

**Department of Health and Behavioral Sciences
University of Colorado Denver
Primary Unit Criteria for Reappointment, Tenure, and Promotion of Tenured and Tenure-
Track Faculty**

Governing Rules and Policies:

1. Regent Law Article 5, Part C: Faculty Appointments and Tenure
2. Regent Policy 5C: Reappointment, Tenure and Promotion
3. Regent Administrative Policy Statement 1022: Standards, Processes and Procedures for Reappointment, Tenure, Promotion and Post-tenure Review
4. University of Colorado Denver Campus Policy 1004: Reappointment, Tenure and Promotion Review

I OBJECTIVE

The objective of tenure and promotion criteria in the Department of Health and Behavioral Sciences (HBS or “the Department”) at the University of Colorado Denver (CU Denver) is to develop an outstanding faculty with a demonstrated commitment to academic excellence in research, teaching, and leadership and service. These criteria must be equitable to individuals and maintain accepted standards of academic freedom.

II VALUES

While affirming the central role of quality research to the mission of a public urban university, the criteria explained in the document also recognize the integral relationship among scholarship, teaching, and leadership and service and their combined importance to a vibrant departmental and university community. Here, we outline key departmental values that inform our evaluation of our faculty.

Consistent Productivity: We value strong and sustained contributions to—and improvement in—research, teaching, and service, although the levels of these contributions will vary by evaluative stage.

Various Disciplinary Perspectives: As both a multidisciplinary and interdisciplinary department, we respect that faculty members represent different disciplinary perspectives and value these differences and the diversity they bring to our research, teaching, and service.

Mentorship and Collaboration: We value faculty members who demonstrate a commitment to strengthening the intellectual life of the department and the discipline by mentoring and collaborating with other faculty members and with graduate and undergraduate students.

Leadership and Community Engagement: We value faculty members who demonstrate leadership in

research, teaching, and service, and who engage with academic, university, department, and public communities.

Ethical Conduct: Faculty members are expected to follow ethical practices in the conduct of research and in their interactions with students, faculty, and staff. Violation of these standards is inconsistent with tenure or promotion.

III PRIMARY UNIT EVALUATION PROCESS

Dossier Construction

The candidate will be informed by the Chair of the departmental deadlines for submission of materials required for the dossier, which must be prepared in accordance with the guidelines set out by CU Denver. The dossier will contain all relevant information on which the evaluation committee will base its decision apart from external letters.

External Letters

External letters are required by CU Denver at each stage in the RTP process with the exception of post-tenure review. Given the inter- and multi-disciplinary nature of the department, the Chair must take great effort to find qualified and discipline/research-area appropriate external writers. To do so, the Chair should solicit advice from faculty who are in the same discipline as the candidate. External reviewers must be nationally and/or internationally respected scholars from the candidate's disciplinary specialty (or with enough substantive, theoretical, and/or methodological overlap to be justifiable) and must not have had any substantial personal or professional relationship with the candidate that may bias them for or against the candidate.

Department-Level Review

The Chair of the Department of Health and Behavioral Sciences will convene an evaluation committee to consider the candidate's retention, promotion, and/or tenure. The committee will be composed of three faculty members at or above the rank to which the candidate aspires who will be charged with evaluating the teaching, research, and leadership and service of the candidate. Although these members will usually be HBS faculty, given the small size of the department and its multidisciplinary nature, the Chair may invite equally qualified members of other departments within CU Denver to serve as voting members of the review committee. The committee will review the candidate's dossier materials in full and meet to deliberate over the candidate's qualifications for retention, promotion, and/or tenure. Following these deliberations, the committee will vote. Each committee member will then write a letter on either the candidate's research, teaching, or leadership and service based on the dossier, the committee discussion, and the vote.

Voting Procedures

Subsequent to receiving the written evaluation of the committee, the Chair will call a meeting of the faculty at or above the rank to which the candidate aspires in addition to any members of the evaluation committee from outside the department. A motion to recommend promotion and/or tenure will be placed on the floor for discussion and 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 department. Voting will be by secret ballot except when a faculty member is on-leave and/or otherwise unable to attend the departmental vote in which case voting by email is acceptable.

