



Strategies for Success

A Mentoring Manual for Tenure Track Faculty

August 2010

**University of Colorado Denver
Downtown Campus**

**Office of the Provost
and
Office of the Associate Vice Chancellor for Academic Affairs
Division of Faculty Affairs & Student Enrichment**

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August 1, 2010

Dear Faculty Colleague:

I am delighted to welcome you to the Downtown Campus of the University of Colorado Denver. I hope that your years with us will be filled with rewarding and successful teaching, research and creative work, and service to the university and your profession.

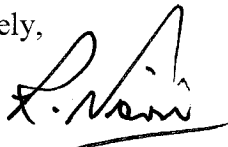
My colleagues and I in the Provost's Office and in particular the Office of the Associate Vice Chancellor for Academic Affairs are pleased to provide you with *Strategies for Success*. This manual is designed to be a virtual mentor, providing advice and guidance as you pursue your career here, develop your skills as a teacher and researcher, provide service to various communities, and prepare yourself to be considered for reappointment, tenure, promotion, and leadership roles in the university.

Strategies includes: (1) sections on teaching, research and creative work, and service; (2) an overview of the academic review process at all levels; and (3) appendices that contain materials to help you organize and prepare a faculty dossier. It is our hope that the information in *Strategies* will be useful throughout your faculty career.

This office has published *Strategies* for many years. This year's edition was updated by Ellen Stevens, Director for the Center for Faculty Development, and Laura Goodwin, Associate Vice Chancellor for Academic Affairs. Please contact them, your department chair, Associate Dean, or Dean about the material provided here or about any questions you might have about your faculty career at UC Denver.

I look forward to meeting and getting to know you and extend my very best wishes for an enjoyable and successful future at our university.

Sincerely,



Roderick Nairn, Ph.D.

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Professional Development Tasks for Reappointment, Tenure, and Promotion Preparation

Editor's Note: The following sections discuss the three necessary ingredients -- teaching, research/creative work, and service--in a successful comprehensive review and a successful tenure and promotion decision. These sections offer practical suggestions for excelling in each of these areas

Teaching

Teaching is Fundamental

The student body at the Downtown Campus is very diverse. We have “traditional” as well as non-traditional and first-generation undergraduate students. We have a relatively large proportion of graduate students. (The Fall 2010 headcount enrollment totaled 13,281 students; of these, 6,954 were undergraduate students and 5,707 were graduate students.) Many of the students are the same age or older than many faculty members. Many are working professionals with college degrees. All of our students demand high quality instruction, and the Downtown Campus takes great pride in delivering it.

Demonstration of successful teaching is essential for reappointment, promotion, and tenure at the Downtown Campus. Demonstration of proficiency as a teacher requires a degree of planning, development, and documentation that is similar to demonstration of successful research and creative achievements. The Director of the Center for Faculty Development, the Tenure Track Mentors, Department Chairs or Division Coordinators, and colleagues are all available to assist you to become a successful teacher and to document successful teaching for review purposes.

Teaching Excellence, can be defined not only by the interactions between teacher and students in the classroom, but also by the many ways we engage in teaching. Activities related to the *classroom* (e.g., course design, developing activities and assignments, creating learning assessments, grading/assessing student work), *program design/enhancement*, *student advising and mentoring* (e.g., faculty advisor for student clubs, fostering student professional development), *personal professional development*, and *conducting research on teaching* taken together can demonstrate such excellence. No one category is sufficient; excellence is demonstrated by the breadth and depth of teaching related activities.

The Department Chair or Division Coordinator is responsible for course assignment and scheduling. You should obtain from your Chair clear and explicit expectations of your teaching responsibilities as to courses to be taught, the times and rooms at which the class sessions will be scheduled, your minimum and maximum class sizes for each course, and any special qualifications you are expected to have in order to teach assigned courses. You should also learn the office hours you are expected to keep in order to be available for advising and providing help to students in your courses.

Carefully document your teaching. Although not required, a brief (250 words maximum) abstract for each course is very useful to you, to students, and to colleagues. The abstract should specify (1) the purpose of the course, (2) what you want students to know as a result of having completed the course, (3) what primary methods you use to teach students, (4) how you assess what students have learned, and (5) how you evaluate your own success in meeting these goals. This exercise forces you to formulate and articulate your philosophy of teaching and to address the essence of what review committees need to know and may ask about the courses you have taught.

All faculty in the University of Colorado are required to use a common form to survey student satisfaction with teaching and learning in each course. At the present time, the Downtown Campus uses the University of Colorado Faculty Course Questionnaires (FCQs). A summary of these student evaluations is required for the dossier you will prepare for your reappointment, tenure, and promotion (RTP) reviews. The actual evaluations themselves are to be provided in an appendix to the dossier. Also helpful are

results of value-added assessment, which validates content learning, and reviews from your Chair or from colleagues who have substantial first-hand knowledge of your teaching. The Director of Faculty Development can assist you in designing value-added assessment instruments for the courses you teach.

To provide colleagues with the opportunity to become familiar with your teaching, you may want to give a colloquium to display your lecturing abilities, give guest lectures in your colleagues' classes, or invite colleagues to visit and evaluate your classes. Seek out colleagues to visit classes at least two (2) years prior to the year of your comprehensive review and your tenure review so that you can document a history of efforts to evaluate and improve your teaching.

If you are dissatisfied with your initial teaching evaluations, contact the Center for Faculty Development. The Director is available to discuss strategies for improving your teaching and can pair you with a teaching mentor if that seems desirable. Visit other faculty colleagues' classes or consult with colleagues known to be good teachers, especially Presidential Teaching Scholars and recipients of the Downtown Campus Teaching Excellence Awards. Your efforts will speak positively for you, especially if your teaching evaluations improve.

Teaching does not begin and end in the classroom. Research shows that the trait that most characterizes outstanding teachers is the manner in which they interact with students outside of class sessions. If you spend substantial amounts of time outside of class sessions with students, be sure to give yourself proper credit in your dossier for such activities as tutoring and advising; supervising independent studies; giving assistance to students applying for employment, internships, and graduate study; sponsoring or engaging in other activities with academic clubs; supervising non-credit or preliminary research; thesis and dissertation advising and committee service; and leading students in non-credit activities such as field trips or travel to professional meetings.

Proper documentation is essential to the demonstration of successful teaching. Although the temptation may be to rely first and foremost on student evaluations, the university requires that Primary Units use multiple means of evaluation. Candidates who keep careful records make this process easier. Candidates should also review Primary Unit criteria and familiarize themselves with their Primary Unit's expectations for "meritorious" and "excellent" teaching. Conversations with your Department Chair, Division Coordinator, or the Director of the Center for Faculty Development about standards and criteria may also be helpful.

Document all the teaching-related services you provide, such as engaging in special efforts in class preparation, equipment maintenance; strengthening campus media and library resources; soliciting donations of materials for courses; building guest speaker networks; and participating in program work (e.g., designing new courses and programs, mentoring lecturers, community outreach).

Document consultation with the Director of the Center for Faculty Development, Mentors from the Tenure Track Mentoring Program, and colleagues; participation in meetings and workshops on teaching; membership in organizations that focus on teaching; any writing, editing, reviewing, or researching for your own discipline's pedagogy; any new teaching strategies learned or tried and the outcomes; distance learning and online courses developed and taught; application of technology for the courses you teach; and any campus activities you have initiated or assisted that promote better teaching or a better teaching environment.

SEE Reference Material:

- Appendix A: Syllabus
- Appendix B: Coping with Misconduct in the College Classroom
- Appendix C: Continuum of Growth Towards the Scholarship of Teaching

Research and Creative Work

A. What is Research? What is Creative Work?

Faculty members conduct research and/or engage in creative work, and produce scholarly products. Both research and creativity--intertwined, interacting, and interdependent--are necessary to intellectual and artistic endeavor. The emphasis upon one of these activities, or the other, swings back and forth between them, depending upon the endeavor being undertaken. Some endeavors require a primary emphasis upon research and a secondary one upon creativity; in these endeavors creativity might be limited to those sparks of insight that shape the research. Other endeavors demand that the primary emphasis be placed upon creativity; here research may be only a means to the creative act.

In traditional academic disciplines, research is compiled into a record of scholarly publications—typically books, articles, and conference proceedings. These publications are evaluated both in terms of quantity and quality. Evaluators ask questions about average annual productivity and the importance of the scholarly venues. Traditional academic research is usually refereed, and evaluators want to know whether the research in question has had a demonstrable impact upon the field.

Creative work is also compiled into a record that can be evaluated in terms of its quality and quantity. It, too, has to be refereed, and evaluators want to know what impact it has had on the field. Photography exhibits, musical performances, art shows, design competitions, patent applications and other forms of creative work do not assume value simply because they have occurred. Like the more traditional academic counterparts, creative work happens within a community that assigns value to it. Artists, musicians, actors, and architects must evaluate the relative status of the venues at which the work is displayed or the performances occur.

Both research and creativity are in some combination necessary to most forms of work. Research and creativity are most productive when they are intertwined together, informing each other in complementary and mutually supportive ways. If research is understood as the major means to the advancement of knowledge, and if the ways of knowing are understood to include not only the intellectual way but also the instinctive, intuitive, imaginative, or poetic way, then the term “research” includes the advancement of each of these forms of knowledge.

B. Developing an Agenda

It is essential for you to develop an overall plan for the development of your own research or creative activities, with each year spent working toward a subset of the overall goals. You must set priorities and organize what you want to accomplish by the comprehensive (4th year) review and what you need to have completed by the time of your tenure and promotion evaluation (typically in the 7th year).

