have fewer articles but should have a book under contract or published at a respected university press or academic publisher. Conference presentations, book chapters, and other written works are valuable supplements to peer-reviewed articles or academic press books but should not comprise the full body of the work appraised.

Excellent: An excellent research portfolio indicates that the candidate has a strong scholarly reputation, in which their research is well known in their field and is cited, used, or built upon by others. The quality and quantity of publications should surpass the standards for the meritorious rating. For example, faculty members who primarily pursue journal articles are expected to publish more than one article per year, without sacrificing the quality of their work. If the candidate focuses on both books and articles, they should have a book in press or published at an esteemed university press or academic publisher, as well as the publication of about an article a year. Conference presentations, book chapters, and other written works are valuable supplements to peer reviewed articles or academic press books but should not comprise the full body of the work appraised.

- 2. Teaching:** Candidates should demonstrate that they are offering high quality courses that offer rigorous and engaging experiences for students, and that they can successfully teach a variety of courses. The quality of teaching and efforts to improve teaching may be less apparent to external reviewers than research productivity. Thus, the candidate should work to document their achievements as well as possible.

Meritorious: A candidate who is meritorious should be able to teach courses of various sizes and at various levels with rigor and competence. The candidate may show evidence that they have learned from their teaching experiences and improved their courses based on those experiences. The course evaluations, peer-reviews, and student comments should paint a picture of a faculty member who is comfortable, competent, and engaged in the classroom, who delivers basic instruction without problems, and who demonstrates a drive to continue working toward excellence in instruction. In addition, providing advising, supervising undergraduate honors theses, and serving as a member or chairing MA or PhD theses are important indicators of success in teaching.

Excellent: A candidate who has excellent teaching performance should surpass the expectations for meritorious performance. Per Regent's rule (Policy 5.D.2), "A recommendation for tenure based on excellence in teaching shall include multiple measures of teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting." Impact beyond one's instructional setting can be demonstrated by activities including but not limited to mentoring students at other institutions, guest lectures in classes at other institutions, serving on a committee of a

professional organization relating to curriculum, pedagogy, or teaching. Additionally, multiple contributions in the following areas with the evidence of rigor and competence would suggest excellence: teaching large or demanding service courses for the department, developing elements of the curriculum (e.g., minors) or special classes (e.g., capstone courses), successfully incorporating service learning or research into the classroom, papers or syllabi published in appropriate journals, and/or utilizing a wide array of technologies or pedagogical methods to enhance student learning. The course evaluations, peer-reviews, personal statement, syllabi, and student comments should paint a picture of a teacher who pushes students to maximize their intellectual potential and their enthusiasm for the material, who mentors and collaborates with students, and who demonstrates a commitment not only to continually improving their instruction but also to linking their instruction to the needs of the department and the university more broadly. In addition, providing undergraduate or graduate advising, supervising undergraduate honors theses, and serving as a member or chairing MA or PhD theses are important indicators of success in teaching. Further evidence of excellence in teaching may include teaching publications or presentations at professional meetings on pedagogy.

3. Service and Leadership

Service by faculty members is both an obligation and a privilege. Departmental expectations for service and leadership vary by career stage but faculty members are expected to engage in ongoing service at multiple levels throughout their career. The Department encourages pre-tenure faculty members to seek service assignments that help them to establish themselves in their field(s) of study and learn about the culture and priorities of the university.

The quantity of service and leadership roles alone does not guarantee evaluation as excellent. All service will be evaluated based on its quality [e.g., significance to the discipline of sociology; depth of involvement; prestige of international, national, state, or local level service; departmental and professional growth, etc.] as well as quantity.

Service levels include:

- a) Department
- b) College
- c) University/System
- d) Profession
- e) Public/Community

Meritorious: A candidate's service and leadership will be judged as meritorious when they have:

- a) Regular attendance at department meetings and events.
- b) Contributions to departmental committees, such as executive committee, assessment, or search committees
- c) Service to at least one college, university, or University of Colorado system level committee.

- d) Some service to professional societies and/or community, which may include but is not limited to: reviewing papers for academic journals, reviewing abstracts for academic conferences, and reviewing grant and/or book proposals.

Excellent: A candidate's service and leadership will be judged as excellent when they have met the prior meritorious criteria and at least one of the following:

- a) leadership role in professional societies and/or community, which may include but is not limited to: serving as an officer for a professional society interest group or committee; serving on an external grant review panel; organizing a conference; etc.
- b) A significant position of leadership within the department, college, university, University of Colorado system, professional society, or community (e.g., committee chairships, journal editorial board membership or editorships, Director of Undergraduate or Graduate Studies, etc.).
- c) Receipt of a service or leadership award at the college, university, University of Colorado system, professional society, or community level.

