



University of Colorado
Denver

College of Liberal
Arts and Sciences

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UNIVERSITY OF COLORADO DENVER DEPARTMENT OF INTEGRATIVE BIOLOGY

Primary Unit Criteria for Retention, Tenure, and Promotion of Tenured and Tenure-Track Faculty Members

Governing Rules and Policies:

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

This policy specifies and describes the criteria for 1) tenure and promotion for Assistant Professors, 2) promotion for Associate Professors, and 3) post-tenure review of tenured faculty members in the Department of Integrative Biology at the University of Colorado Denver (CU Denver).

Tenure and Promotion to Associate Professor

Here, the criteria for tenure and promotion for Assistant Professors with a standard evaluation (40% research, 40% teaching, and 20% service) are specified and described. The tenure and promotion criteria described below apply to all new tenure-track Assistant Professors hired in the Department of Integrative Biology beginning AY 2020-21. Current untenured faculty may opt to select these new criteria rather than those that applied when they began their academic appointments at CU Denver. The guidelines described here concerning promotion to Full Professor and Post-tenure Review, however, will apply to current tenured faculty.

Principles

The Laws of the Regents of the University of Colorado have delineated both the procedures for tenure evaluation and the criteria for tenure and promotion; they are elaborated in the University of Colorado Administrative Policy Statement 1022, "Standards Processes and Procedures for Reappointment, Tenure, Post-Tenure Review and Promotion" (<https://www.cu.edu/ope/aps/1022>). The standards of performance for tenure are as follows: "Tenure may be awarded only to faculty members with demonstrated meritorious performance in each of the three areas of teaching, scholarly/creative work, and leadership and service (to the University, profession and/or public), and demonstrated excellence in either teaching, or scholarly/creative work." The process leading to award of tenure is an evaluation of a faculty

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member's cumulative performance and is a process that is separate and distinct from the annual performance evaluation." The faculty of the Department of Integrative Biology subscribes to the belief that past performance is a valid predictor of future performance; that is, strong accomplishment in research, teaching, and leadership and service during the pre-tenure period is a good indicator of continued productivity after tenure is awarded. Therefore, it is imperative for faculty to show continuing accomplishment prior to tenure evaluation. A burst of activity at the end of the pre-tenure period is not sufficient to demonstrate the potential for on-going accomplishment and the attainment of excellence.

Scholarship

The academic discipline of biology is comprised of a highly diverse array of subdisciplines, each differing in methodology and recognized avenues for investigation, and each approaching the study of biology at a different level of organization, from cellular and molecular through ecological and evolutionary to integrative and systems-wide. These subdisciplines also vary in the nature of the questions asked, federal and state funding opportunities, competition for funding, rate at which research data may be amassed, volume of data required to publish a single paper, and difficulty of publishing in top-tier journals. Thus, it may be difficult for a researcher in one subdiscipline to effectively evaluate the research progress and accomplishments of faculty in other subdisciplines. Considering all factors, expectations for publication and external funding will differ according to field and for each junior faculty member. Therefore, the criteria discussed below will rely heavily on the evaluation of outside reviewers within a subdiscipline, in addition to the opinion of tenured faculty in the Department of Integrative Biology.

Criteria and standards. The principal accomplishments expected for tenure and promotion are, in order of importance: 1) an established and active research program with a record of publication in relevant peer-reviewed journals, based primarily on data gathered during the Assistant Professor's pre-tenure period at CU Denver; 2) significant contribution to the advancement of a subdiscipline of biology through publication, as acknowledged by external reviewers within the subdiscipline; and 3) submission of one or more proposals for federal funding (>\$100,000), and attainment of funding, or, given a publication record exceeding expectation in both quality and quantity, good reviews and high ranking of a proposal by granting agencies, thus validating the ideas and methodologies set forth.

Record of publication or accomplishment. The most important demonstration of research progress and accomplishment is publication in peer-reviewed journals. Invited book chapters and invited symposium contributions are further demonstrations of peer recognition, but are supplementary and not primary evidence of research, even if peer-reviewed. As stated above, the rate of publication, competition for space in first-tier journals, and the length and depth of published papers vary greatly among the subdisciplines of biology. The Department will rely on both the judgment of external reviewers and tenured faculty members as to the sufficiency of the publication record.

For the normal seven-year pre-tenure period, at least one publication (or paper in press) is expected by the fourth-year comprehensive review. In all cases, the majority of the work for the publication should be accomplished during the faculty member's tenure at CU Denver. Papers published prior to the comprehensive review based in part on work conducted while the candidate was at another institution will strengthen the case for the candidate if some steps in completing the paper (e.g., additional research, data analysis, and/or writing) were accomplished at CU Denver. However, these papers will not substitute for the requirement of one or more published or in press papers based primarily on work accomplished while the faculty member is at CU Denver. However, faculty members hired with prior service credit for work at another institution may count the work accomplished during those years.