A University of Colorado Administrative Policy Statement, *The Professional Plan for Faculty* (https://www.cusys.edu/policies/policies/HR_ProPlanFaculty.html), requires *all* faculty members to develop a professional plan. The professional plan is intended to serve as the basis for discussions among faculty colleagues, to ensure that all faculty are working toward the goals of the unit. You should have your professional plan prepared for submission by the end of January of the first year of your appointment and submit annual updates each January. *However, successfully completing the goals of the professional plan does not necessarily insure reappointment or tenure and promotion.* For more information, please refer to the *Academic Review Process* section, pages 15 – 19.

Successful plans for research/creative work include:

- Choosing research topics or creative activities that can be pursued at the Downtown Campus or with resources and possible colleagues available at the AMC campus;
- Selecting topics for research that you and trusted peers consider are “important” within the field – don’t shoot too low;
- Allotting and using significant time for research or creative activities *every day*;
- Choosing thoughtfully the persons with whom you might want to collaborate;
- Communicating regularly to your departmental colleagues about what you are doing;
- Establishing deadlines for yourself and adhering to them;
- Becoming involved in professional organizations and their activities;
- Making and nurturing contacts with significant contributors in your area of research or creative work;

C. Maintaining and Sustaining Research

If you have recently completed your doctorate, as a first and easy project develop one or more articles for publication from your dissertation. You are exceedingly familiar with this work and you should find working with the material in another way a comfortable first venture into the publishing world. Once you have published something, you will feel more confident about developing a more sophisticated research/creative activity agenda. However, it is essential for reappointment and for tenure and promotion that your research and creative work include significant accomplishments subsequent to your appointment at the Downtown Campus.

Pursue your research/creative activity agenda not only around semesters and courses, but also around the best times to collect data or assemble materials; around deadlines for conference, exhibition, and grant submissions; and around the best times to analyze data and write or to paint, etc. For example, if you are faced with particularly heavy teaching responsibilities one semester, determine how you can use your time weekly to collect data, review slides, do library research, or analyze the problem. Then, when more open blocks of time become available, you are ready to begin writing or to undertake other activities that require more time.

Some faculty members suggest working on three projects in different stages at a time: collecting data, analyzing data, and writing. In this way, you are always working and will be continuously producing articles to submit for consideration for publication. Evaluators are often impressed by consistent research productivity.

Schedule blocks of time to work on your research activities. Some people work best in whole-day blocks of time; some find a certain time of day better for writing. Schedule meetings and appointments with these considerations in mind, making sure you earmark sufficient, as well as high quality, time for your research activities. Do not be diverted by reading your mail or email or answering correspondence during the time you have designated for your research activities!

Engaging undergraduate or graduate students in your research pursuits, thereby integrating teaching and research, will enable you to enjoy much longer periods of time on your research work, will provide much needed assistance in certain aspects of the research work, and add a new dimension to your scholarship.

Your research/creative contributions will be evaluated for evidence of growth, impact on the field, originality, and future promise. Your work needs to evolve, breaking the previous mold of graduate and/or postgraduate study. Each discipline varies in terms of the kind of research contribution it most values, be it a book or journal article, and be it empirical or theoretical work. Typically, papers published in premier journals within your field become more cited than those in lesser journals; it is worth remembering that citation frequency of your published work is certainly one valid measure of the impact your scholarship is having on others. *It is very much your business to know what your discipline values!*

Several rules generally hold across disciplines. Publication of popular books and textbooks does not count as heavily as other research endeavors. Writing a textbook is usually viewed as teaching, rather than research work, unless colleagues' letters attest to its research contributions.

UC Denver has begun to recognize the value of collaboration, especially across disciplines. Work done in collaboration with others may be difficult to evaluate without explanation from you. You are the one best able to explain the nature of your independent contribution to a co-authored article or project or creative endeavor. In your dossier, for all co-authored products, provide an explanation of the role of each co-author and the meaning of the order of the names of co-authors. Letters from co-authors may be helpful. It is particularly important to explain your role in relation to co-authors who are students.

D. Maintaining and Sustaining Creative Work

The creative work of the imagination and the rational work of the intellect must not be isolated from one another through a false dichotomy, but must be joined together in collaboration: research/creativity, creativity/research.

Emerging faculty can develop and sustain a meaningful career working across the continuum between the pole of “**pure**” scholarship and the pole of “**applied**” scholarship. At one end of scholarship pole, an emerging faculty member might conduct "pure" research into the abstract, theoretical underpinnings and fundamental principles of her discipline. At the “applied” scholarly pole, one of her colleagues might practice the application of these fundamental principles in addressing local, regional, national, or global issues.

Both of these polar approaches, and each of the approaches that might be located along the continuum between them, are examples of the ways in which a new/young faculty member might develop and sustain a meaningful career of creative work. At the same time, however, the professional training that is implicit at the creative/research end of these polar opposites must recognize that to qualify as a “profession,” an occupation or activity must involve some tradition of critical philosophical reflection, and probably the existence of a body of scholarly literature in which such reflection has been developed and debated.

Many of the suggestions in the immediately preceding section on research also apply to creative work: planning and scheduling your work around courses, semesters, submission deadlines for exhibitions, the best times for you for engaging in creative activities; planning sufficient and high quality blocks of time to work; not being distracted from your planned schedule; involving students in your creative pursuits.

Although your efforts will be primarily creative, your involvement in the following non-inclusive examples of activities will also be valued: juried shows in prestigious galleries; the mastering of a CD, video, or film of your work for non-profit and/or commercial distribution; design competition entries and rewards; planning and design awards; the publication of books, monographs, reports, and reviews that are important to the field; the development of successful computer software related to the field; website-design; peer-reviewed articles on history, theory, criticism, technology, or other related topics in the field; research and research-in-progress that can be evaluated by others in the field; participation in workshops and conferences that expand knowledge in the field; organization of workshops and conferences; invited presentations at workshops and/or conferences; invited lectures at other universities and to professional

societies; professional commissions; built projects and approved longer-range plans that have been well-received; peer-reviewed portfolios of creative/research work. As with colleagues engaged primarily in research, you need to know what your creative discipline values!

As with research, your creative contributions will be evaluated for evidence of growth, impact on the field, originality, and future promise. Your work also needs to evolve, breaking the previous mold of graduate and/or postgraduate study.

E. Preparing for Publication, Performance, or Showing

UC Denver colleagues or colleagues in your field at other institutions can advise you about the valued criteria for achievement in your field and about the reputation of journals, competitions, professional awards, galleries, or invitations. Your colleagues can also provide advice on drafts of your papers, creative work, or design work before you submit them to journals or competitions. Be sure to seek advice in this area, whether it comes from local or external sources.

It is important to publish or display your work promptly so that interested scholars can learn about it, cite it, and provide helpful critical feedback that will aid in shaping your future work. Do not wait until a book is completely finished before earmarking a piece (perhaps a pilot piece) for professional communication.

Early in your career, begin the process of building visibility and keeping the door open for important criticism to which you may need to respond in your work. If publication or showing is important in your field, prepare your work for the most respected peer-reviewed journals or galleries. The prestige of the journal or gallery influences the assessment of your scholarly work.

In choosing journals for publication, make conscious decisions about the particular audience you wish your work to reach. Have your manuscript in excellent "shape," in format as well as substance, before submitting it for publication. Be certain it is appropriate for the particular journal to which you wish to send it. It takes time to resubmit an article.

F. Obtaining Financial Resources to Support your Research and Creative Activities

In some disciplines faculty members simply cannot succeed in their research areas without obtaining major funding, almost always requiring application for grants or contract funds from external sources. Even in fields such as the arts and humanities, where funding has been historically relatively low, faculty members can benefit enormously from fellowships for summer work, for study leaves, travel funds and the like. Increasingly, depending on the departmental by-laws, faculty members are expected to exert efforts to obtain the needed funding through grant writing. UC Denver offers a number of small grants internally (colleges, The Center for Faculty Development and the Office of Research Administration), workshops on grant writing and tricks of the trade in obtaining and sustaining support for your scholarship (Office of Research and Faculty Development) and guidance and support for submitting and grants and contracts that are compliant with national requirements (Office of Grants and Contracts and suboffices within the Office of Research Administration). The details of services and internal grants offered are described in the sections below and in the Appendix material.

G. Internal Support for Research and Creative Activities at UC Denver

1. Services and resources available through the Center for Faculty Development

The Center for Faculty Development (CFD) offers support to faculty members at UC Denver in many ways, including: individual consultations with faculty members to help them improve their teaching; individual consultations with faculty members on developing a research agenda; sample Comprehensive, and Promotion and Tenure dossiers are on file in the CFD and available upon request; workshops on a variety of topics; a Tenure Track Mentoring program; special projects (e.g.,

a pilot syllabus tool); and provides funds and administers several internal grants programs, several jointly with Research Administration. The grants programs include the YUMPs (“Young Upwardly Mobile Professors”) program, the Faculty Development Grants, and the Research and Scholarship Completion Fund. Visit the Center website, or contact the Director of the Center, Dr. Ellen Stevens, at 303-315-3030, for more information about these and other programs sponsored by the Center. The website: <http://www.facultydevelopment.ucdenver.edu>

2. Support for preparing and submitting grants from the Office of Research Administration and affiliated personnel

a. The formal, centralized structure of Research Administration at UCD is as follows:

Dr. Richard Traystman, Vice Chancellor for Research
Paula McGuigan, Executive Assistant: 303-724-8155
Dr. James Hageman, Associate Vice Chancellor for Research
Carie Carroll, Executive Assistant: 303-315-5826
Dr. Pamela Jones, Director, Office of Grants and Contracts (OGC)
Lynne Wells, Program Assistant: 303-724-0097
Lynette Michael, MA, Director, Office of Research Development and Education
(ORDE)
Carie Carroll, Executive Assistant: 303-315-5826
Angela Wishon, JD, Assistant Vice Chancellor of Regulatory Compliance
Loretta Rester, Executive Assistant: 303-724-1010

