PROGRAM IN HEALTH AND BEHAVIORAL SCIENCES

Reappointment, Tenure, and Promotion Policy

Primary Unit Criteria for Promotion to Full Professor
(Approved April 7, 2004)

The Laws of the Regents contain general criteria for reappointment, tenure, and promotion (RTP) decisions throughout the University of Colorado system. The purpose of this document is to interpret these general criteria for teaching, research, and service in the context of the CU-Denver Program in Health and Behavioral Sciences, specifically for promotion to full professor. Because individual faculty careers are diverse, the interpretations must be subjective. The interpretations are intended to provide elaboration about types of achievement that contribute to promotion decisions in this department, and which types are particularly important.

The Regents' criteria are as follows:

Professor: Professors should have the terminal degree appropriate to their field or its equivalent, and (a) a record that, taken as a whole, is judged to be excellent; (b) a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other; and (c) a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching, research, scholarship or creative work, and service.

Promotion to full professor is based entirely on demonstrated growth and accomplishment, not potential. The overall criterion is leadership, that is, becoming an individual looked to by others, which constitutes a substantial step beyond the expectations for an associate professor. Thus, an important part of the stature of a full professor is the ability to set one's own goals, and to reach them at a level that will be acknowledged by peers, internally and externally, as representative of professional excellence and leadership.

Different individuals will attain or exceed excellence in different areas, as they compile "a record that, taken as a whole, is judged to be excellent." The standard applies to teaching, research, and service as a whole, so that required or sufficient criteria in any one area cannot be specified. For example, teaching that goes beyond excellent, to truly outstanding, could be combined with research that falls a bit below excellence and service that shows strong-leadership to make a successful case for promotion. As another example, the analogue with teaching and research reversed could also occur. In such considerations, teaching and research each carry greater weight than service. As a guide, it is appropriate to discuss what could contribute to excellence in each area in the view of the Program in Health and Behavioral Science.

Teaching: An excellent teacher at the full professor rank should be a mature professional, able to adapt his or her instructional style to reach students at all levels effectively in a variety of situations, thereby leading by example. Because the department has a Ph.D. program, advanced
graduate education is more highly valued than in most other units in CLAS. Thus, supervision of high-quality Ph.D. projects is important to the department. Accomplishments, or the lack thereof, along these lines carry great weight. At the other end of the spectrum, in view of the development of undergraduate major and minor programs, ability to teach at the undergraduate level are vital to the department’s mission. For such courses, innovative approaches in the classroom and in the development of materials constitute important contributions that also carry significant weight. Additional evidence of excellence in teaching might involve supervision of undergraduate honors projects; innovations in upper-division and graduate courses; integration of technology into classroom activities; publications in leading education journals; strong student evaluations, especially in varied or pedagogically challenging courses; strong peer reviews by leading teachers, outreach to public schools; and honors and awards.

Research: To demonstrate excellence at the full professor level in research, the overall issue is evidence of a strong scholarly reputation, in which one’s work has impact in one’s field and is cited, used, or built upon by others. This represents leadership in research. Very strong letters from leading scholars are especially important. Publications in highly respected outlets are also necessary, on a sustained, long-term basis. Other indicators can provide additional evidence of excellence, such as high productivity, number of grants received, high rates of citations by other researchers, use of one’s work in the academic, public, or private sectors, invitations to speak at important conferences, significant external funding, honors and awards, and other visible professional activities, e.g., membership on respected editorial boards, organization of major conferences, and invitations to visit other research institutions.

Service: For excellence in service, the most important achievement in a general sense is self-initiated leadership that makes significant contributions to the department, college, campus, and/or system, becoming an individual looked to by others for guidance. This may take the form of major responsibilities in the department, mentorship of students or younger colleagues, substantial roles on committees at higher levels, and so on. Also important are leadership roles in the professional community, such as officer in a professional society, organizer of a conference, member of an editorial board, and professional service to community organizations; and outreach to the Denver community, including civic duties related to public health.

Primary Unit Criteria for Tenure

The Laws of the Regents contain general criteria for reappointment, teams, and promotion (RTP) decisions throughout the University of Colorado system. The purpose of this document is to interpret these general criteria for teaching, research, and service in the context of the CU Denver Program in Health and Behavioral Sciences, specifically for tenure and promotion to associate professor. Because individual faculty careers are diverse, the interpretations must still be subjective. The interpretations are intended to provide elaboration about types of achievement that contribute to tenure decisions in this department, and which types are particularly important.
The Regents' criteria are as follows:

**Tenure:** Tenure may be awarded only to faculty members with demonstrated meritorious performance in each of the three areas of teaching, research or creative work, and service, and demonstrated excellence in either teaching or research or creative work.