At least three additional publications beyond those required for the comprehensive review are required of all faculty members for their tenure and promotion dossier. These three publications must include the CU Denver Department of Integrative Biology affiliation as the main institutional address and not just the "current address." Furthermore, this minimum number should not be viewed as sufficient, unless these publications are important contributions and published in top-tier journals within a discipline. Again, the decision as to how many publications are ultimately sufficient for tenure will vary greatly by research subdiscipline.

Papers based on data gathered at a previous institution, but some measure of analysis and writing occurred at CU Denver, will help build the case that the candidate is productive in research. Often, these papers represent obligations to prior mentors, and timely completion demonstrates a good work ethic. However, all research for the minimum three papers beyond the comprehensive review must be completed during the faculty member's tenure at CU Denver, and not contributed from previous work. Collaborative research is both advocated and encouraged, as are multi-authored papers, but in such cases contributions of the faculty member must be documented. If an important data contribution to a paper was principally produced with the aid of graduate students or postdoctoral fellows within the faculty member's research lab, the resulting publication will also be favorably regarded. In fact, collaboration with graduate students signifies an active research program and is expected of all tenured and untenured faculty members.

Quality of research program and contribution to the subdiscipline. Simply publishing some minimum number of papers will be considered inadequate — publications need to meet two important criteria. First, do the questions asked or hypotheses tested demonstrate innovative thinking? And second, are the data generated of high quality, providing some elucidation of questions or hypotheses? In some cases, review and synthesis papers meet these criteria, especially if published in high-impact, peer-reviewed journals. Research papers based on original data, however, are the indicators of a state-of-the-field, productive research program. Regardless, an essential question for the tenure and promotion evaluation process is whether the published papers have had an impact on the faculty member's subdiscipline — in other

words, has the research advanced a particular field? Although the external reviewers, who are chosen for their accomplishments within a particular subdiscipline, are best able to address this question, it is ultimately the obligation of the candidate to demonstrate the importance of any papers, e.g., using journal acceptance rates, impact factors, Eigen factors, or science citation indices.

Research program at CU Denver. Newly hired Assistant Professors should begin to organize their research programs and equip their laboratories immediately upon arrival at CU Denver and begin research as soon as possible during the first academic year. It is important to begin generating research data early, using start-up funds strategically. Faculty members are encouraged to hire technical support, if needed, recruit competent and motivated graduate and undergraduate students to help with research, and establish collaborations with other faculty members at the Denver Campus, Anschutz Medical Campus (CU Anschutz), or at other universities or governmental agencies. Evidence of an active research program based in the Department of Integrative Biology at CU Denver is very important.

Proposals for federal funding. During the pre-tenure period, Assistant Professors are expected to develop and submit major proposals for federal funding, either as sole principal investigator (PI) or in collaboration with other investigators. First of all, funding ensures continued support for an investigator's research program, which CU Denver alone cannot provide. Second, the process of writing a proposal entails innovation, organization, and clarity of purpose, and often can lead to new avenues of investigation and inspiration, regardless of funding outcome. Furthermore, proposal reviews provide constructive suggestions for new researchers and can head off potential problems.

We recommend, however, that pre-tenure faculty members make strategic decisions about when and how many large grant proposals to submit prior to the comprehensive review process. Often, start-up support, small federal grants, and non-federal sources of funding suffice to enable a faculty member to collect publishable data. Major grant proposals are unlikely to be successful without convincing pilot data and a sufficient publication record in the area of research; grant writing can take time from writing manuscripts for publication. It is expected that faculty members will make use of start-up funds to generate these data and establish the publication track record. Mentoring committees for junior faculty can help provide input as to these decisions.

Receiving federal funding will be considered an important accomplishment towards tenure; an award represents peer validation of a faculty member's research plans and methods, as well as providing financial support for an active research program. Smaller competitive grants are also useful for supporting research in some subdisciplines. However, federal funding and other grants will not substitute for a record of peer-reviewed publications. Although tenure and promotion are possible without federal funding, if the research contribution is of considerable quality and impact, it is expected that funding to sustain the research program will be obtained.

Other evidence of research progress. Faculty members are urged to attend a minimum of one professional meeting a year on average, and present research in oral or poster format. Invited seminars or symposium contributions at meetings are also taken as peer validation of contribution. Although these presentations by themselves count minimally towards tenure, together they present a picture of a faculty member who is professionally engaged and recognized for her/his work within a field.

