Promotion from Associate to Full Professor

<table>
<thead>
<tr>
<th>Excellence with evidence of Scholarship in:</th>
<th>Meritorious in one of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Leadership and Service</td>
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<tr>
<td></td>
<td>Public Health Practice/Clinical Activity</td>
</tr>
<tr>
<td></td>
<td>Teaching</td>
</tr>
</tbody>
</table>

D.3.d) Performance Criteria for Promotion in the Clinical Teaching Track

Promotion from Assistant to Associate Professor

<table>
<thead>
<tr>
<th>A. Excellence in one of the following:</th>
<th>B. Meritorious in two of the following, including the one indicated as Excellent in A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
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Promotion from Associate to Full Professor

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<tr>
<td></td>
<td>Research</td>
</tr>
</tbody>
</table>

D.4. Promotion of Clinical Faculty, CSU/UNC Faculty, and Faculty with Secondary Appointments

A. Promotion of Clinical Faculty from local Health and Hospital Organizations

Faculty members whose professional home is one of the local health and hospital organizations and who wish to pursue an academic career will be reviewed using the same promotion criteria as described above for faculty with a primary appointment within the ColoradoSPH. Additional information about the promotion schedule, the process, and the dossier are outlined on pages 21-25.
B. Promotion of Other Clinical Faculty

Promotion from Clinical Assistant to Clinical Associate Professor

Promotion from Clinical Assistant to Clinical Associate Professor requires that the faculty member meet the criteria for Associate Professor described in the School’s Bylaws (Types of Appointments. Clinical Associate Professor). The faculty member whose contributions merit consideration for appointment or promotion to the rank of Clinical Associate Professor must show substantial ongoing contributions to the department. Contributions include but are not limited to teaching, serving on committees and as a research mentor, giving seminars and Grand Rounds, and taking an active role on departmental committees and meetings. Collaborative research/scholarly activity with departmental faculty and/or students, health services administrative activity, public health practice/clinical activity and community service will be considered. The faculty record, taken as a whole, must demonstrate success in the above-mentioned areas.

Promotion from Clinical Associate to Clinical Professor

Promotion from Clinical Associate to Clinical Professor requires that the faculty member meet the criteria for Professor described in the School’s Bylaws (Types of Appointments. Clinical Professor). The faculty member whose contributions merit consideration for appointment or promotion to the rank of Clinical Professor must show outstanding ongoing contributions to the department. Contributions include but are not limited to teaching, serving on committees and as a research mentor, giving seminars and Grand Rounds, and taking an active role on departmental committees and meetings. Collaborative research/scholarly activity with departmental faculty and/or students, health services administrative activity, public health practice/clinical activity and community service will be considered. The faculty record, taken as a whole, must be judged to be excellent and indicates substantial, significant and continued growth and development and accomplishment in the above-mentioned areas.

C. Promotion of CSU / UNC Adjunct Faculty and Faculty Members with Secondary Appointments

Adjunct Faculty members with primary appointments at partner institutions (CSU, UNC) will be reviewed for their participation and accomplishments within the context of the School. For promotion to a senior rank they will be reviewed by the APT Committee. They are not required to submit a dossier but the following documentation is needed: Partner University approval, Partner Liaison statement re: ColoradoSPH activities and request for promotion, concurrence from ColoradoSPH Department Chair.

Faculty with secondary appointments in the ColoradoSPH will be reviewed by the DAPTCO (if promotion is to senior rank). Full CV and letter from ColoradoSPH Department Chair are required.

D.5. Levels of Review

First Level Review

First Level Review occurs at the School level. After the departmental review conducted by the Departmental Appointments, Promotions and Tenure Committee (DAPTCO) and the review by the Department Chair, the promotion and/or tenure dossier will be reviewed by the school-wide Appointments, Promotions and Tenure Committee (APT Committee), aka “First or Dean’s Level Review.” The dossier review concludes with the Dean’s assessment and his letter to the candidate. While the Provost and his advisory committee (VCAC) do not review ‘promotion only’ dossiers that have been unanimously approved at the School level, he officially approves all faculty promotions to senior ranks to include new offer letters.
Second Level Review
In the case of a tenure application, the “Second Level Review” takes place at the Campus level. It includes the review by the Vice Chancellor’s Advisory Committee (VCAC) as well as the review by the Provost and the Chancellor.

Third Level Review
The tenure application process continues with the “Third Level Review” of the President whose recommendation will be forwarded to the Board of Regents. The Regents will make a final decision on the award of tenure.

Dissenting Votes at the School level and Provost Review
Promotion requests with dissenting votes are subject to Second Level Review. Should either the APT Committee or the Dean disagree with the recommendation of the DAPTCO, the Dean shall communicate the nature of this disagreement with the Department Chair. The DAPTCO shall then reconsider its original recommendation and return its reconsidered judgment to the Dean for her/his consideration and that of APT. The recommendation of the Dean, the results of the votes of the DAPTCO and APT, and the comprehensive dossier on the candidate shall be forwarded together to the Provost. Where differences of opinion between the DAPTCO, the APT, and/or the Dean have occurred and have not been resolved, each party in the disagreement shall submit a brief statement outlining the areas of disagreement and the reasons for its recommendation in that context.

Disapproval of Tenure at the Second or Third Level Review
For procedures in the case of a negative tenure recommendation by either the Chancellor or the President, please see APS 1022 “Standards, Processes and Procedures for Comprehensive Review, Tenure, Post-Tenure Review and Promotion, page 5 at https://www.cu.edu/ope/aps/1022.

A. Departmental Review – The Departmental Appointments, Promotions and Tenure Committee (DAPTCO)
Applications for promotion and/or tenure are typically initiated by the Department Chair.