The full organizational structure is shown at:

http://www.ucdenver.edu/about/WhoWeAre/Chancellor/ViceChancellors/Research/Documents/OrgChart_OVCR.pdf

Each of these personnel play different roles and have differing oversight responsibilities for continuing and enhancing the 2007-08 expenditures of nearly \$400 million from all external grants and contracts at UCD. Examples of activities of this administrative team are: identifying new long-term strategies for the university to pursue, organizing teams of faculty and staff to seek new streams of revenue relevant to the University’s vision and mission, creating networking opportunities for faculty, assisting individual faculty members in locating potential internal collaborators with whom to work, assisting individual faculty in identifying and pursuing appropriate funding agencies, developing and honing grantsmanship abilities of faculty members, submitting grants in proper formats, whether electronically or in hard copy, in a timely way, tracking expenditures and assuring the final financial reports and descriptions of accomplishments are provided to the granting agencies on time and assuring that all research is conducted in intellectually sound and ethically responsible manner.

b. The first level of support for a new faculty member developing a grant is the school, college or departmental “**research support staff**” member assigned to this important task. These individuals can give advice as to contacts for finding grant opportunities, assistance in preparing budgets, contacts for meeting compliance requirements (e.g., use of human subjects or animals in research) for a particular project and help in interpreting details regarding the written requirements for a particular granting agency and interfacing with the Office of Grants and Contracts.

The current research support staff to contact are:

Business College.....Dr. Cliff Young
 CIBER (international business)Jana Blakestad
College of Architecture and PlanningDanielle Brunner
College of Arts and MediaLeah Haloin & Clark Strickland
College of Engineering and Applied ScienceGabriel Ruiz
College of Liberal Arts and SciencesCarol Achziger
School of Education and Human DevelopmentBogi Bergzsuren
School of Public Affairs.....Jen Gartner

You, of course, are ultimately responsible for preparing and submitting and overseeing grants to support your scholarly agenda. The best directory for finding contact information for all UCD faculty and staff is the on-line listing at: <https://www.cu.edu/content/campus-phone-directories>

c. The second level, or stage of support, is offered by the Office of Research Development and Education (ORDE). This unit provides help in using the SPIN and SMARTS databases, offers programs to help find suitable financial sponsors for your projects, and provides customized fund searches for specific topics. The unit also offers a variety of training courses on budget preparation, grant writing and strategies of preparing and submitting a competitive grant. Further information about the services of ORDE can be found at:

<http://www.ucdenver.edu/academics/research/AboutUs/ORDE/Pages/orde.aspx>

d. The third level of support is the Office and Grants and Contracts (OGC). The Office of Grants and Contracts (OGC) assists faculty, administrators and staff in fulfilling the Research Mission of UCD by providing guidance about the sponsored project process. Services provided by the Office of Grants and Contracts include grant proposal routing and award set-up, contract and subcontract negotiation, management of post award financial and non-financial requirements, sponsored project accounting and gift accounting. Specific guidance and information is available at the OGC website: <http://www.uchsc.edu/ogc/index.php>. Be sure to reference training requirements for Principal Investigators at this website and complete those training requirements **prior** to submitting a grant or contract proposal. John Ward from OGC is at the Downtown campus (LSC 300) on Tuesdays and Thursdays to offer advice on grant submission and Cindy Kaufman from the compliance group is on the Downtown campus on Mondays (LSC 300) to advise on human subjects research matters.

e. The final group that supports your work is the office of Regulatory Compliance. The office oversees the approval processes for working with human subjects, dealing with hazardous materials, carrying out research with animals and related government-imposed regulatory matters. They provide training for the faculty in each of these areas and work to create an atmosphere in which sound and ethical work practices are followed in conducting any type of study, whether funded or not. Further information about the services of Regulatory Compliance can be found at: <http://www.uchsc.edu/regcomp/>

H. Relationship Building: Increasing the Visibility of your Research and Creative Work

1. Within the primary unit

In the College of Liberal Arts and Sciences, the College of Engineering, and the College of Arts and Media, the primary unit is the department (e.g., Chemistry, Economics, English, Mathematics, Psychology, Civil Engineering, Computer Science, and Visual Arts). In the College of Business, the School of Education, and the Graduate School of Public Affairs, the primary unit is the entire college or school. The Auraria Library is a primary unit. The College of Architecture and Planning is a primary unit, with some tasks in the academic review process delegated to the programs.

When the primary unit votes on your reappointment, tenure, or promotion, your colleagues' familiarity with you and with your work is vital. This familiarity begins with your professional plan and is based not only on their taking the time to read, view, or listen to your work, but also on their sense of you as lively, responsive, and active in your research or creative work. Colleagues can help you by discussing your ideas with you, encouraging you about what is new enough and valuable enough to write or create, advising on the best journals or competitions, reviewing and criticizing drafts, and suggesting you for important conferences, exhibits, etc. *Get to know colleagues in your unit!*

You should talk to your Chair or other mentor regularly about professional choices, making sure that you know what the criteria for advancement are, what are considered the best refereed journals or galleries, and what is "normal" productivity. Your chair or other mentor will play an important role in monitoring the evaluation process and in interpreting the primary unit vote. *You need to keep your Chair and mentor informed about your accomplishments and you need their advice in making choices.*

Pay attention, too, to the results of your yearly annual evaluations ("merit" reviews). The results of these reviews should give you helpful information about your Chair's and/or Dean's perceptions of your strengths and positive accomplishments, as well as areas needing attention or improvement.

2. *Within the Downtown Campus, UC DENVER, and University of Colorado communities*

Colleagues outside your primary unit will eventually evaluate your work. Get to know colleagues in other disciplines and other schools or colleges. Particularly get to know colleagues who engage in research or creative activities related to your own. For an untenured faculty member, primary unit and college/school/Library committee service are important and useful. Work on a Faculty Assembly committee or council is a good way to get to know your colleagues in other parts of UC Denver. *Be careful that committee work does not significantly impact the time you need to devote to your research/creative work.* Taking on the responsibility as a committee chair or serving on a search committee is far too time-intensive if you are on the tenure track. If you have any questions about which service opportunities to select, consult your Chair, mentor, or Dean or Associate Dean for advice.

3. *Within a national and international network*

Publication or showing in highly regarded journals and galleries is very important. Your publishing a critical review of the research literature in your area or of the work of another artist/designer can be helpful. Attendance at conferences and workshops helps you establish contacts. The presentation of papers at conferences generally requires less lead time than journal publication and may help to make your work more widely known. In general, conference papers or presentations, while important, are not weighted as heavily in the reappointment, promotion, and tenure review process as are publications or showing in refereed journals and galleries.

Small professional meetings where you can engage in serious intellectual discussions with colleagues may often be more helpful than larger, more anonymous meetings. You may also want to participate in establishing a national network of colleagues in your area of research interest or creative endeavor, if such a network does not already exist. Planning a conference to be held at UC Denver or setting up an interest group at a major conference can facilitate the building of such a network.

SEE Reference Material:

[Appendix D: External Funding Opportunities](#)

Service

Service opportunities abound within the university, the broader community, and the profession at large. You will easily find numerous activities and causes which allow you to use your expertise and interests in productive and satisfying ways.

Your primary unit has specific expectations regarding service. Expectations may vary from one primary unit to another. Be sure to learn what your primary unit's service expectations are and discuss these with your Department Chair or Division Coordinator.

You must make careful decisions about service activities and watch your time commitments carefully. Service can consume vast quantities of time and energy. However rewarding it may be, service does not count nearly as much as teaching or research/creative work in reappointment, tenure, and promotion decisions. It is essential that you find ways to say "no" if you are asked to participate in service activities that will cut significantly into the time you need to spend on teaching and research/creative work.

Any activities for which you receive separate compensation (e.g., consulting with an external agency or organization) must be acknowledged. Also, you must conform to the University of Colorado's Regental rules about the amount of time that can be spent on outside consultations (commonly referred to as the "one-sixth rule"). Information about additional remuneration for consultative services can be found at: <https://www.cu.edu/regents/Policies/Policy5E.htm>

A. University Service

University service opportunities include such activities as advising individual students and student clubs and organizations; serving on primary unit, college/school/Library, university, or system-wide committees; serving on the Downtown Campus Faculty Assembly or the University of Colorado Faculty Council; and serving on ad hoc task forces or temporary committees that are formed for special purposes.

B. Public Service

1. Community Service

Service to the broader community includes, but is not limited to, such activities as serving on the board of a not-for-profit organization; serving as a professional consultant to a community organization, public agency, or private business; serving as an expert witness or consultant in a legal matter. These activities will count as service if they are related to your discipline or research/creative interests.

2. Service to the Profession

Service to your profession includes, but is not limited to, such activities as participation in professional organizations, committees, and projects; professional licensure/registration; holding office in a professional organization; journal and manuscript reviewing and editorships; reviewing grant and fellowship proposals; serving on an accreditation review committee for a regional or specialized accrediting agency; serving on professional conference planning committees.

Keeping Records of Activities and Accomplishments

Begin to keep records of your activities and accomplishments in teaching, research/creative work, and service from the time of your initial appointment. If you do this, you will be able to construct a viable dossier more easily when the time for any review arrives.