**Associate Professor:** Associate professors should have the terminal degree appropriate to their field or its equivalent, considerable successful teaching experience, and promising accomplishment in research.

The Regents' criteria for tenure emphasize demonstrated accomplishment. Along with this, the department's most important general criterion is that the candidate's record show promise for continued growth toward eventual promotion to full professor. Because promotion to the rank of full professor requires a substantial demonstration of leadership and achievement beyond what is expected for tenure and promotion to associate professor, signs of self-directed growth and initiative are vital in a tenure decision.

The Regents require demonstrated meritorious performance in all three areas of teaching, research, and service, with excellence in teaching or research. Accordingly, it is appropriate to discuss what could constitute meritorious performance or excellence in the view of the Program in Health and Behavioral Sciences.

**Teaching:** Solid success in a variety of courses, indicative of ability to adapt to different types of students and situations, along with advising and service on graduate thesis committees, could constitute meritorious performance. This represents a routine level of expectation for junior faculty. Excellence would require substantial further contributions, for which some possibilities will be described here. Because the department has a Ph.D. program, advanced graduate education is more highly valued than in most other units in CLAS. Thus, supervision of high-quality Ph.D. projects is important to the department. Accomplishments or clear promise along these lines will carry significant weight. At the other end of the spectrum, in view of the Program's development of an undergraduate program, undergraduate teaching is vital to the department's mission. In the case of such courses, innovative approaches in the classroom and in the development of materials constitute important contributions that will also carry significant weight. Additional evidence of excellence in teaching could involve supervision of undergraduate honors projects; innovations in upper-division and graduate courses; integration of technology into the traditional classroom environment; publications in leading education journals; strong student evaluations, especially in varied or pedagogically challenging courses; strong peer reviews by leading teachers; outreach to public schools; and honors and awards.

**Research:** Meritorious research should be based on publication of papers in leading journals, showing breadth beyond the doctoral thesis to indicate potential for future growth, along with some other activities such as contributed presentations at conferences, and supportive letters from respected reviewers. Demonstrated substantial growth beyond the doctoral thesis is necessary, as there would not be promise for eventual promotion to full professor without this. The expectation in Health and Behavioral Sciences is that the successful candidate for tenure and promotion will publish at least one high-quality publication per year; two publications per year is
the general expectation. In addition to publications, the candidate is expected to submit grant proposals. Although there is no quantitative requirement for grant receipt, it is generally expected that the successful candidate will have received at least one extramural research grant award by the time a tenure decision is made.

Excellence in research will be based on evidence suggesting that the candidate is building toward a strong scholarly reputation, in which one's work is well-known in one's field and is cited, used, or built upon by others. Strong letters from leading scholars are necessary and especially important. Publications in highly respected outlets are also necessary. Other indicators can provide additional evidence of excellence, such as high productivity, high rates of citations by other researchers, use of one's work in the academic, public, or private sectors, invitations to speak at important conferences, significant external funding, honors and awards, and other visible professional activities, e.g., membership on respected editorial boards, organization of major conferences, and invitations to visit other research institutions.

Service: The department generally avoids major service demands on untenured faculty, so that the expectations for meritorious service are relatively modest: solid contributions to intradepartmental committees and activities are considered sufficient. Demonstrated leadership in service is not part of the criteria for tenure, and is not expected.

Primary Unit Criteria for Comprehensive Review

The Laws of the Regents contain general criteria for reappointment, tenure, and promotion (RTP) decisions throughout the University of Colorado system. The purpose of this document is to interpret these general criteria for teaching, research, and service in the context of the CU-Denver Program in Health and Behavioral Sciences, specifically for comprehensive review during the pre-tenure period. Because individual faculty careers are diverse, the interpretations must still be subjective. The interpretations are intended to provide elaboration about types of achievement that contribute to comprehensive review decisions in this Program, and which types are particularly important.

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

The Regents' criteria for tenure emphasize demonstrated accomplishment. Along with this, the department's most important general criterion is that the candidate's record show promise for continued growth toward eventual promotion to associate and full professor. Signs of self-directed growth and initiative are vital in a tenure decision. The comprehensive review will
consider whether such signs are evident, and if not, this will be discussed in the feedback to the candidate. This will not be the basis of a decision not to reappoint a candidate.