The initial review of a faculty member’s qualifications for promotion to Associate Professor or Professor (regardless of track), or for award of tenure, is performed by the DAPTCO, in consultation with the Chair of the faculty member's department. In the “Laws of Regents” this is the primary unit "Evaluation Committee." Promotions to the rank of Instructor, Senior Instructor and Assistant Professor in the research and clinical teaching track are made directly by the Department Chair.

Having reviewed and discussed all relevant information regarding a candidate, the DAPTCO will vote and provide a written evaluation to the Department Chair and the Associate Dean for Faculty to either support or to reject the proposed faculty promotion or award of tenure in accordance with the School’s criteria.

Based on the DAPTCO’s evaluation the Department Chair will then provide his or her own letter summarizing the professional experience, achievements, and departmental role of the candidate to the Associate Dean for Faculty for submission to the Chair of the Appointments, Promotions and Tenure Committee (APT) together with the faculty member’s dossier.

If the Department Chair does not wish to support the recommendation for promotion or tenure of an individual who is already in the department, this decision shall be disclosed to the faculty member in a letter fully stating the reasons for the decision. In such a case, the faculty member may submit to the Associate Dean for Faculty all credentials, supporting documents and other appropriate information regarding his/her promotion, as described above, and request review by the DAPTCO, which shall also have access to all relevant documents.
In the event that the DAPTCO recommends promotion or tenure without the concurrence of the Department Chair, the DAPTCO shall forward the appropriate documents to the Associate Dean for Faculty along with a letter stating why the Department Chair does not concur. The Associate Dean for Faculty will review the proposed change in status and will have access to all relevant departmental records.

B. First or Dean’s Level Review – The Appointments, Promotions and Tenure Committee (APT Committee)

The APT Committee receives from the Office of Faculty Affairs all information relevant to the candidate’s promotion or tenure to support the recommendation and requests any additional information from any source until, in its judgment, the submitted information is deemed adequate. When the petition for promotion or tenure is made by the individual faculty member without the support of the Chair, it is the responsibility of that faculty member to collect and present to the Associate Dean for Faculty all appropriate information. This information will then be forwarded to the APT Committee by the Associate Dean for Faculty.

Having reviewed and discussed all relevant information regarding a candidate, the APT committee will vote and provide a written evaluation to either support or to reject the proposed faculty promotion or award of tenure. A subcommittee of at least five tenured members of the APT committee employed by the University will make recommendations concerning tenure. This recommendation will be conveyed to the Dean for first level review.

If any differences of opinion between the DAPTCO, the Department Chair, the APT Committee, and/or the Dean have not been resolved, each party in the disagreement shall submit to the Provost a statement outlining the areas of disagreement and the reasons for its recommendations (please see also page 19).

C. Second Level of Review (Level of the Provost and Chancellor) and Third Level Review (Level of the President)

The Dean submits to the Provost his/her own recommendation along with the results of the votes of the DAPTCOs and the APT Committee, and the complete documentation of the qualifications and accomplishments of, and letters of references on behalf of, the candidate.

Completion of the Second Level of Review by the Provost and the Chancellor of the University of Colorado Denver, and of the Third Level of Review by the President of the University, shall occur as outlined the Regents APS 1022 “Administrative Policy Statement: Standards, Processes and Procedures for Comprehensive Review, Tenure, Post-Tenure Review and Promotion” http://www cu edu/sites/default/files/1022.pdf . A detailed schedule and description of each step is given below.
D.7. The Candidate’s Dossier

It is the responsibility of the candidate to provide the required documentation. It should be concise and well-organized. Unless otherwise noted, the documentation should cover the candidate's entire academic career, regardless of the site or time at which the work was done. Candidates are encouraged to meet with the Department Chair, their assigned mentor, the DAPTCO chair, or the Associate Dean for Faculty for help in preparing the documentation. Candidates are also encouraged to attend the promotion 101 meetings.

The dossier shall include:

- CV abstract (see attached template)
- Full CV (see attached template)
- Summary and Documentation of teaching, research, and/or public health practice/clinical activity (as appropriate to appointment), as well as leadership and service (see attached “Examples”).
- Three most important publications with a brief description of faculty member’s substantial contribution to each publication and the contribution to science of each publication.

Summary and Documentation of Teaching (with Scholarship, if applicable)
It is recognized that teaching takes many forms. Among these are independent teaching of courses (sole responsibility for course content); team teaching of courses; teaching of seminars; advising students regarding course work and requirements; and guiding the research of master’s and doctoral students and post-doctoral fellows. This section should include the following:

- Narrative summary of teaching/advising/mentoring activity (i.e., teaching statement, 1-2 pages), highlighting teaching philosophy, approach and any special accomplishments. This section should not repeat information already provided in the CV.
- Course evaluations for all courses taught as a course director in the past 3-5 years.
- Summary of all course evaluations. Please see ‘Appendix C’ of the Faculty Handbook.
- Receipt of teaching awards
- Optional
  - Course syllabi (detailed course material is not required)
  - Solicited and unsolicited letters from students and peers, especially for documenting excellence in teaching.