All four letters from the department (research, teaching, leadership and service, departmental recommendation) will be shared with the candidate when the dossier is forwarded to the Dean's office.

IV REVIEW CRITERIA

A. Research

We use the following evidence in our deliberations on a candidate's research (these are listed in no particular order):

1. Quality and quantity of publications in refereed journals or other refereed publication venues, including scholarly books.
 - a. Publication of lead, sole, or senior-authored work is valued highly by the department, as are publications that involve students within the Department of Health and Behavioral Sciences. At the same time, collaborative research is essential for interdisciplinarity. Thus, multi-authored papers are common and are often important contributions to research dossiers. For multi-authored articles/books, faculty members should document their contribution to the research, so that reviewers can appropriately assess their role. This is also essential because different disciplines have different norms in authorship.
 - b. Although there is no agreed-upon method for determining the quality of publications, evidence for quality can include published journal rankings within one's discipline and/or interdisciplinary science. The inter- and multi-disciplinary nature of the Department makes establishing journal tiers challenging. Some indication of the quality of a journal article might include flagship journals of professional associations, well-recognized interdisciplinary health and general science journals, quality subfield journals, or other journals that are regarded highly by those publishing in that field. For books, publishing in a recognized press signals higher quality than does publishing with more obscure presses.
 - c. Candidates should be aware that although no minimum number of journal articles is specified here, consistent productivity is expected.
2. Evidence of engagement with one's scholarly community.

The quality and quantity of presentations (i.e., research talks, poster presentations, symposia participation) at professional meetings is the primary evidence we use to measure engagement with one's scholarly community. These presentations may be at local, regional, national or international meetings. One measure of their quality will be the regard held for these events by experts in their field/sub-discipline (e.g., external reviewers). As a general rule, the Department favors meetings with greater reach (e.g., national/international vs. local/regional meetings). No minimum number of

presentations is implied, given the shortage of monies, but regular engagement is expected throughout one's career.

3. Evidence of good professional reputation outside of CU Denver.

The primary measure of a reputation in one's field will be the evaluations provided by qualified professionals in that field (i.e., external reviewers). Other indicators of reputation include, but are not limited to, scholarly positions of authority, such as journal editorships or service on boards, invitations to guest edit or contribute to edited volumes or monographs, invited research talks, including invitations to serve as discussant at professional meetings, evidence of research impact (e.g., through citation metrics, media coverage, op-ed publication, policy impact, etc.), honors, and awards.

4. Grants.

Funding can be an important part of establishing a sustainable research agenda and external funding offers a positive signal for how one's peers view their research ideas and scholarship. However, the necessity of funds for one's work will vary by subfield and methodology (e.g., primary data collection vs. secondary data analysis). HBS faculty are expected to seek external funding at least once before tenure. However, faculty do not need to be successful at obtaining external funding to be considered excellent in research. At any stage, the receipt of external funding, and amount of said funding, can help to build a case of excellence in research but is not required to do so. External funders include federal agencies, foundations, and state/local agencies.

B. Teaching

HBS and CU Denver place a high premium on teaching, which is defined more broadly than classroom performance. All HBS tenure-track faculty members are expected to become dedicated and competent teachers at both the undergraduate and graduate levels prior to promotion to associate professor.

All candidates should:

1. Have a clearly articulated teaching philosophy.
2. Provide course materials, which evidence clear syllabi, well-constructed assignments and assessments, and consistency between course materials and teaching philosophy.
3. Have positive student judgements as expressed in quantitative FCQ ratings and narrative comments (unsolicited and solicited). Narrative comments may be solicited by both the candidate and the evaluation committee.
4. Participate in evaluation of teaching by colleagues who have visited the candidate's classes or by a university center that conducts peer reviews of faculty. Evidence of professional development related to teaching is encouraged.
5. Participate actively in graduate mentoring. This may be most clearly demonstrated by serving as advisor, dissertation committee member, or dissertation advisor, or by other close research mentorship (e.g., publishing with students). Tenure-track faculty members are expected to act as advisors and committee members for graduate students in HBS but, given the department's

multidisciplinary nature, may also mentor students from other departments and/or programs. Evaluation will consider both the quantity and quality of student mentoring.