Here are some suggestions of the type of information you should be collecting:

A. Teaching

- List of formal courses; course outlines and syllabi; reading lists; grade sheets.
- Evidence of work in developing new courses and new methods of teaching, including use of technology.
- Work on textbooks, published or unpublished.
- Record of theses and orals/written examination committees on which you have served (undergraduate honors theses, M.A./M.S. theses, oral/written qualifying examinations, doctoral dissertations).
- Record of dates of completion of student theses/dissertations.
- Independent studies and internships you have supervised.
- Student advising and mentoring (Student clubs, professional presentations with students, UROP)
- Curriculum and/or Program development you have contributed to your primary unit.
- Teaching awards.
- Teaching grants.
- Student ratings and comments, including original FCQ's *and your response to these*.
- Unsolicited letters from students and colleagues.
- Professional status of former students.
- Joint publications with students.
- Outstanding students you may have influenced (give details).
- Contributing to, or editing, a professional journal on teaching.
- Participating in a Teaching Mentoring program.
- Participating in, or giving, teaching improvement workshops.

B. Research/Creative Work

- Publications and creative works, refereed and non-refereed, including dates, number of pages, etc.
- Research colloquia and conferences attended, with dates, places, and brief descriptions.
- Research colloquia and conferences at which presentations were made, with dates, places, brief description, and whether the presentations were invited.
- Showings or performances, with dates, places, and brief descriptions.
- Showings or performances to which you are invited to contribute or participate, with dates, places, and brief descriptions.
- Requests to reprint your articles in books, with details.
- Requests to review books or performances, with details.
- Citation analysis, with details.
- Important citations of your work, with details.
- Unsolicited letters of praise.
- Reviews of your work.
- Research awards, with dates, amounts, name of donor.
- Grants applied for, including funding agencies, dates, and amounts requested; results (funded or not)
- Fellowships applied for and received, with dates, amounts, and brief descriptions.
- Work in press, with details.
- Work in preparation, with details.
- Professional commissions.
- Development of computer software related to the discipline.
- Peer reviewed articles on history, theory, criticism, technology or other related topics in a creative discipline.
- Peer reviewed portfolios of creative works.

C. Administrative, Professional, and Public Service Activities

- Committee, consultant, and public service work, with details.
- Products which resulted from your work, with details.
- Letters concerning the nature of your contribution.
- Letters from persons acknowledging your professional or service work.
- Records of participation in professional organizations and committees and offices held, with details.
- Service on editorial boards, with details.
- Service as a consultant or as a judge in a show, with details.
- Reviews of grant and fellowship proposals, with details.
- Reviews of manuscripts, with details.
- Journal editorships, with details.
- Service awards, with details.
- Honorary degrees, with details.
- Service as an expert witness or consultant in a legal matter.

SEE Reference Material:

Appendix D: Vita Format

Summary of Advice

1. **Know the system.** Learn the rules, customs, procedures, channels of communication, power centers, and ways to get things done.
2. **Know key administrators.** Get acquainted with your Chair, Dean, and other university administrators who can be helpful to you. They want and need to know you and to hear from you.
3. **Know your colleagues.** Attend seminars, colloquia, lectures, artistic, and social events on campus. Seek intellectual and social companionship from your colleagues. Find an advisor or mentor in your department or college/school/Library who can help you understand the system and the procedures you need to know.
4. **Be informed.** Read all the important university, school/college/Library, and department/program documents and web pages. Ask questions freely to obtain the information you need to understand these policies and procedures. When in doubt, seek counsel from appropriate sources.
5. **Know what resources are available.** Find out about resources in your department/program, school/college, and the university that can help you in your teaching, research/creative work, and your service endeavors.
6. **Make yourself known.** Take an active role in your career. Take part in university, college/school/Library, and department/program committees and other university-wide activities.
7. **Manage your time effectively.** Be sure to set aside time for your students, your research/creative work, your service activities, your family, and yourself.
8. **Ask for help.** Take advantage of the expertise of the Center for Faculty Development, the Media Center, the Auraria Library, senior colleagues, and various administrative offices available for assistance of various kinds. Attend sessions for YUMPs, the “Young Upwardly Mobile Professors” program. These sessions help untenured faculty members learn about the RTP process and dossier preparation, as well as other aspects of university life.
9. **Maintain records.** Compile your own personnel file and update it at least every semester. Items in this file will be needed to document your accomplishments for reappointment, tenure, and promotion. Your first evaluation occurs very quickly and deadlines cannot be altered. Don't be caught off guard!
10. **Monitor your reviews.** Check with the primary unit head or with your mentor about the progress of your dossier through the review process and request a copy of the primary unit letter if you haven't received it when the dossier goes forward to the Dean's level. Check with the Dean's office or with your mentor about the progress of your dossier through the review process and request a copy of the Dean's level letter(s) if you haven't received it/them when the dossier goes forward to the Vice Chancellor's level.
11. **Maintain high professional standards.** In your relationships with others, especially students, don't let your actions or words leave you vulnerable to such charges as sexual harassment, favoritism, prejudice, arbitrariness, or capriciousness in grading.

The Academic Review Process

Editor's Note: This section briefly explains how the performance of tenure-track faculty at the Downtown Campus will be evaluated. A more detailed description will be found in the Reappointment, Tenure, and Promotion Policy and in Part Four of the revised online Faculty Handbook.

Stages of the Process

All stages and levels of the process take into account your teaching ability, your research/creative work, your University, professional, and public service activities. Other criteria that may have a material bearing on the decision being made are also considered. The Downtown Campus generally weights faculty performance as 40% teaching, 40% research/creative work, and 20% service. Once you receive tenure, you may negotiate a differentiated annual workload—if, for example, you assume administrative duties such as chairing your department.

A. Pre-Tenure

1. Your Initial Appointment

Appointment as an Assistant Professor (or, less commonly, Associate Professor tenure track) indicates that you are well-qualified to teach at the undergraduate and graduate levels, to carry out scholarly or creative activities in a special field, and to meet the program requirements of the primary unit. Your carefully reviewed and approved appointment reflects a judgment that you have the potential to achieve tenure at the Downtown Campus.

2. The Professional Plan

Every faculty member is required to prepare a Professional Plan. The Professional Plan is designed to provide a clear statement of your goals and the nature of effort you will make in teaching, research or creative work, and service. The Professional Plan clarifies for the primary unit and other evaluative groups the goals you have set. The Plan should be developed in consultation with the primary unit, so that your planned activities, when combined with those of other faculty in the unit, result in the primary unit's meeting its responsibilities to students and the university. The Professional Plan is submitted annually at the end of January and updated annually.

3. Annual Merit Reviews

Every faculty member's performance in teaching, research/creative work, and service is evaluated annually through the "merit review" process. The results of the evaluation include feedback on areas of strength and areas in need of improvement, as well as your salary increase for the next academic year. Check with your Chair, Dean, or Associate Dean for the procedures that are used in your school/college/Library.

4. Comprehensive Review Process

The comprehensive review is a critical appraisal point that occurs in the fourth year. The comprehensive review process evaluates your entire record since your appointment as a faculty member and can include the use of external evaluators.

The comprehensive review provides an opportunity for the department or program to get to know your record. Its purpose is to assist you and the department or program to identify your strengths and

weaknesses in sufficient time to allow you to improve your record before your evaluation for tenure and promotion to associate professor. You should use the comprehensive review as the basis for collegial conversations with colleagues about your professional progress.

Non-reappointment is possible as the result of the comprehensive review. If you are not reappointed, you will have a terminal year before your appointment ends. More typical is reappointment with specific advice about aspects of your performance that need improvement during the years prior to your tenure review. It is essential that you pay attention to advice for improvement and make the necessary changes prior to your review for tenure.

If you fail or decline to submit a dossier for comprehensive review at the scheduled time or submit a dossier that omits relevant material, you are deemed not to have applied for reappointment.

B. Tenure and Beyond

1. Tenure Review

Normally, you are reviewed for tenure in the seventh year of your appointment. Although you may ask to be reviewed earlier than the seventh year, an earlier review is not typical. A faculty member may apply to be granted tenure in less than seven years. Both the Dean and the Chancellor (or his/her designee, such as the Provost) must approve requests to change a probationary period to something different than seven years. You should consider the advice you were given at the time of the comprehensive review and consult with your Chair or mentor about the timing of your application for tenure.

Tenure track faculty members must successfully complete comprehensive review before applying for tenure consideration.

Occasionally, highly experienced people have been hired as associate professors tenure track. The standards for tenure for associate professors tenure track are the same as for assistant professors.

In accordance with the Laws of the Regents (<https://www.cu.edu/regents/Policies/Policy5M.htm>), tenure may be awarded only for demonstrated meritorious performance in each of teaching, research or creative work, and service, and demonstrated excellence in either teaching, or research or creative work. The tenure review includes the use of external evaluators.

It is possible that you may not be awarded tenure as the result of the tenure review. If you are not awarded tenure, you will have a terminal year before your appointment ends.

If you fail or decline to submit a dossier for tenure review at the scheduled time or submit a dossier that omits relevant material, you are deemed not to have applied for reappointment. In this situation, your appointment terminates at the end of your existing appointment. There is no terminal year beyond the end of the existing appointment.

2. Promotion Review

Promotions require the same energy, focus, and effort by the faculty member as the comprehensive and tenure reviews require. The promotion review includes the use of external evaluators.

At the Downtown Campus, the review for promotion from Assistant Professor to Associate Professor is conducted in the tenure review.

Promotion to Professor 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, research, scholarship or creative work, and service.

3. *Post Tenure Review*

Post Tenure Review is required by Regental policy. Post-tenure review is intended to (1) facilitate continuing faculty development, consistent with the academic needs and goals of the University and the most effective use of institutional resources, and (2) ensure professional accountability by a regular, comprehensive evaluation of every tenured faculty member's performance.

Post tenure review is a comprehensive peer review and evaluation scheduled every five years following the award of tenure. Once a faculty member has been awarded tenure, the faculty member is responsible for continuing to design a Professional Plan. Post tenure reviews are based on the faculty member's progress in implementing the Professional Plan and annual merit reviews.