- Documentation of scholarly teaching activities (if applicable):
  - Examples of scholarly teaching activities include:
    - Development of innovative educational materials
    - Innovative methods of teaching
    - National reputation as an innovative educator
    - Educational leadership

Summary and Documentation of Research (with Scholarship, if applicable)
This section should include the following:

- Narrative summary of research goals and activities (i.e., research statement, 1-2 pages), highlighting any special accomplishments. This summary should state the focus of independent research inquiry and/or the candidate’s specific contribution to collaborative work. This section should not repeat information already provided in the CV.
- Receipts of research awards
- Optional:
  o Citations in scientific journals
  o Solicited or unsolicited letters from colleagues and collaborators

Documentation of scholarly research activities:
  o Examples of scholarly research activities include:
    • Research leadership
    • Impact of research program
    • Regional / national / international recognition for research

Summary and Documentation of Public Health/Clinical Practice (with Scholarship, if applicable)
This section should be included only if the candidate is involved in public health or clinical practice. This section should not repeat information already provided in the CV.
  - Narrative summary of public health practice/clinical practice activities (i.e., *public health/clinical practice*, 1-2 pages), highlighting any special accomplishments. This section should not repeat information already provided in the CV.
  - Receipts of public health/clinical awards

Documentation of scholarly activities in public health/clinical practice (if applicable)
  o Examples of scholarly activities in public health/clinical practice include:
    • National / international reputation in public health / clinical practice
    • Innovative procedures for the practice of public health / clinical practice
    • Relevant opinions of colleagues and others

Summary and Documentation of Leadership and Service
This section should include the following items:
  - Narrative summary of leadership and service to one’s discipline and profession at the level of the department, ColoradoSPH, and University, as well as at a local, state, regional, national and international level, highlighting any special accomplishments.
  - Narrative summary of professional or other leadership and service to the community, highlighting any special accomplishments and awards. This section should not duplicate the summary provided for public health/clinical practice.
  - This section should not repeat information already provided in the CV, but rather should describe and place these activities into context.

Three most important publications
  - Reprints of any publications (not to exceed three). Articles should be selected for which the candidate has made a significant contribution. Generally, this would show the candidate as either first or senior author.
  - In all cases, the candidate should provide a brief description of their substantial contribution to each publication and the contribution to science of each publication.
## NAME

<table>
<thead>
<tr>
<th>Current Rank</th>
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## EDUCATION

<table>
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<tr>
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<th>Degree</th>
</tr>
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<tbody>
<tr>
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</table>

## PROFESSIONAL EXPERIENCE

(Academic Appointments – List Current Appointment First)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

## TEACHING ACTIVITIES

Summarize major classroom teaching, student mentoring, and other teaching activities and responsibilities

## RESEARCH ACTIVITIES (if applicable)

Summarize major research activities and responsibilities.

## PUBLIC HEALTH / CLINICAL PRACTICE ACTIVITIES (if applicable)

Summarize major public health or clinical practice activities and responsibilities.
PUBLICATIONS

1.) Number of original articles in peer-reviewed journals (TOTAL):
First-author:          Senior-author:          Other co-author:

2.) Number of books:

3.) Number of other publications (scholarly reviews, symposium papers, editorials, book chapters, and proceedings):

4.) Number of published or presented scientific abstracts (TOTAL):
Refereed abstracts:       Un-refereed abstracts:

5.) Letters-to-the-editor, technical reports, other publications:

6.) Unpublished works (papers, submitted manuscripts, course syllabi, quality improvement projects, patient education materials, case studies or other creative work) available for review in written or electronic format:

____________________________________________________________________________________

LEADERSHIP AND SERVICE, PROFESSIONAL SOCIETY MEMBERSHIPS AND HONORS
Summarize major leadership and service activities and responsibilities. Do not duplicate the section on Public Health / Clinical Practice.
Appendix B

FORMAT FOR CURRICULUM VITAE

Current Position
- Include title(s) and professional address, email, fax
- Do not include birth date or Social Security Number

Education
- In chronologic order, list institutions attended and degrees (begin with college or university)
- Include internship, residency, fellowships, post-doctoral training
- Do not include CME or other courses taken; this information may be highlighted in a teacher’s or public health practitioner’s / clinician’s portfolio

Academic appointments and positions
- List these chronologically (including dates)
- Include full-time and part-time, primary and adjunct faculty positions

Professional positions
- List positions chronologically
- Include military service, if applicable
- May list consulting positions

Honors and awards
- Graduate school honors and distinctions
- Clinical, teaching, research or service awards
- Elected and honorary society memberships
- Honorary fellowships

Professional Affiliations
- List organizations (and dates)
- Include offices held and other leadership positions

Professional Leadership and Service
- Group (as appropriate) under headings: Departmental, school, university, local/community, state, national and international
- Include academic, community, state, national and international service, committees, tasks forces, boards and commissions
- Note leadership positions, key responsibilities

Licensure and board certification
- Include dates of state certification, board certification and recertification
- Do NOT list medical license numbers

Inventions, intellectual property and patents held or pending, if applicable

Review, Referee and Editorial Activities
- Service on editorial board (Include dates)
- Grant review committees and study sections
- Service as ad hoc reviewer for journals, professional societies or scientific meetings (State dates, journals, meetings)

Invited Lectures, Presentations, Workshops
- As list lengthens, may divide into headings: Local, regional, national, international
- Do not include here publications or scientific abstract presentations

Teaching record
- Courses developed and taught. List course numbers and dates, number of students, extent of responsibility (course developer, sole instructor, co-instructor, occasional lecturer).
- Advising. A cumulative and dated list of formal advisees should be presented in chronological order. Advisor roles should be drawn from the list below, listing all that apply:

**MPH**
- Academic advisor
- Capstone advisor

**MS**
- Academic advisor
- Master's project or thesis advisor
- Examination committee member

**PhD**
- Academic advisor
- Dissertation advisor/mentor/chair
- Examination committee member

- Other teaching activities. List teaching/educational activities such as continuing education, outreach, and development of instructional materials.
- Key administrative positions, such as training program director, and dates.
- All supporting details should be provided in separate teaching portfolio.