6. Engage in mentoring of undergraduates. This may be demonstrated by student mentoring and advising through formal supervision (e.g., of independent studies, internship, and study abroad), or other individual instruction. Evaluation will consider both the quantity and quality of student mentoring.

In addition, "A recommendation for tenure based on excellence in teaching shall include multiple measures of teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting." (Regent Policy 5D) The items that a candidate should demonstrate to meet this requirement are listed under VI.B.

C. Service and Leadership

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

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

Service and leadership levels include:

1. Department
2. College
3. University/System
4. Profession
5. Public/Community

V COMPREHENSIVE REVIEW AND REAPPOINTMENT

The purpose of comprehensive review is to evaluate how well an individual is progressing toward a future tenure review. The comprehensive review provides internal and external feedback at a stage where there is still time to improve the record for the tenure case, should improvements be needed. If

the candidate is seriously failing to progress and there is not a realistic prospect for a successful tenure review, then they should not be reappointed. Therefore, the criteria for comprehensive review are closely tied to the criteria for tenure; the same issues are considered, but at an earlier stage of career development, with appropriate expectations. The Regents' standards for tenure emphasize demonstrated accomplishment. Thus, successful candidates at comprehensive review will be able to provide compelling evidence that they are on a trajectory that will result in demonstrated and tenure-worthy accomplishments.

A. Research

Approaching meritorious: A candidate's research will be designated "approaching meritorious" when they have:

- averaged any combination of (a) 1 journal publication published or accepted for publication per year *or* (b) a book published or accepted for publication, with at least half of those used to realize this benchmark meeting the quality standards laid out in IV.A.1.b above,
- consistently presented their work in professional settings an average of once or more per year, *and*
- demonstrated evidence of upcoming external grant proposal submissions according to IV.A.4 above.

In addition, they must have supportive letters from external reviewers.

Approaching excellence: A candidate's research will be designated "approaching excellence" when they have:

- averaged any combination of (a) 2 journal publications published or accepted for publication per year *or* (b) a book published or accepted for publication, with at least half of those used to realize this benchmark meeting quality standards laid out in IV.A.1.b above,
- consistently presented their work in professional settings an average of once or more per year, *and*
- submitted an external grant proposal *or* demonstrated evidence of upcoming external grant proposal submission according to IV.A.4 above.

In addition, they must have letters from external reviewers that indicate a quality of work that is likely to build a strong scholarly reputation by tenure.

B. Teaching

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

Approaching excellence: An excellent teaching trajectory would show evidence of rigorous and engaging teaching in courses of various sizes and at different levels (i.e., both graduate and undergraduate courses). The candidate should also show adaptability and flexibility in the classroom and might incorporate novel teaching strategies and use established teaching strategies with success. Excellent teachers will show evidence of mentoring undergraduate and graduate students. Course evaluations, peer reviews from colleagues, and comments from students should all paint a picture of a teacher who is committed to instruction that is intellectually challenging and that invigorates students' interest in the field. A candidate with an excellent teaching trajectory should also present evidence of engagement with the practice and/or scholarship of teaching and learning beyond their immediate instructional setting, including but not limited to publications in or presentations at professional meetings in the candidate's area of pedagogy.

Candidates should note that "A recommendation for tenure based on excellence in teaching shall include multiple measures of teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting." (Regent Policy 5D)

C. Service and Leadership

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

1. Regular attendance at department meetings and events.
2. Contributions to departmental committees and activities.
3. Service to at least one college, university, or University of Colorado system-level committee.

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

4. A leadership role in a departmental, college, university, or system-level committee, *or*
5. A service or leadership role in a professional society or in the local community.