The criteria used in post tenure review are the same as for tenure and promotion review and reflect the same indicators of quality performance that are used in tenure review. If the faculty member is making good progress in following his/her professional plan and receives "meeting expectations" or better ratings in merit reviews, a brief post tenure review will be conducted. If a faculty member has received two or more "not meeting expectations" ratings in a five-year cycle, s/he will undergo an extensive process that may include the establishment of a development plan, follow-up evaluations, and possible sanctions. See the University Administrative Policy Statement https://www.cusys.edu/policies/policies/HR_Post-Tenure-Review.html.

Levels of the Process

The reappointment, tenure, and promotion review process occurs at several levels within the Downtown Campus. Your initial appointment, comprehensive review, tenure review, post-tenure reviews, and considerations for promotion to professor go through the same process of review at several levels. You are responsible for (1) preparing and implementing a Professional Plan and (2) for providing and ensuring full and complete documentation in your dossier, which are the bases of every review.

Department chairs are required to provide all tenure-track faculty with a formal description of the structure and criteria of the reappointment, tenure, and promotion review process. All schools and colleges have written *Standards for Pre-Tenure Faculty*. If you do not have a copy of the *Standards for Pre-Tenure Faculty*, be sure to ask your Dean, Associate Dean, or Chair for a copy.

A. Primary Unit Review

The primary unit conducts the initial review. The primary unit has a strong voice in personnel decisions: it selects information; it emphasizes; it analyzes and evaluates; it votes, and it makes recommendations. Thus, it has a significant impact on the eventual outcome of the review process.

Your dossier is a carefully developed compilation of your activities and accomplishments. This record of your teaching, research/creative work, professional activities, public service, awards and honors, and

publications, performances, or showings is critical to the reappointment, comprehensive review, tenure, and promotion process, as it is the evidence in support of your application for reappointment, tenure, and/or promotion. This is your opportunity to analyze the progress of your work and its contributions and impact and to highlight future directions.

The dossier is contained in a single three-ring binder. You may submit up to two additional three-ring binders containing supplemental material.

For the primary unit tenure and promotion review, you are required to provide the following in your dossier:

- a current vita in the required format
- a two-to-three-page summary overview of your entire record, dossier, and plans for the future and Professional Plan
- a detailed statement about teaching and educational endeavors, with associated documentation
- a detailed description of research/creative accomplishments and plans, with associated documentation
- a detailed statement of professional activities and service, with associated documentation
- copies of the research/creative work you would like to have evaluated
- information about your significant professional service
- any other documentation you feel is necessary to evaluate your work fully

When external reviewers are used, you should prepare complete and current packets of your research/creative work to be considered, including a current vita, and a statement about the development of your research/creative work. If you anticipate making a case for Excellence in Teaching, a judicious selection of your teaching materials (e.g., teaching philosophy, syllabus, assignment directions) should also be included in the external review packet. The primary unit selects the external reviewers. You may suggest names of persons you believe would be appropriate evaluators. Where you believe someone would be inappropriate to evaluate your work, you must provide a reason. In suggesting external referees, care must be taken to exclude evaluators whose evaluations might constitute a conflict of interest. The identity of external reviewers and their letters are confidential and will not be disclosed to you. Comments from external reviewers are usually included in the letters written by the primary unit, the Chair (where appropriate), Dean's Advisory Committee/First Level Review Committee, Dean, RTP Committee, and the Provost.

There is a definite schedule for the submission of personnel recommendations. You need to know the schedule and submit your materials on time. Deadlines are generally early in the fall semester. Be sure that materials you prepare for the primary unit review committee and the external reviewers are forwarded to the appropriate individuals in the primary unit. Since evaluation criteria vary among units, discuss with your Chair the criteria that will be used to evaluate your record.

The primary unit's review may involve an appraisal by a committee in your unit that either acts as a whole to submit a report or functions as independent members to evaluate and report on your work. The report is

usually discussed by the faculty who outrank you. This discussion is followed by a vote. Split votes must be explained and a minority report may be provided. The vote is reported in the primary unit's letter and forwarded with the unit's letter to the Dean. You receive a copy of the primary unit's letter at the time they are inserted in the dossier. If you don't receive this in a timely manner, ask for them!

B. First Level Review: College, School, or Library

The primary unit sends your dossier, with the departmental report and the Chair's letter, to the Dean's Office. The Dean's Office sends your dossier to the Dean's Advisory Committee/First Level Review Committee, which appraises it, adding its own letter of evaluation and recommendation. Split votes must be addressed and a minority report may be written. The Dean's Advisory Committee's/First Level Review Committee's recommendations are advisory only and not binding on the Dean. The Dean appraises and interprets the dossier and writes a letter expressing an independent evaluation of your case. You receive copies of these two letters at the time they are inserted in the dossier. If you don't receive these in a timely manner, ask for them!

C. Second Level Review: Academic and Student Affairs

The Dean's Office sends your dossier to the Provost's Office for review by the campus-wide Vice Chancellor's Advisory Committee (VCAC) for RTP. This committee includes faculty elected from each of the colleges, schools, and the Library. This committee's deliberations are confidential. The committee reviews applications for reappointment, promotion, and tenure and makes a written recommendation to the Provost. The committee's recommendations are not binding on the Provost. You will receive a letter from the Provost (and a copy of the VCAC letter), reporting the Provost's decision on your application, including any suggestions or recommendations.

D. Third Level Review: Chancellor and President

The Provost makes a recommendation to the Chancellor, who makes a recommendation to the President. The President makes a recommendation to the Board of Regents.

E. Final Decision

The Board of Regents gives final approval to the award of tenure and to the appointment of faculty with tenure. These faculty personnel decisions are not effective without the approval of the Board of Regents.

SEE Reference Material:

Appendix H: University of Colorado Faculty Handbook and Other Useful URL's

Appendix A



University of Colorado at Denver and Health Sciences Center

Downtown Denver Campus

Campus Administrative Policy Statement

March 8, 2007

Title: Syllabus

Source: Provost's Office

Prepared by: Assistant Vice Chancellor for Academic Affairs

Approved by: _____
Mark Alan Heckler
Provost

Effective Date: June 1, 2007

Replaces: NA

A. Introduction

While a syllabus is an essential component of good teaching, student learning, and outcomes assessment, it also typically establishes and defines the instructor's expectations for students in terms of their academic performance and responsibilities, methods of assessment or grading, classroom preparedness, deadlines or due dates, and personal and ethical conduct and behavior in the course. The syllabus, therefore, essentially serves as a contract between the instructor and the student. While a faculty member has great flexibility in the design and content of a syllabus for a course, but this second role implies that there needs to be a core of certain types of information to be found in every syllabus for courses offered at UC DENVER.

B. Policy Statement

1. All faculty members must have a current syllabus for each course and must review that syllabus with students at the first class meeting of every course, and ensure that it is available to all students thereafter. Syllabi should be on file in the department or school/college.
2. Each syllabus is required to contain, but not limited to, the following elements:
 - a. **Logistical Information.** Course title and number; instructor contact information and office hours; pre-requisite courses (as stated in the catalogue) or skills.
 - b. **Course Design.** Catalogue description; core course or GT Pathways designation; textbooks and other materials; required readings, assignments, examinations; instructional technology; course outline; format (lecture, discussion, lab, etc.).
 - c. **Assessment Design.** Any expectation that a faculty member has for student performance that will affect the student's grade must be clearly delineated, including (but not limited to) grading criteria, standards, and scale. If class participation will impact the course grade, clearly state how the criteria for participation will be evaluated. Records should be kept of all assignments and activities that are included in a student's grade.

- d. **Course Policies.** Clearly state your policies regarding class attendance; turning in late work; missing homework, tests or exams; make-ups; requesting extensions; returning student work; reporting illnesses; cheating and plagiarism or other forms of academic misconduct. In particular, if attendance is a factor in a student's grade, the syllabus must identify how attendance will be taken and must clarify the difference between an absence and being tardy.
 - e. **Students with Disabilities:** Include information regarding academic accommodations for students with disabilities.
 - f. **Student Code of Conduct:** Include a reference to the Student Code of Conduct.
 - g. **Course Schedule.** The schedule should include the tentative sequence of course topics, the preparations or readings, and the assignments due. For the readings, give page numbers in addition to chapter numbers; this will help students budget their time. Exam dates should be firmly fixed, *while dates for topics and activities may be listed as tentative.*
7. Faculty are strongly urged to include the following in their syllabi:
- h. **Student Success.** Include suggestions about "how to be successful," as well as requirements for participation and course objectives.
 - i. **Course Communication.** The syllabus should specify clearly how the faculty member will notify students of changes in any policies, assignments, etc., set forth in the syllabus. If email is used as a primary mode of notification, students should be reminded that they are responsible for keeping the university informed of any changes in their email addresses.
 - j. **Returning Graded Assignments.** Student privacy must be protected (Family Education Rights and Privacy Act of 1974). Faculty must refrain from publicly posting grades or putting graded assignments in a public place. Therefore, a statement in the syllabus describing the ways assignments will be returned is advised (e.g., Students are to provide a self-addressed, stamped envelope for graded assignments.).
 - k. **Students called for military duty.** Include information about procedures for students called for military duty.
 - l. **School/College Requirements.** A school or college may have other specific format or content requirements, which faculty in that school or college must follow.
7. A faculty member is bound by the terms of his/her syllabus. If a faculty member revises a course syllabus for any reason, the faculty member must, in a timely way, notify students in writing of the changes. The faculty member must give students sufficient time to prepare new assignments. In any reasonable disagreement with a student, the administration is obligated to resolve omissions and confusing provisions in the student's favor.