**Research Record**
- Grants: List all grants awarded. List active grants first, completed second, pending third. Include title, funding agency, one-sentence summary of purpose of award, period of funding, amount of funding, and candidate’s role (principal or co-investigator, consultant, etc.)
- Bibliography:
  - Include, in separate sections, the following items:
    - Papers published in peer-reviewed journals (may include in-press articles)
    - Non-Peer reviewed articles
    - Books and chapters in books
    - Other publications, non-published documents, reports, research or policy papers, lay press articles (must be complete and available for review)
    - Other “products of scholarship” (software, CD’s, case simulations, videos, etc.)
    - Competitive scientific abstracts published or presented at scientific meetings. List meeting, journal reference and type of abstract (plenary, oral or poster).
    - Non-competitive scientific abstracts published or presented at scientific meetings. List meeting, journal reference and type of abstract (plenary, oral or poster).
  - Within each section, number all publications (beginning with the earliest) and list in order of publication
  - Underline your name (or highlight in bold) as it appears in author list
  - For co-authored articles, a statement indicating the role of the candidate in the publication may be included but is not required. Specifically, note participation in conceptualization, grant writing, implementation, analysis, manuscript writing.
  - Identify manuscript published with student(s), fellow trainee(s) (*)

Appendices
Appendix D
Colorado School of Public Health
Examples of Meritorious and Excellent Performance
in the Conduct of Faculty Responsibilities

This document provides examples of efforts, activities, and achievements that are reflected in typical
dossiers of individuals meeting the criteria for “meritorious” or “excellent” performance in teaching,
research, public health practice, and leadership & service. It also provides examples of scholarship in
the above areas. Its purpose is to illustrate various levels and patterns of accomplishment for use by
faculty preparing dossiers for promotion and/or tenure, the department chairs and mentors advising
them, and members of the review committees that will be examining and recommending actions based
on the dossiers. The document supplements the more general instructions provided by the School with
respect to the contents of a dossier for promotion and/or tenure. The examples presented here also are
intended to provide clarification of CSPH standards for those reviewing potential promotions at the level
of the Vice Chancellor.

Although the examples provided here do not address differences in levels or types of activities meeting
the criteria of “meritorious” and “excellent” for the respective faculty ranks (Assistant Professor,
Associate Professor, etc.), the general expectation is that performance at each successively higher level
will reflect continuous productivity and activities of increasingly greater importance within the
individual’s area(s) of expertise. Candidates are not expected to demonstrate all of the activities listed;
rather, the extensive numbers of examples provided are meant to reflect the wide array of activities that
are valued by our School. Additional examples not listed here may be included if they serve to illustrate
the quality of an individual’s work. It should also be noted that although there is potential overlap
between the four domains in the types of activities included as examples, this does not mean that
activities or achievements can be counted under more than one domain.

In summary, rather than providing an “absolute standard,” these examples serve to demonstrate the
diversity of ways in which faculty may meet the standards for meritorious or excellent performance in
each of the four areas of faculty responsibility within the Colorado School of Public Health.

Note: It is the responsibility of the departments within CSPH to articulate any disciplinary-specific
requirements or conventions (e.g., differences in expectations related to collaborative vs. independent
work, or types of authorship) that should be considered for individual candidates seeking promotion or
tenure.

TEACHING - MERITORIOUS

Teaching activities
Meritorious participation in the teaching activities of the department/school/university/outside the
university. The expected extent of such activities will reflect the discipline or department-specific
conventions and guidelines. Teaching activities can take various forms:

– Creating a new graduate course and subsequently directing or co-directing the course.
– Adapting an existing course to a new format (e.g., from in-person to online)
– Creating and presenting for several years a series of lectures covering one or more topics in
various settings (including CTSA, community workforce training, etc.).
– Creating and delivering educational sessions for continuing education purposes or as part of a
summer institute (usually several times).
– Developing one or more new practicum opportunities for MPH students
Participation as instructor or mentor on a training grant
- Developing/revising a course reading list or assignments or lectures that incorporate diverse scholarly perspectives, concepts, readings, and/or scholarship and/or representing diverse authors, as relevant to the course material
- Developing a service learning experience or practicum site to introduce students to issues of concern to local residents
- Inviting guest speakers for a course or seminar who represent or serve underrepresented or disadvantaged groups or populations
- Assisting students in planning cultural events related to a course
- Providing an educational session in a summer “pipeline” program or institute that targets underrepresented students
- Giving a talk to a high school or undergraduate class on a health equity-related topic

Advising and mentoring
Advising/mentoring students, fellows, residents, junior faculty can take different forms, such as:
- Serving as primary mentor for several student research papers or primary preceptor for several practicum or capstone projects.
- Including students as co-authors on several peer-reviewed publications.
- Serving as member of thesis committees for graduate students (usually 3-6 students).
- Serving as primary mentor on dissertation committees for graduate students (usually 1-2 students).
- Serving as mentor/advisor of a postdoctoral fellow or junior faculty member.
- Mentoring of one or more international or minority students, postdoctoral fellows or faculty (e.g., a minority or disadvantaged student who obtains an F31)
- Serving as faculty advisor to student organizations representing underrepresented groups
- Actively recruiting women and people of color to join student organizations, programs, or to participate in leadership opportunities from which they might benefit

Contribution to organization of teaching activities
Organizing a series of seminars, grand rounds, journal clubs, or student discussion groups (at least once).

Evaluations from students and peers
Meritorious (i.e., above average) evaluation of teaching/mentoring efforts can take several forms:
- Consistently meritorious evaluations/comments from students for classroom teaching.
- Meritorious evaluations/comments from peers for classroom teaching.
- Meritorious evaluations as program/concentration director from students and peers.
- Course evaluations reflect a classroom culture that effectively incorporates perspectives from diverse students.