VI TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

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

A. Research

Meritorious: A candidate's research will be designated meritorious when they have:

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- averaged 1 journal publication published or accepted for publication per year (accepted or published books can count for 3 years' worth of publications), with at least half of those used to realize this benchmark meeting quality standards laid out in IV.A.1.b above
- consistently presented their work in professional settings an average of once or more per year
- submitted an external funding proposal, see details in IV.A.4 above, *and*
- received supportive letters from external reviewers.

Excellent: A candidate's research will be designated excellent when they have:

- averaged 2 publications (journal articles or book chapters) published or accepted for publication per year (accepted or published books count as equivalent to 3 years of journal publications), with at least half of those used to realize this benchmark meeting the quality standards laid out in IV.A.1.b above,
- consistently presented their work in professional settings an average of once or more per year submitted an external funding proposal, see details in IV.A.4 above (receipt of external funding strengthens the case but is not required), *and*
- demonstrated quality of work that has built a strong scholarly reputation as evaluated by external review.

B. Teaching

Meritorious: A candidate who is meritorious should be able to teach courses of various sizes and at various levels with rigor and competence. The candidate may show evidence that they have learned from their teaching experiences and improved their courses based on those experiences. The course evaluations, peer-reviews, and student comments should paint a picture of a faculty member who is comfortable, competent, and engaged in the classroom and who demonstrates a drive to continue working toward excellence in instruction. In addition, mentoring undergraduates and serving as a member of or advisor for dissertation committees are important indicators of success in teaching.

Excellent: A candidate who has excellent teaching performance should surpass the expectations for meritorious performance and show evidence of "multiple measures of teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting," per Regent Policy 5D. Several examples are provided below; the Department especially values A-E.

- A. Pedagogy-related publications. The publication of an innovative textbook may also fulfill this objective.
- B. Teaching awards, teaching-related grants (internal or external), or other outstanding accomplishments that recognize contributions to the discipline (e.g., pedagogical innovation, curricular redesign).
- C. Presentation(s) on pedagogy at an invited or competitively-selected workshop, short course, professional conference, or peer institution.
- D. Facilitating student-directed research projects that have been accepted for publication or presentation at an appropriate professional venue or that resulted in significant community-engagement projects.

- E. External letters documenting the faculty member's impact on efforts to improve the quality of teaching in the discipline.
- F. Completion of more than 40 hours of additional pedagogical training as part of a formally recognized teaching and learning professional development program.
- G. Evidence of efforts to improve teaching, such as participation in teaching workshops, formal and informal collaboration with colleagues, evidence of the use of feedback to improve courses, and teaching innovations, such as wide applications of high-impact practices (e.g., service learning, writing intensive courses).
- H. Department-solicited evaluation from alumni of high-quality teaching, advising, mentoring, and supervision.
- I. Student academic and career outcomes. Such evidence can include success of students in internships, employment, dissertation progress, research output, and graduate school.
- J. Quality and quantity of course or curriculum development when appropriate.

C. Service and Leadership

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

- 1. Regular attendance at department meetings and events.
- 2. Contributions to departmental committees, such as merit evaluation, curriculum, and search committees; journal club; undergraduate student clubs; etc.
- 3. Service to at least one college, university, or University of Colorado system level committee.
- 4. Some service to professional societies and/or community, which may include but is not limited to: reviewing papers for academic journals, reviewing abstracts for academic conferences, and reviewing grant and/or book proposals.

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

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

VII PROMOTION FROM ASSOCIATE TO FULL PROFESSOR

CU Denver requires that faculty members who seek promotion to full professor meet the following requirements: "(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

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(c) a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching and working with students, research, scholarly/creative work, and leadership and service.” (See Campus Policy 1004, Reappointment, Tenure and Promotion Review)

Consistent with CU Denver policy and CU System policy, the Department requires that candidates for full professor have, at a minimum: (1) made sustained and significant intellectual contributions to scholarship beyond those that were required for promotion to associate professor; (2) established a national or international reputation as a leading expert in their area of specialty; (3) contributed significantly to the intellectual development and growth of undergraduate and graduate students through teaching, advising, and mentorship; and (4) developed a strong record of self-initiated leadership demonstrating regular and important contributions to the department, college, university and/or University of Colorado system, and the profession.