For tenure, the Regents require demonstrated meritorious performance in all three areas of teaching, research, and service, with excellence in teaching or research. Accordingly, it is appropriate to discuss what could constitute meritorious performance or excellence in the view of the Program in Health and Behavioral Science.

Teaching: For tenure, solid success in a variety of courses, indicative of ability to adapt to different types of students and situations, along with advising and service on graduate thesis committees, could constitute meritorious performance. This represents a routine level of expectation for junior faculty. At the comprehensive review stage, some variety of successful teaching experiences would be expected.

For tenure, excellence would require substantial further contributions; some possibilities will be described here. Because the department has a Ph.D. program, advanced graduate education is more highly valued than in most other units. Thus, supervision of high-quality Ph.D. projects is important to the department. Accomplishments or clear promise along these lines will carry significant weight. At the other end of the spectrum, in view of our new and developing undergraduate program, undergraduate teaching is important to the department's mission; for such courses, innovative approaches in the classroom and in the development of materials constitute important contributions that will also carry significant weight. Additional evidence of excellence in teaching could involve supervision of undergraduate honors projects; innovations in upper-division and graduate courses; integration of technology into the traditional classroom environment; publications in leading education journals; strong student evaluations, especially in varied or pedagogically challenging courses; strong peer reviews by leading teachers; outreach to public schools; and honors and awards. The comprehensive review will evaluate whether the candidate is progressing toward excellence by these standards.

Research: For tenure, meritorious research could be based on some papers in leading journals, showing breadth beyond the doctoral thesis to indicate potential for future growth, along with some other activities such as contributed presentations at conferences, and supportive letters from respected reviewers. Demonstrated substantial growth beyond the doctoral thesis is necessary for tenure, as there would not be promise for eventual promotion to full professor without this. The comprehensive review will evaluate this growth carefully and discuss it in the feedback to the candidate. Some evidence of research beyond the thesis is necessary for reappointment.

For excellence in a tenure case, the overall issue is building toward a strong scholarly reputation, in which one's work is well-known in one's field and is cited, used, or built upon by others. Strong letters from leading scholars are necessary and especially important. Publications in highly respected outlets are also necessary. Other indicators can provide additional evidence of excellence, such as high productivity, high rates of citations by other researchers, use of one's work in the academic, public, or private sectors, invitations to speak at important conferences, significant external funding, honors and awards, and other visible professional activities, e.g., membership on respected editorial boards, organization of major conferences, and invitations to
visit other research institutions. The comprehensive review will assess the candidate's progress toward excellence by these standards. Many of these indicators are not typically achieved at such an early stage; the review will address the candidate's prospects for future impact.

Service: In the pre-tenure years, and hence in the criteria for tenure, the department generally avoids major service demands on junior faculty, so that the expectations for meritorious service are relatively modest; solid contributions to routine Program committees and activities would be considered sufficient. Demonstrated leadership in service is not part of the criteria for tenure, and is not expected. The comprehensive review will evaluate the candidate's development as a citizen and point out any perceived problems.

Primary Unit Evaluation Committee and the Evaluation Process

The Evaluation Committee

The Chair of the Program in Health and Behavioral Science will constitute an evaluation committee to consider a candidate's promotion and/or tenure. This committee will be charged with evaluating the teaching ability, research accomplishments and the university and public service contributions of the candidate. This committee will be constituted in accordance with University of Colorado Regental Policy.

Because the Program in Health and Behavioral Sciences is interdisciplinary and interdepartmental, membership on the evaluation committee will be determined by the Chair, in consideration of the candidate's area(s) of expertise, and may include members from multiple departments, programs, and campuses.

The candidate will provide to the evaluation committee in a timely fashion a dossier which includes the relevant materials as outlined in the current CU-Denver "Strategies for Success" document published annually by the Office of Academic and Student Affairs. In addition, the committee will consider other relevant information, including external review letters. The scope of this information is outlined in the Faculty Handbook. The evaluation committee shall submit a written evaluation of the candidate's performance in research, teaching and service to the chair of the department.

Voting Procedures

Subsequent to receiving the written evaluation of the committee, the chair will call a meeting of the tenured faculty in the Program, and tenured faculty from other departments who have served on the evaluation committee. A motion to recommend promotion and/or tenure will be placed on the floor for discussion and a vote. The contents of this discussion, the written evaluation and the results of the vote will be reported to the Dean of the College of Liberal Arts and Sciences in the form of a formal letter from the chair of the Program. Voting will be by secret ballot.