Accomplishments of students/mentees
- One or more publications in peer-reviewed journals featuring students/mentees as first author.
- One or more student/mentee presentations at local/national meetings.
- Several publications in peer-reviewed journals featuring students/mentees as co-author.
- One or more student-led products (e.g., video, technical report) adopted or implemented by external organization for ongoing use
- Mentees, including faculty from underrepresented groups, achieve promotion and/or tenure.
Authorship of education-related papers in peer-reviewed journals
- Evidence of peer-reviewed or other productivity in teaching or education; the expected number of papers will reflect the discipline or department-specific conventions and guidelines.
- Publications represent a significant contribution to the published literature.

Presentations at national meetings; local, state or regional reputation in education / teaching
- One or more refereed or contributed presentations at state, regional or national meeting relevant to education or teaching
- Local, state or regional reputation as evidenced by external letters, invitations to present or moderate at local, state or regional meetings; invited seminars at local or state institutions; invitations to conduct peer reviews for local, state, or regional funding bodies; organizing state and regional scientific meetings, serving as a local, state or regional educational consultant or advisory committee member.

Teaching Improvement
Evidence of improvement in teaching quality:
- Consistent evidence of improvement over time in student and/or peer evaluations
- Attendance at University or national workshops or trainings intended to improve teaching quality, e.g., those sponsored by CU Denver Center for Faculty Development
- Changes in course materials, content being covered, delivery approaches, or evaluation approaches intended to improve quality.
- Participation in workshops or training on unconscious bias, diversity and inclusion, or other topics intended to improve classroom culture, teaching or mentorship

TEACHING - EXCELLENCE

Teaching activities
Repeatedly assuming significant teaching duties of high quality:
- Developing a new curriculum
- Creating and directing multiple graduate courses as sole or primary instructor, sustained over time.
- Adapting multiple existing courses to a new format (e.g., from in-person to online)
- Creating and overseeing implementation of a new continuing education program or summer institute.
- Developing multiple new practicum site opportunities for students or residents, sustained over time
- Participation as an instructor or mentor on multiple training grants, sustained over time.
- Creating an extension program to address needs in underrepresented communities
- Inviting and hosting a Visiting Professor/Lecturer to teach a health equity-related seminar series or course in the department or School
- Learning a new language (including American Sign Language) to be able to speak to current or prospective students.
- Developing teaching resources for faculty on diversity and inclusion/health equity in public health

Advising and mentoring
Advising/mentoring students, fellows, residents, and junior faculty can take any/all of the forms mentioned for “meritorious.” For “excellence,” it is expected that mentoring/advising activities will have involved more students and will have been consistently conducted over time. For example:
Serving as primary mentor each year for multiple student research papers or preceptor for multiple practicum or capstone projects or member of multiple thesis committees, sustained over time.

- Co-authoring a number of peer-reviewed publications on which a student is the first author.
- Serving as chair on multiple dissertation committees for graduate students over time.
- Serving as primary mentor on dissertation committees for and successfully graduating multiple graduate students, sustained over time.
- Serving as mentor/advisor of multiple postdoctoral fellows and junior faculty members, sustained over time.
- Consistently offering research assistantships or post-doctoral fellowships to applicants from underrepresented groups.
- Consistently mentoring multiple students, fellows and/or faculty from underrepresented groups, sustained over time.

Evaluations from students/fellows and peers
Excellent evaluation of teaching/mentoring efforts can take several forms:
- Consistently excellent evaluation/comments from students for classroom teaching.
- Consistently excellent evaluations/comments from peers for classroom teaching.
- Consistently excellent evaluations as program/concentration director from students and peers.
- Receipt of departmental, School or campus teaching awards, recognition as an outstanding role model for students.
- Receipt of departmental, School or campus awards for promotion of diversity and inclusion in educational activities or programs.

Accomplishments of students/mentees
- Consistent level of first-authored publications in peer-reviewed journals by students/mentees.
- Numerous student/mentee presentations at national/international meetings.
- Numerous student-led products (e.g., videos, technical reports) adopted or implemented by external organization for ongoing use.
- Writing and obtaining training grants.
- Receipt of honors or awards by students/mentees, including students from underrepresented groups.
- Receipt of K award or first grant or pre-doctoral award by mentees.
- Students/fellows who pursue outstanding academic careers, including students from underrepresented groups.

Authorship of papers in peer-reviewed journals
- An ongoing, sustained peer-reviewed publication record that represents a significant and sustained body of work relevant to pedagogy; the expected number of primary authored papers will reflect the discipline or department-specific conventions and guidelines.
- Sustained productivity since the prior promotion.
- Publications will have an impact on the field of study (e.g., high quality journals; numerous citations).
- Publications represent a significant contribution to the published literature.

A role in the development, design, direction and/or management of an educational program with external funding
- PI status (or equivalent; e.g., Core PI, Site PI, Subcontract PI, Multiple PI)) on several peer-reviewed training grants, including renewals or major supplements of grants and contracts.
- Development and/or application of new and novel techniques in practice, representing substantive scientific contributions to educational methods.
- Securing training grants or other funding to support educational initiatives related to diversity and inclusion

A national and/or international reputation in education / teaching
- Evidence of significant achievement in one’s area: a newly recognized phenomenon, highly cited paper, innovative approaches or methods.
- Receipt of University or national teaching awards (e.g., selection as CU President’s Teaching Scholar).
- Receipt of University or national awards for promotion of diversity and inclusion in educational activities or programs

Presentations at national and international meetings; invited seminars at this and other institutions
- Refereed or contributed presentations on pedagogy at national and international meetings or conferences.
- Invitations to present seminars at institutions outside of Colorado, moderate at national or international meetings, or serve as a national advisory committee member.