University of Colorado Denver
School or College
Course prefix, number and Course Name

Term	Professor
Course dates/times	Office location
Course location	Phone
Office Hours	email address
	Web site and/or BlackBoard site

Purpose

Catalogue Description:

Instructor Description: Give an overview of the course's purpose. Provide an introduction to the subject matter and show how the course fits in the college or department curriculum. Explain what the course is about and why students would want to learn the material. Identify the instructional approach to the content of the course.

Course Objectives: List three to five objectives that you expect all students to strive for: What will students know, or be able to do better, after completing this course? What skills or competencies do you want to develop in your students?

For example, at the end of the semester, students should be able to:

1. Articulate clearly ...
2. Apply appropriate ...
3. Develop ...
4. Etc.

Requirements

Required Texts:

Book title in appropriate citation style (e.g., APA, ALA)

(If you will place readings on reserve in the library you might include the call number.)

Highly Recommended Texts:

Book title in appropriate citation style (e.g., APA, ALA)

Additional, Materials, Equipment or Skills: (e.g., lab or safety equipment, art supplies, calculators, computers, drafting materials, MS Word, Excel)

Assignments:

State the nature and format of the assignments, the expected length of essays, and their deadlines. Give the examination dates and briefly indicate the nature of the tests (multiple choice, essay, short-answer, take-home tests). How do the assignments relate to the learning objectives for the course? What are your expectations for written work? In setting up the syllabus, try to keep the workload balanced throughout the term.

Grades:

Describe the grading procedures, including the components of the final grade and the weights assigned to each component (for example, homework, term papers, midterms, and final exams). Clearly describe your expectations for all assignments. Include rubrics for major assignments as an addendum to the syllabus. State if you grade on a curve or use an absolute scale, or if any quiz grades will be dropped. If participation is included as a portion of students grade, state specifically how that will be assessed and how students will be informed of their participation grade. Similarly, if attendance is required, state how it will be tracked.

Course Policies: Clearly state your policies regarding class attendance, turning in late work, missing homework, tests or exams, make-ups, requesting extensions, reporting illnesses, cheating and plagiarism, changes to the syllabus. Create your own or modify, adapt, or use the messages below:

Examples are:

1. Enumerate policies about attendance, late work, missed deadlines and tests, make-up opportunities, delayed grades, etc..
 - “Late papers will not be accepted. Delayed grades will not be assigned. Please speak with me to resolve problems you encounter.”
 - “Lab reports are due on Friday, date, at 5:00 p.m. in the department office. Five points will be deducted for each day that the report is overdue”.
 - “Class attendance and participation is essential for success. It is your responsibility to clarify missed assignments with classmates or with me prior to the next class.”
 - “Requests for exceptions to these policies must be discussed with me in advance”.
2. Enumerate expectations for submitting required work:
 - “Submitted work will be typed, double-spaced and submitted on disk, electronically, etc.”
 - “Written work must adhere to the style of the discipline: MLA, APA, Chicago Style, etc.”
 - “Written work will be evaluated for composition and grammar.”
 - “When students’ work conveys that they require additional help in _____, students will be referred to the Writing Lab, Math Lab, Supplemental Instruction, etc.”
7. Academic Honesty:
 - “Plagiarism is the use of another person’s words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University.” (Refer to School/College guidelines.)
 - “You are responsible for being attentive to or observant of campus policies about academic honesty as stated in the University’s Student Conduct Code.”
(<http://www.ucdenver.edu/life/services/standards/Documents/UCD Code 2008-2009.pdf>)

5. Access, Disability, Communication:

- “The University of Colorado at Denver and Health Sciences Center is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS), 177 Arts Building, 303-556-3450, TTY 303-556-4766, FAX 303-556-2074. I will be happy to provide approved accommodations, once you provide me with a copy of DRS’s letter.”
[DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student’s request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved.]

Course Schedule: The schedule should include the sequence of course topics, the preparations or readings, and the assignments due. For the readings, give page numbers in addition to chapter numbers this will help students budget their time. Exam dates should be firmly fixed, *while dates for topics and activities may be listed as tentative. Notify students in writing if the syllabus is revised.*

Class Schedule

Date	Topic	Required Reading	Assignments

Recommended additional policies and procedures might include the following topics. Statements are examples designed to assist you and your students.

Student success. Provide suggestions or strategies students might use to be successful in the course:

- “I believe that people learn by interacting with the skills and knowledge they are trying to learn. This means “trying on” the skills and knowledge and seeing how well they fit, making adjustments, and trying again until they understand and can share the skills and knowledge. Some people call this mastery learning or constructivist learning or other labels. For me, the main point is that learning is a participatory process, not a passive one.”
- “Doing the reading assigned for each class before coming to class is necessary to benefit from what we do in class. The Tentative Course Schedule indicates the dates by which reading assignments must be completed **before** class.”

- “You are not being asked to accept ideas uncritically. On the contrary, it is essential that you challenge ideas with which you disagree or about which you are skeptical. You also should be able to support ideas with which you agree using appropriate evidence (i.e., not just “I agree”; *why* do you agree?). Thus, *critical thinking* about the reading (as well as movies you will see as part of the course, what goes on in class, and assignments) is important. Ask yourself such questions as: Do I “buy” the idea? Does the concept or procedure make sense? *Why?* What is the evidence for or against an idea? What limitations does the idea have? What are my views on an issue and *what* leads me to think that way? These are just a few of the questions that stimulate critical thinking.”

Course Communication:

- “In addition to announcements made and written handouts distributed in class, I may need to contact you between classes, which I’ll do through individual and group email messages. **One of the requirements for this course is that you maintain a university email address; please check it regularly for messages.** You are responsible for any messages, including assignments and schedule changes, I send you via email. You also may contact me via email, in addition to seeing me during office hours or calling me.”

Returning Graded Assignments:

- Student privacy must be protected (Family Education Rights and Privacy Act of 1974). Faculty must refrain from publicly posting grades or putting graded assignments in a public place. Therefore, a statement in the syllabus describing the ways assignments will be returned is advised (e.g., Students are to provide a self-addressed, stamped envelope for graded assignments.).

Civility:

- “Turn off beepers and cell phones during class. Adherence to the Student Conduct Code is expected.”
- “My commitment is to create a climate for learning characterized by respect for each other and the contributions each person makes to class. I ask that you make a similar commitment.”

Students called for military duty:

- “If you are a student in the military with the potential of being called to military service and /or training during the course of the semester, you are encouraged to contact your school/college Associate Dean or Advising Office immediately.”

It is also helpful (and required in some colleges) to include important semester deadlines students can use as benchmarks to assess their enrollment decision and progress (e.g., mid-semester, last day to enroll, last day to withdraw from a course of the University without receiving a grade, last day to withdraw from a course or withdraw from the University).

Helpful Paragraphs

Here are suggested examples of paragraphs on selected issues as possible models to use in/adapt for and place in an appropriate location in your syllabi. Putting these kinds of provisions in your syllabi establishes the ground rules from the beginning, may prevent problems from occurring, and facilitates your dealing with difficulties that may arise later. You may paraphrase these paragraphs, use them verbatim, or use them in any other configuration in your own syllabi.

1. Students with Disabilities

Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in North Classroom 2514, Phone: 303-556-3450, TTY: 303-556-4766, Fax: 303-556-4771. DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student's request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved. Once you provide me with a copy of DRS's letter, I will be happy to provide those accommodations DRS has approved.

7. Absences, Tardiness, Quizzes and Examinations, and Homework

Except for documented health or disability reasons, I will not accept excuses for absences, tardiness, missed examinations, or homework not submitted. Documentation of disability or health related issues must be provided to Disability Resources and Services, North Classroom 2514, Phone: 303-556-3450, TTY: 303-556-4766, Fax: 303-556-4771.

Classes begin and end on time. (Number) absences will be allowed before an academic penalty of (one half)(one) grade reduction is imposed. If you are late to class and/or leave class early (number) times, an academic penalty of (one half)(one) grade reduction will be imposed. Homework, papers, projects, or any other required assignments that are turned in late will receive (one half)(one) grade reduction for every day they are late. Any student who misses quizzes and/or examinations or fails to turn in homework and/or papers will receive either a zero (0) or an F for the work missed.

3. Returning Papers, Quizzes, and Examinations

- a. Papers, quizzes, and examinations will be distributed in a class session.
- b. I will announce when papers, quizzes, and examinations will be available to be picked up, if they are not to be returned during class.
- c. To ensure your privacy when papers, projects, quizzes, and examinations are returned in class or made available for pickup, please provide me with a 9x12 envelope with your name on it each time you submit a paper, quiz, or examination to me.

4. Academic Dishonesty

Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. For suggestions on ways to avoid academic

dishonesty, please see the Academic Honesty Handbook at—
http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/academic_honesty.pdf

a. Plagiarism

Plagiarism is the use of another person's ideas or words without acknowledgement. The incorporation of another person's work into yours requires appropriate identification and acknowledgement. Examples of plagiarism when the source is not noted include: word-for-word copying of another person's ideas or words; the "mosaic" (interspersing your own words here and there while, in essence, copying another's work); the paraphrase (the rewriting of another's work, while still using their basic ideas or theories); fabrication (inventing or counterfeiting sources); submission of another's work as your own; and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledge.

b. Cheating

Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices and rubrics not specifically authorized by the course instructor in any academic exercise, or unauthorized communication with any other person during an academic exercise. Examples of cheating include: copying from another's work or receiving unauthorized assistance from another; using a calculator, computer, or the internet when its use has been precluded; collaborating with another or others without the consent of the instructor; submitting another's work as one's own.

c. Fabrication and Falsification

Fabrication involves inventing or counterfeiting information—creating results not properly obtained through study or laboratory experiment. Falsification involves deliberate alteration or changing of results to suit one's needs in an experiment or academic exercise.

d. Multiple Submissions

Multiple submissions involves submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course instructor's authorization.

e. Misuse of Academic Material

Misuse of academic materials includes: theft/destruction of library or reference materials or computer programs; theft/destruction of another student's notes or materials; unauthorized possession of another student's notes or materials; theft/destruction of examinations, papers, or assignments; unauthorized assistance in locating/using sources of information when forbidden or not authorized by the instructor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.

f. Complicity in Academic Dishonesty

Complicity in academic dishonesty involves knowingly contributing to or cooperating with another's act(s) of academic dishonesty.