F. PROMOTION FROM ASSOCIATE TO FULL PROFESSOR

"Promotion to professor requires: (a) a record that, taken as a whole, is judged to be excellent; (b) 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 (c) 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, scholarly/creative work and leadership and service." (Campus Administrative Policy 1004: "Reappointment, Tenure and Promotion Review")

- 1. Scholarly/Creative Work:** To demonstrate excellence in research for promotion to full professor, the candidate must exhibit leadership by having a strong research reputation and a substantial impact in their field. Leadership in research can be difficult to assess but would be reflected in regular citations by other researchers, strong letters from well-respected external reviewers, and a sustained track-record of publication in highly respected outlets. Other indicators of excellence could include sustained high productivity, invitations to speak at important conferences, significant external funding, honors and awards, membership on respected editorial boards, organization of major conferences, and invitations to visit other research institutions.
- 2. Teaching:** To demonstrate excellence in teaching for promotion to full professor, the candidate must demonstrate leadership in teaching by being able to adapt his or her instructional style to reach students at all levels in a variety of situations. At the graduate level, the supervision of high-quality thesis projects carries substantial weight. At the undergraduate level, the candidate should show evidence of success in both large service courses and smaller courses that emphasize skills in writing and critical thinking. Regardless

of the course format, the candidate must demonstrate that they encourage students to develop their capacity for critical thinking, offer rigorous content that challenges students while maximizing their enthusiasm for the topic, and are capable of linking their course to the broader curriculum in the department and the university. The successful candidate will also show evidence of mentorship of students at all levels. Additionally, per Regent's rule (Policy 5.D.2), teaching excellence is demonstrated by "achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting." Impact beyond the instructional setting can be demonstrated by activities including, but not limited to, mentoring students at other institutions, guest lectures in classes at other institutions, serving on a committee of a professional organization relating to curriculum, pedagogy, or teaching. Further evidence of excellence in teaching could involve the supervision of undergraduate honors projects, innovations and adaptability in a variety of courses, the successful integration of service learning or research into the classroom, presentations and/or publications addressing pedagogy at major conferences or in leading teaching journals, strong student evaluations in pedagogically challenging courses, strong peer reviews by leading teachers, and teaching/mentoring honors and awards.

- 3. Service and Leadership:** Service by faculty members is both an obligation and a privilege. Departmental expectations for service and leadership vary by career stage but faculty members are expected to engage in ongoing service at multiple levels throughout their career. Following tenure, faculty members are expected to increase their service obligations and candidates for full professor should demonstrate sustained commitment to service across levels and evidence of leadership in service.

The quantity of service and leadership roles alone does not guarantee evaluation as excellent. All service will be evaluated based on its quality [e.g., significance to the discipline of sociology; depth of involvement; prestige of international, national, state, or local level service; departmental and professional growth, etc.] as well as quantity.

Service levels include:

- a) Department
- b) College
- c) University/System
- d) Profession
- e) Public/Community

G. POST-TENURE REVIEW OF ASSOCIATE AND FULL PROFESSORS

Faculty members are required to undergo post-tenure review every five years after award of tenure. Post-tenure review cases for tenured faculty members in Sociology are managed by the

Post-Tenure Review Committee in the College of Liberal Arts and Sciences. Departmental criteria for assessing these cases are provided below.

- 1. Scholarly/Creative Work:** Tenured faculty members are expected to sustain an engaged research agenda that includes regular presentation and publication of high-quality research to earn a rating of “meets expectations.” As more experienced and better-networked researchers, tenured faculty will likely engage in more collaborative projects than junior faculty members pursuing tenure. Such activities may involve junior colleagues and/or students or serving as co-investigator with departmental colleagues and other collaborators. Tenured faculty members are also expected to pursue research funding as appropriate. Active research participation in the profession is also expected at this level, including such activities as serving on grant review panels and editorial boards, regularly providing ad-hoc reviews for scholarly journals, and assisting in organization of professional meetings.
- 2. Teaching:** To earn a rating of “meets expectations,” tenured faculty members are expected to demonstrate continued commitment to teaching excellence by offering a variety of undergraduate and graduate courses that are up-to-date, rigorous, and rated positively by students and peer evaluators. Additionally, tenured faculty should significantly contribute to individualized student instruction in the form of mentoring undergraduate honors projects, guiding independent studies, and serving on and chairing master’s theses committees in Sociology as well as serving as external committee members in other departments. Advising and supporting students in their pursuit of fellowships, graduate education and employment also is a valued part of the teaching role for senior faculty members.
- 3. Leadership and Service:** Tenured faculty members are expected to regularly engage in leadership and service at a variety of levels and to contribute meaningfully in such roles to earn a rating “meets expectations. Tenured faculty members should be responsible for the major service assignments in the department and should chair departmental committees as needed. Tenured faculty members are also expected to provide mentoring to junior faculty members, as appropriate. Involvement in leadership and service activities at the college, university and/or professional levels should be pursued as well.