TEACHING SCHOLARSHIP

Innovation in education
- Develops innovative methods of teaching /mode of delivery, e.g., online course techniques, problem-based learning techniques, that influence educational practice in the field
- Develops innovative methods to teach non-traditional public health students, such as undergraduates, high school students, high school teachers, the public at large

National/International reputation as an innovative educator
- National / international recognition in pedagogical scholarship
- Serves on peer-review panels for training/educational grants.
- Gives invited presentations at national or international conferences or workshops on educational / teaching methods.
- Utilized as a national consultant in area of teaching expertise.
- Invitations to provide consultation and policy assistance.
- Teaches a board examination review course.
- Teaches in summer programs or short courses at other institutions.
- National or international reputation as evidenced by external letters, invitations to be a visiting professor at another institution, keynote or symposium speaker at meetings (national or international).
- Recognized as a trainer of trainers, or teacher of teachers.
- National/ international teaching awards
- National / international awards for promotion of diversity and inclusion in educational activities or programs
- Associate Editor/Section Editor or Editor-in-Chief of an educational journal.

A strong record of publications in education.
- Writes a number/series of reviews, monographs, or other such creative work regarding teaching or education practices that represent a major body of work and provide a documentable reputation.
– Record of publications with significant impact (numerous citations, leading to an RFA, resulting in policy changes).
– Substantial record of publication on educational methods that represent a major body of work relevant to promoting success of students from underrepresented groups

**Leadership and impact in teaching / education**

Educational Leadership can take several forms:
– Writing of monographs, textbooks, chapters that educate students, public health professionals, researchers, clinicians.
– Serving as Program Director for an educational program (MPH, MS, PhD, Residency, etc.) or Associate Dean for Student Affairs.
– Developing and organizing new programs, new curricula.
– Developing and conducting training programs that build the public health workforce at the local, state or national level.
– Consistent participation in national/international educational activities - e.g., Residency Review Committee, programs sponsored by professional organizations, re-certification, workshops and symposia, etc.
– Directs a national educational collaborative or center within such a collaborative
– Leadership role in educational policy at national / international levels
– Lead a national teaching initiative to promote diversity and inclusion in schools of public health

**RESEARCH - MERITORIOUS**

**Authorship of papers in peer-reviewed journals and other rigorously reviewed publications**
– Evidence of research productivity: publications in peer-reviewed journals or other rigorously reviewed, practice-oriented products such as agency reports and white papers, several as first, senior or primary author; the expected number of primary authored papers will reflect the discipline or department-specific conventions and guidelines.
– Publications include work that demonstrates ability to generate and test hypotheses, and represent a significant contribution to the published literature.

**Authorship of technical/scientific reports or other published communications**
– Reports and other communications reflect scientific outcomes relevant to the field, and are made available to others in the discipline.

**A role in the development, design, scientific direction and/or management of a research program with external funding**
– PI or Co-Investigator on NIH or other federal grants (R01, R03, R21, K award), or similar roles on foundation and institutional (e.g., CTSA) grants. Private research contracts also may be considered, if the research results in peer-reviewed manuscripts.
– Recipient of a “First” award.
– Active and substantive scientific and logistical contributions to the management of a research program.
– Consistent salary funding on research projects.
– Secures funding for research that addresses, or partners on one or more research projects with community organizations serving, populations disproportionately affected by adverse health outcomes (e.g., those living in poverty).
Presentations at national meetings; local, state or regional reputation in research
- Refereed or contributed presentations at national and international scientific meetings.
- State or regional activity as evidenced by external letters, invitations to present or moderate at state or regional meetings, invited research seminars at local or state institutions; invitations to conduct ad hoc or panel peer reviews for local, state, or regional funding bodies, organizing state and regional scientific meetings, serving as a local, state or regional scientific consultant or advisory committee member.

RESEARCH - EXCELLENCE

Authorship of papers in peer-reviewed journals and other rigorously reviewed publications
- An ongoing, sustained peer-reviewed publication record, which may include rigorously reviewed, practice-oriented products such as agency reports and white papers that have demonstrable impact on policy or practice as well as peer-reviewed publications; the expected number of papers will reflect the discipline or department-specific conventions and guidelines.
- A mix of first, senior and other types of authorship defined by the candidate’s field that represents a significant and sustained body of scientific research. (Full)
- Accelerating trajectory of first, second and other types of authorship defined by the candidate’s field with evidence of collaboration with other researchers. (Associate)
- Sustained productivity since the prior promotion.
- Publications will have an impact on the field of study (e.g., high quality journals; numerous citations).
- Publications represent a significant and sustained body of scientific research.

A role in the development, design, scientific direction and/or management of a research program with external funding
- Consistent level of peer-reviewed and/or other funding for research, sustained over time.
- PI status (or equivalent; e.g., Core PI, Site PI, Subcontract PI, Multiple PI)) on several peer-reviewed grants, including renewals or major supplements of grants and contracts.
- There will be a demonstrated focus on one or two major areas of research.
- Development and/or application of new and novel techniques in practice, representing substantive scientific contributions in collaborative research.
- Consistently secures multiple grants or industry funds for research relevant to, or partners on multiple research projects with community organizations serving, populations facing health disparities, sustained over time.

A national and/or international reputation in research
- Evidence of significant achievement in one’s area: a newly recognized phenomenon, highly cited paper, innovative approaches or methods.
- Receipt of School or University research awards, including research awards specifically relevant to issues of health equity

RESEARCH SCHOLARSHIP

Leadership and impact in research
- Directs a national research collaborative, or center within such a collaborative (Full Professor)
- Develops new and novel techniques in practice that influence policy, direction or a field of research.
Leadership role in safety and/or health policy relevant to research expertise at national (Associate Professor) or international (Full Professor) levels.