5. Classroom Decorum

The following ground rules apply to *all* students and are designed to ensure a classroom environment conducive to learning for *all* students:

a. Pagers, beepers, cellular telephones, and handheld internet devices must be deactivated before class begins and remain deactivated throughout the entire class period.

b. Do not bring children to class.

C Students who engage in disruptive classroom behavior will be reported to the Office of Student Life for appropriate disciplinary action under the Downtown Campus Code of Student Conduct and, when appropriate, to the Auraria Campus Police for investigation of possible criminal action. The *Code of Student Conduct* can be found on the Downtown Campus website, under Office of Student Life and Student Activities.

Disruptive behavior includes, but is not limited to, arriving late to class without explanation or apology; leaving class early without explanation or apology; reading a newspaper or magazine; reading a book with no connection to the content of the course; engaging in prolonged private conversations; sleeping in class; eating, drinking, and/or gum chewing; passing notes; being under the influence of drugs or alcohol; harassment or verbal or physical threats to another student or to the instructor; failing to deactivate pagers, beepers, cellular phones, and/or handheld internet devices; bringing children to class.

6. Intellectual Property

Copyright (year) (your name) on this syllabus and all lectures. Students are prohibited from selling, or being paid by any person or commercial firm for taking notes or recording class lectures without the *advance express written permission* of the faculty member teaching this course. Exceptions are permitted for students with a disability who are approved in advance by Disability Resources and Services for note taking or tape recording as an academic accommodation.

7. Important Dates

Include holidays (e.g., Labor Day, Fall Break, Spring Break) in the syllabus. Check with your Chair, Division Coordinator, Dean, or Associate Dean for specific details.

Appendix B

Coping with Misconduct in the College Classroom

Adapted from: Gerald Amada, Ph.D., *Coping with Misconduct in the College Classroom, A Practical Model*, College Administration Publications, Inc., Asheville, NC, 1999.

A. Principles and Strategies for Dealing with Disruptive Behaviors

1. The professional prerogatives of faculty include:

- a. Setting academic standards for students
- b. Grading/evaluating the quality of students' performance according to those standards
- c. Setting behavioral standards for their classes (i.e., discipline students for misbehavior)

2. Some sources of information and suggested strategies related to student misconduct:

- a. *The Code of Student Conduct*: This document gives information to faculty and students about appropriate and inappropriate student behaviors. The Code can be found on the Downtown Campus website, under the Office of Student Life.
- b. *Forewarning Students in the Course Syllabus*: Clearly state your behavioral expectations in the syllabus.
- c. *Procedures for Reporting Disruptive Incidents*: Ensure that students receive either a verbal or written warning as to the nature of the infraction, a reasonable opportunity to correct the behavior, and the right to appeal the instructor's assessment of the behavior and the discipline imposed.
- d. *Documentation*: Keep a written account of any disruptive incident.
- e. *Graduated Disciplinary Measures*: Typically, the faculty member gives the student a verbal warning first, followed by the following: written warning, reprimand, removal from class. At the school or college level, policies and procedures exist for review of student misconduct that can lead to suspension or expulsion.
- f. *Acts of Criminality and Defamation*: Notify your Department Chair and/or your Associate Dean or Dean, and Auraria Campus Police.
- g. *Dealing with the Disruptive Student with a Disability*: Students with disabilities are required to meet the same academic and behavioral standards as other students. Disability Resources and Services can provide information on how to handle such disruptions.
- h. *Discipline or Therapy?* The primary purpose of disciplinary sanctions is to improve and correct unacceptable behavior, not rehabilitate character.
- i. *The Co-Dependent Instructor*: A passive, noninterventionist instructor who ignores serious student misconduct engages in a mutually destructive relationship with the student.

B. Non-Disciplinary Responses to Classroom Misconduct

1. *Go the Extra Mile*: Meet with the student privately to discuss his/her misbehavior and the student's overall educational objectives and aspirations.
2. *Put Things in Perspective*: If the behavior is annoying (but not threatening or harmful), evaluate it accordingly. A private informal chat with the student may be all that is needed for the behavior to change.

Appendix C

Scholarship of Teaching & Learning

A framework for scholarly teaching and the scholarship *of* teaching as described by Boyer (1990) and others (e.g., Westin and McAlpine, (2001) is a helpful way think about, and structure, one's portrayal of teaching. The continuum below provides examples of activities related to being a scholarly teacher to one who engages in the Scholarship of Teaching and Learning.

Continuum of Growth Towards the Scholarship of Teaching

Phase One

Growth in own teaching

Develop personal knowledge about their own teaching and their students' learning

- Reflect on teaching
- Engage in institutional teaching development activities
- Engage in innovation in teaching
- Intentionally evaluate teaching to make improvements
- Reading about teaching and learning
- Can understand and describe principles underlying teaching and learning decision
- Can demonstrate the validity of knowledge of teaching they hold through assessment by others, including students peers and administrators

Phase Two:

Dialog with colleagues about teaching and learning

Develop and exchange knowledge about teaching and learning in their discipline

- Engage colleagues in the discipline in conversations that make explicit their pedagogical content knowledge
- Mentor other teachers in the discipline
- Provide leadership in teaching at disciplinary level (for example, organize events for department faculty)
- Provide leadership in teaching at university level (for example, work as member of a teaching and learning committee, faculty developer)
- Engage in disciplinary and multidisciplinary teaching associations
- Grow in understanding of the complexity of teaching and learning

Phase Three:

Growth in scholarship of teaching

Develop scholarly knowledge about teaching and learning that has significance and impact for the institution and the field

- Draw on literature and research on teaching to inform institution and field
- Publish and make presentations about teaching (may or may not be based on research)
- Obtain finding for research on teaching
- Carry out research on teaching using an approach to inquiry consistent with understanding teaching and learning
- Publish and make presentations about research on teaching
- Have a comprehensive knowledge of the research and literature on teaching and learning

Appendix D

Services of the Office of Research Development and Education (ORDE)

The UCD **Office of Research Development and Education (ORDE)**, a component of the Office of the Vice Chancellor for Research, is responsible for providing services to faculty and research support staff that will increase the University's competitiveness in terms of receipt of external funding from federal, state and private sources. Serving faculty on both the Anschutz Medical and Downtown Denver Campuses, ORDE provides funding and proposal development assistance.

WHAT CAN ORDE DO FOR YOU?

FUNDING

- Available to answer your questions on fund searching and proposal development – by telephone, e-mail and in-person
- Perform a personalized fund search for you
- Provide targeted funding announcements to you based on your interests
- Strategize with you about:
 - Potential funding agencies
 - Contacting program officers
 - Elements of proposal development
 - Funding sustainability

RESOURCES

- Keep you informed through our website about current proposal development information, agency insights and funding opportunities
- Bring you details about agency policy updates and funding proposals, upcoming ORDE seminars and website additions
- Develop and offer resources to increase your proposal development expertise
- Inform you of useful research-related databases and reports as they become available

PROGRAMS

- Develop and offer a faculty seminar series designed to increase your funding likelihood
- Provide assistance through our New Investigator Program

Please contact ORDE to register research interests, inquire about upcoming educational offerings and schedule individual appointments:

Lynette Michael, Director

Phone: 303-315-5826,

E-Mail: research.services@ucdenver.edu

ORE Web Site: <http://ucdenver.edu/orde>

Appendix E

VITA FORMAT

NB: All entries should be in reverse chronological order. Also, be sure to include page numbers.

Campus Address	Name	Home Address
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Education

Date, institution, subject.

Professional Experience

Refereed Publications, Galleries, Performances, etc.

Categories will depend on discipline. Galleries and performances included in this section should only be those where peer review or screening was involved.

Refereed Books and Book Chapters

Refereed Book Reviews

Non-Refereed Publications, Galleries, Performances, etc.

Meeting abstracts, proceedings, etc., technical reports, popular articles, or other galleries and performances.

Non-Refereed Books and Book Chapters

Non-Refereed Book Reviews

Publications/Creative Works in Preparation

Indicate whether papers are in press, under revision, under review, or being written. Cite journal, etc., when appropriate. Indicate dates of scheduled galleries and performances.

Refereed Presentations at Meetings

Non-Refereed Presentations at Meetings

Seminars/Workshops Presented

Courses Taught

Alphabetical listing without dates or specification of number of times taught.

Service

Department, college/school/library, Downtown Campus, UC DENVER, other campus, and university committees and activities, including faculty governance; state and national government agencies; accreditation and program review site visits; committees of professional societies or associations; session chair at professional meetings; consulting without remuneration.

N.B. Service activities for which you are separately compensated must be acknowledged. Also, you must conform to the University of Colorado's Regental rules about compensation for consultative services.

Recognitions, Honors, etc.**Professional Organizations**

Memberships and offices held in professional societies and associations.

Other Indicators of Scholarly and Creative Activity

Other indicators (both internal and external) of the quality of your scholarly and creative activity: grants, contracts, etc.; support received; citations of papers; reviews of your works; purchases of your works by museums; etc.

Appendix F

Candidate Responsibilities and Dossier Preparation

1. General

- a. Candidates for reappointment, tenure, or promotion are responsible for ensuring that the material in the dossier:
 - (1) is NOT contained in plastic sleeves;
 - (2) is submitted in the order specified;
 - (3) is separately tabbed with text, not alpha or numeric, labels that are well-secured in their plastic tabs;
 - (4) is complete, accurate, and properly organized in the teaching, research/creative work, and service sections; and
 - (5) presents the strongest possible case.
- b. While the candidate is expected to provide information about his or her entire career, evaluations focus on activities since the date of the last appointment, reappointment, tenure, or promotion.

2. Dossier

- a. *Current Vita.* The vita must be current to the date of submission and must follow the format provided in the Appendices to this policy. See Appendix A for the vita format and Appendix B for a sample vita. Primary units shall not propose, require, or use different vita formats.
- b. *Summary Statement.* This is a two-to-three-page summary overview of the candidate's entire record, dossier, and plans for the future, including responses to any suggestions and/or recommendations made in prior RTP reviews.
- c. *Teaching.* Material related to teaching includes a statement of teaching philosophy and changes in teaching methods over the years, a summary report on the history of courses taught and the number of students in classes (see Appendix G), work with students outside the classroom, methods used to review teaching, grading practices, a summary of the student evaluations, and a response to the evaluation data. A summary of the average overall course and instructor ratings, from the Faculty Course Questionnaires (FCQs) should be included. Actual FCQs for at least the most recent three (3) years must be provided in a separate binder. If a selection of actual FCQs is provided, the means of selection must be described.
- d. *Librarianship.* Library faculty include materials related to the practice of librarianship and work with students in that context.
- e. *Research and Creative Work.* Material related to research and creative work includes a statement describing the focus of the candidate's research/creative work to date, anticipated future directions, and information related to publications, performances, galleries, grants, and related

research, scholarly and other creative activity. Where the candidate has co-authors, the candidate must explain the role of each co-author and the meaning of the order of co-authors' names. For refereed journals, some indication should be given about the level of the journal, e.g., the reputation of the journal; the circulation rate of the journal; the acceptance and rejection rates (include the number of submissions) for the journal, etc. Similarly, for creative work (performances or exhibitions), an attempt must be made to evaluate the venue. Creative work, like scholarship, must be peer-reviewed. Where the candidate has received support for research/creative activities (e.g., been granted course releases, bought out of teaching courses, or received separate compensation for the creation or preparation of a commercial product), that information must be disclosed and explained in detail.

- f. *Service.* Material related to service includes all significant professional service to the university, city, state, region, nation, and to professional associations. An explanation must be provided for any separately-compensated service.

3. Color of Dossier

Colleges, schools, and the library provide each candidate with up to three, three-ring binders, color-coded as follows:

Architecture and Planning	gray	Engineering	red
Arts and Media	royal blue	Liberal Arts & Sciences	green
Auraria Library	white	Public Affairs	black
Business	maroon		
Education	pale blue		

4. Content of Dossier

- a. *Organization.* Dossiers are organized with dividers into specific sections, with each section containing the necessary relevant information. Omitted sections or sections without documentation are detrimental to the candidate.
- b. *Limitation.* Dossiers are limited to three (3), three-ring binders. The first binder contains all essential information. Supporting documentation, such as actual FCQ's, must be submitted in separate binders. Sample dossiers are available for review in the Center for Faculty Development.
- c. *Presentation of material.* Material in the dossier must be presented in an easily readable form without having to be removed from the dossier. Material is not to be presented in three-hole punched plastic sleeves.
- d. *Labeling of material.* Each dossier must be separately tabbed by section with text, not alpha or numeric labels.
- e. *Order of material.* Each dossier must contain the following material in the order listed below. If material is omitted or is not in the order specified, the Office of the Provost will return the dossier to the Dean's office without referring it to the VACA Committee.

- (1) Dossier Checklist

- (2) Form UCD-7
- (3) Primary Unit Criteria
- (4) All previous RTP and personnel action letters for the candidate
- (5) Primary unit's evaluation, vote, and recommendation
If vote not unanimous, explanation and possible minority report
- (6) First level review evaluation, vote, and recommendation
If vote not unanimous, explanation and possible minority report
- (7) Dean's evaluation and recommendation
- (8) Candidate's summary statement and Professional Plan
- (9) Candidate's current vita (in the required format contained in Appendix A), prominently tabbed
- (10) Letters from external evaluators, if required
Summary table of reviewers contacted, with information on each, and indicating which were recommended by candidate and by primary unit, and which provided letters
Explanation of how reviewers were chosen
Explanation if total number of reviewers fails to meet requirements
Explanation if ratio of candidate's to primary unit's fails to meet requirements
Explanation of lack of geographical diversity, if applicable.
- (11) Teaching or Librarianship
Committee or subcommittee report
Candidate's statement and summary table of courses taught, and numbers of students enrolled in each course
Summary of average overall course and overall instructor ratings from the Faculty Course Questionnaires (FCQs) for all courses taught since arriving at UCDHSC, Downtown Denver
Other evaluative data (peer review, student letters, other)
Supporting material in a separate binder
FCQs (including student comments) in a separate binder
Sample syllabi
- (12) Research and Creative Work
Committee or subcommittee report
Candidate's statement
Clarification about the types of journals or venues in which the candidate's work has been published, performed, or displayed (refereed vs. non-refereed), the role of the candidate in multiple-authored/created works, and information about the quality of the venues in which the work has appeared (e.g., journal or gallery ratings)
Evaluative data (summary of publications, grants, awards, etc.)
Supporting material in a separate binder
- (13) Service
Committee or subcommittee report

Candidate's statement (including an explanation about any additional compensation received for service activities)

Supporting material in a separate binder

- f. *Supporting material.* Candidates are entitled to submit to the primary unit any relevant material or information that may be helpful in evaluating the candidate for reappointment, promotion, and/or tenure. Dossiers may be accompanied by supporting materials such as books, monographs, refereed journal articles, photographs of works of art, etc. Supporting materials, if provided in separate binders, accompany the dossier, but are not part of it.

5. Return of dossiers

Dossiers and supporting documentation, except external letters, are returned to the candidate at the end of the RTP process.

Appendix G

Dossier Checklist for Reappointment, Tenure, and Promotion

Candidate's Name: _____

Action: Reappointment Comprehensive Review Tenure Promotion

School/College: _____

A candidate's dossier may be presented in no more than three (3), three-ring binders. If a candidate submits multiple binders, the case for reappointment, tenure, and promotion must be made in Binder #1, with supporting materials in the remaining binder(s).

Items on this checklist are listed in their required order in Binder #1.

- This checklist
- Form UCD-7
- Primary unit criteria
- Previous RTP and personnel actions, if any
- Primary unit recommendation
 - if vote not unanimous, explanation and minority report
- First level review/Dean's advisory committee review
 - if vote not unanimous, explanation and minority report
- Dean's recommendation
- Summary statement by candidate
- Candidate's current vita
- External letters
 - Two (2) lists (candidate's and primary unit's), with indication of who responded
 - Explanation of how reviewers were chosen
 - Copy of the letter(s) sent to reviewers
 - Total number meets requirements explanation if requirement not met
 - Ratio meets requirements explanation if requirement not met
- Teaching
 - Subcommittee report
 - Candidate's statement
 - Supporting material
 - FCQs in separate binder
 - Peer review in separate binder
 - Other in separate binder
- Research/Creative Scholarly Activities
 - Subcommittee report
 - Candidate's statement
 - Supporting material in separate binder
- Service
 - Subcommittee report
 - Candidate's statement
 - Supporting material in separate binder
- ALL Signatures

I have reviewed this candidate's dossier and affirm that it is comprised of _____ binders, is complete, and is consistent with University policy.

Dean's Signature

Date

Appendix H

University of Colorado Faculty Handbook

The University of Colorado Faculty Handbook is now available in an online version, which is the official handbook for faculty, as it contains links to current Regent policy. It is updated regularly as the Regents adopt/revise/delete policies and as the University Central Administration adopts/revises/deletes administrative policy statements.

You will find the University of Colorado Faculty Handbook at the following URL:
<https://www.cu.edu/content/faculty-handbook>

Other Important URLs:

Center for Faculty Development:

<http://facultydevelopment.ucdenver.edu>

Multiple Means of Teaching Evaluation

https://www.cu.edu/policies/policies/HR_TeachingEvaluation.html

The Professional Plan for Faculty:

https://www.cu.edu/policies/policies/HR_ProPlanFaculty.html

Downtown Campus Reappointment, Tenure, and Promotion Policy:

http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/DDC/Faculty/ReapptTenurePromotion.pdf

Standards, Processes and Procedures for Appointment, Reappointment, Tenure and Promotion:

<https://www.cu.edu/policies/alphaIndex.html>

Tenure Accountability:

https://www.cusys.edu/policies/policies/A_Tenure-Accountability.html

Mentoring and Faculty Development:

https://www.cu.edu/policies/policies/A_Mentoring-Faculty-Dev.html

Post-Tenure Review Policy:

https://www.cusys.edu/policies/policies/HR_Post-Tenure-Review.html

UC Denver Policies:

<http://administration.ucdenver.edu/admin/policies/index.htm>

Office of the Provost:

<http://ucdenver.edu/about/WhoWeAre/Chancellor/ViceChancellors/Provost/Pages/default.aspx>

Academic Affairs and Office of Faculty Affairs and Undergraduate Enrichment

http://www.ucdenver.edu/faculty_staff/faculty/faculty-affairs/Pages/default.aspx

UC Denver Student Attendance Policy:

http://www.ucdenver.edu/faculty_staff/employees/policies/Policies Library/OAA/StudentAttendance.pdf