Development of statistical code or software that is used widely by the research community.

Plays leadership role in research at a national level in a multi-center study, i.e., Steering Committee chair of a national or international multi-center study.

National/international recognition for research

National (Associate) or international (Full) reputation as evidenced by external arms-length letters; national/international research awards; invitations to present research seminars at other institutions; keynote or symposium speeches; visiting professorship at another institution, etc.

Writes a number/series of reviews, monographs, or other such creative work regarding one’s area of scientific research that represent a major body of work and has a demonstrable impact on policy or the field (Full).

Provide national or international consultation and/or policy assistance in area of research or methodological expertise, commensurate with rank: seminars for dissemination of results/knowledge to stakeholders; invited participation on DSMB/OSMB advisory panels, advisory boards, policy panels or consensus conferences; invited consultant on research projects outside of institution; participation in priority setting for funding agencies; media interviews in area of expertise, etc.

Evidence of significant achievement in one’s research area commensurate with rank, including leadership on multi-center or collaborative studies, organizing and convening of a research conference, leadership in professional societies, invitations to present or moderate at national or international meetings, etc.

Participation in peer reviews of grants, especially membership on Study Sections (Full), or repeated ad hoc participation on Study Sections or Special Emphasis Panels (Associate); and chairing such review groups (Full).

Associate Editor/Section Editor (Associate) or Editor-in-Chief (Full) of a journal.

Solicited journal articles and chapters.

Record of publications with significant impact (e.g., numerous citations commensurate with Rank and the candidate’s field and/or publication in leading journals with the field (both), evidence that work informs or leads to policy change (both) or an RFA (Full).

PUBLIC HEALTH PRACTICE - MERITORIOUS

Authorship

Evidence of peer-reviewed or other rigorously reviewed publications in public health practice journals, or reports or other scientific/technical documents, at least several as first or primary author; the expected number of papers will reflect the discipline or department-specific conventions and guidelines.

Publications represent a significant contribution to the practice literature.

Technical reports, white papers and other published communications reflect practice outcomes relevant to the field and are disseminated to others in the discipline.

Key role in the development, design, direction and/or management of a public health practice program, with external funding

PI/Director of contracts or grants (e.g., from foundation or public health agency) to design, implement, evaluate and report public health practice programs.
– Substantive contributions to the development, design, analysis, interpretation or evaluation of an externally funded contract or grant for a public health program.
– Partners on one or more public health practice projects with community organizations serving populations disproportionately affected by adverse health outcomes (e.g., those living in poverty).
– Consistent salary funding on public health practice projects.

**Membership positions dealing with public health care issues at the local, state, regional, national, or international levels**
– Membership on a board or committee that oversees, advises, or supports a specific program, agency, organization, or activity designed to improve public health at the local, regional, state, national, or international level.

**Public health consultation**
– The provision of advice or consultations to agencies, organizations, or other initiatives that improved public health at the local, state, or regional level.

**Local, state or regional reputation in public health practice**
– Refereed or contributed presentations at local, state or regional meetings (e.g., Colorado Public Health Association).
– State or regional activity as evidenced by external letters, invitations to present or moderate at state or regional meetings, invitations to conduct peer reviews for local, state, or regional funding bodies, organizing state and regional meetings, serving as a local, state or regional consultant or advisory committee member.

**PUBLIC HEALTH PRACTICE - EXCELLENCE**

**Authorship**
– An ongoing, sustained body of published public health practice work, reflected in peer-reviewed journals or other rigorously reviewed, practice-oriented products such as agency reports and white papers; the expected number of papers will reflect the discipline or department-specific conventions and guidelines.
– Publications have substantially influenced population health, improved public health practice or had an impact on the field.
– A mix of first, senior and/or other types of authorship defined by the candidate’s field that represents significant and sustained dissemination. (Full)
– Accelerating trajectory of publications with first, senior and/or other types of authorship as defined by the candidate’s field. (Associate)
– Sustained productivity since the prior promotion.
– Publications should represent a significant and sustained body of work.
– Publications routinely demonstrate cultural responsiveness

**Sustained key role in public health practice, with external funding**
– PI status (or equivalent, e.g., Director, Core PI) of multiple contracts or grants to design, implement, evaluate and report public health practice programs.
– Consistent level of external funding of public health practice projects and programs sustained over time.
Secures multiple or sustained contracts or other funds in partnership or collaboration with community organizations serving populations disproportionately affected by adverse health outcomes

**Leadership and impact addressing public health issues at the state, regional, national, or international levels**

- Officership or similarly influential role on a board or committee that oversees, advises, or supports a specific program, agency, organization, or activity that had an impact on public health at the regional, state, national, or international level.
- A leadership role in public health or clinical practice in which the practice demonstrably improved the health of a defined population.
- Development and/or application of new and novel techniques in public health practice.
- Develops sustainable partnerships with multiple community-based organizations

**Major public health consultation**

- Ongoing major roles in consultations with agencies or organizations or other major initiatives that had an impact on public health at the regional, state, national, or international level.

**National or international recognition in public health practice**

- Refereed or contributed presentations at national or international public health meetings (e.g., APHA, NACCHO, CSTE).
- Evidence of significant achievement in one’s area: innovative approaches or methods, demonstrable changes in state or national policy.
- Receipt of School, University, local or state public health practice-related awards, including awards specifically relevant to issues of health equity

**PUBLIC HEALTH PRACTICE SCHOLARSHIP**

**Innovative procedures for the practice of public health**

- Initiates and publishes on improvements in public health practice that influence policy or practice beyond the immediate practice setting.
- Publishes monographs, reviews or other creative efforts in the area of public health practice.
- Provides documentation of interventions and outcomes in public health practice.
- Peer reviewer for applied public health grants.
- Develops innovative methods that influence public health practice.
- Develops novel methods of engagement with community-based organizations.

**Scholarly integration such as case studies, book chapters, and reviews**

- Continued development and publication of manuscripts and reports that integrate and put new discoveries into perspective or context of public health practice, sustained over time.
- Writes a number/series of reviews, monographs, or other such creative work regarding clinical practice or health care delivery that represent a major body of work and provide a documentable reputation.

**National/international reputation in public health / clinical practice**

- National/international reputation in public health practice scholarship as evidenced by external letters, invitations to be a visiting professor at another institution, keynote or symposium speaker at meetings (national or international).
National or international activity as evidenced by invitations to present or moderate at national or international meetings, invitations to conduct ad hoc peer reviews for national or international funding bodies, organizing of national or international meetings, or serving as a national or international advisory committee member.

National or international awards or other recognition for contributions to public health practice, including awards specifically relevant to promotion of diversity and inclusion in public health / clinical practice activities or programs.

Takes leadership role in organizing and implementing continuing education in the area of practice (national or international).

Significant engagement in practice-based research and service that influences policy or an agency or program.

Utilized as a national consultant in area of expertise of practice.

Evidence that innovative procedures / practice contributions are taken up at other agencies or institutions or have had important effects on a policy, program or practice.

Invitations to present/train on new practices at external agencies or institutions.

Member of editorial board, Associate Editor/Section Editor (Associate), or Editor-in-Chief (Full) of a journal that focuses on or regularly addresses public health practice issues.

Teaches a national board review course in area of practice expertise.

Member of standing national grant review panel in public health (e.g., NIH or CDC) or directly affecting an aspect of public health (e.g., DOE, DOA, HUD, EPA).

**LEADERSHIP & SERVICE**

Demonstrates commitment to one’s department, school, university, and academic/professional discipline as exemplified by, but not limited to, some or all of the following activities.

**LEADERSHIP & SERVICE - MERITORIOUS**

Service within the program, division, department, school, campus and/or university

- Recruiting efforts, e.g., going to career fairs, giving talks advertising graduate programs.
- Outreach efforts for encouraging underrepresented groups to apply to our programs.
- Activities that lead to development of a national reputation.
- Active participation in committees or task forces that relate to programs, concentrations, Centers, Departments, the School of Public Health, or the University.
- Informal consultation with colleagues on matters related to the design of research, development of research proposals, analyses of data for reports and publications, review of draft manuscripts prepared for publication, etc.
- Consultations or independent initiatives to serve a program, department, school, or university apart from membership on committees or task forces.
- Advisory committee membership for academic programs and organizations within the home university.
- COMIRB membership or similar external review.
- Serving on a department, School or campus diversity and inclusion committee
- Participating in planning of department, school or campus events targeting diversity and inclusion
- Making efforts to promote diversity of the faculty and student body, such as identifying candidates from underrepresented groups for open positions in the department, or serving as a host family for international students
- Participating in diversity and inclusion, unconscious bias, harassment prevention or other relevant workshops or trainings

**Service to local, state and national organizations through education, consultation, or other roles**
- Demonstrated service outside the university, in the broader community.
- Active participation in committees or task forces that relate to professional organizations or professionally related services to the community.
- Advisory committee membership for local, state or national organizations.
- Participant or consultant to accrediting and other educational review boards (e.g., being a member of a CEPH site visit team).
- Member of field-appropriate scientific panels or organizing of national or international meetings, symposia, etc.
- Participating in a task force for a professional or scientific association or on a state or regional committee that aims to support or promote diversity and inclusion.

**Service to professional or scientific journals and conferences**
- Providing peer reviews for academic journals
- Participating in the scientific review committee for academic conferences.

**LEADERSHIP & SERVICE - EXCELLENCE**

**Appointment to responsible positions within the institution such as chair of a committee; faculty officer; program director; academic clinical coordinator; membership on major decision-making Health Sciences Center committees**
- Leadership on committees or task forces within a program, department, school, or university.
- Consultations or independent initiatives that have major impact on a program, department, school, or university.
- Leadership on advisory committee for academic programs and organizations within the university.
- Chairing COMIRB committee or similar external committee (Full).
- Administrative roles that involve support of academic activities.
- Chairing a department, School or campus diversity and inclusion committee
- Effectively promoting diversity of the faculty and student body, such as chairing a search committee that successfully recruits candidates from underrepresented groups to positions in the department or chairing an admissions committee that successful recruits candidates from underrepresented groups for the masters or doctoral programs

**Leadership in and service to civic, professional or scientific organizations**
- Officer or committee chair of a regional, national or international professional or scientific organization.
- Officer or board member of a community organization.
- Provide unpaid/voluntary consultation and / or policy assistance.
- Receives school or university wide service awards.
- Receives service awards from local, national or international organization.
- Chairing a task force for a professional or scientific association or serving on a national committee related to diversity and inclusion.
Leadership and service on editorial boards of professional or scientific journals
  – Editorial board member or Associate/Section Editor (Associate), or Editor-in-Chief of a professional or scientific journal.

Election to responsible positions dealing with health care issues at the local, state, regional, national or international levels
  – Leadership role in safety, health policy and/or planning at the local, state, regional, national or international level.
  – Chairing field-appropriate scientific panels or organizing of local, state, regional, national or international meetings, symposia, etc.