In summary, an assistant professor seeking promotion with tenure is expected to have a record of publication including at least four papers in peer-reviewed journals, funding of one federal grant proposal or good reviews for an unfunded proposal, and participation in professional meetings, which together indicate a research program that has advanced the profession while being sustainable at CU Denver. Faculty members seeking excellence in research, however, should be recognized for important or innovative contributions to their subdiscipline. In addition, they must have a strong record of publication in highly reputable journals, with publication numbers exceeding the aforementioned minimum. They should also receive significant external funding. Their contributions should be validated by invitations to present seminars or symposium papers or by awards. Ultimately, it is the responsibility of the faculty member to make the case for excellence in research.

Teaching

All Integrative Biology tenure-track faculty members are expected to become dedicated and competent teachers at both the undergraduate and graduate levels. In addition, tenure-track faculty are expected to act as primary advisors and committee members for graduate students in Integrative Biology but may mentor students from the M.S. program in Environmental Sciences and other inter-disciplinary programs. Tenure-track faculty members are also encouraged to participate on graduate committees based at CU Anschutz and other campuses of the CU system, as well as those at other colleges and universities. Mentoring of undergraduate students in research is also considered an important teaching activity.

Criteria and standards. The principal teaching accomplishments required for tenure and promotion are as follows: 1) quality course design; 2) competent and clear course instruction and materials; 3) satisfactory student evaluations (Faculty Course Questionnaires or FCQs) and peer reviews; 4) serving as primary thesis advisor and committee member for graduate students in biology and other academic programs; and 5) serving as research mentor for undergraduate students. To achieve a rating of approaching excellence or excellence in teaching, candidates must also demonstrate achievement at the campus, local, national, and/or international level that furthers the practice and/or scholarship of teaching and learning beyond the immediate instructional setting.

Well-designed courses; competent and clear course instruction and supporting materials; and strong evaluations. There are many approaches to good teaching, and no particular formula is

recommended. However, there are general skills and qualities that are shared by effective teachers. Expectations include the development of courses based on intentionality: using backward design (i.e., starting from learning objectives and appropriate assessments) to create courses that provide thorough, accurate, engaging, inclusive and balanced (in terms of content) learning opportunities at appropriate levels of rigor with sufficient challenge; assembling a clear syllabus with course policies and objectives that provide clear and reasonable expectations for students; providing helpful and well-designed supporting materials (i.e., attentive to student thinking, engaging, inclusive, aligned to learning objectives); developing good organization, communication, and facilitation skills; preparing and planning sufficiently prior to each meeting with students; employing available technology, if appropriate, as course enhancements; routinely updating course materials with new and relevant findings; testing with rigor, inclusion, and alignment to learning objectives; and, being respectful, appropriately accessible and supportive to students. The department has materials for inclusive excellence and program level objectives that can be guiding resources for faculty.

Graduate and undergraduate student research mentoring. Mentoring research students is another form of evidence for effective teaching. Faculty members are expected to collaborate with graduate students as well as with undergraduates, as they conduct their research.. Whereas graduate students are often completing a research project in partial fulfillment of a graduate degree, undergraduate students may vary in how much responsibility they assume by virtue of level of intellectual maturity or time restrictions; that said, some undergraduates are capable of contributing at a very high level. Regardless, the faculty mentor should provide a nurturing learning environment, allowing students to acquire the knowledge and protocols standard to a field or specific line of investigation, yet encouraging independent thought and ideas while also reinforcing student understanding of the scientific method. Furthermore, faculty members are always obligated to convey to all students involved in research the high ethical standards of science.

Effective mentors of undergraduate and graduate students should be role models who instill passion for and dedication to scientific research in biology; they should inspire student interest in their subdiscipline, in particular. We expect that some research students will attend professional meetings with their mentors and co-author posters and oral papers as well as publications. Excellent mentors should inspire their undergraduate students to continue their education after graduation by entering graduate or professional schools, or provide students with skills and networks that meaningfully support students in achieving their career goals. Similarly, graduate students of excellent mentors are expected to complete their degrees and either go on to graduate or professional schools to obtain more advanced degrees or enter careers related to their training.

Evaluation criteria. As mandated by the Laws of the Regents, and emphasized herein, the assessment of teaching must involve multiple means of evaluation. These include Faculty Course Questionnaires (FCQ), classroom evaluation by peers, peer review of course materials, including laboratory and recitation exercises, and outcomes assessment, in addition to other

lines of evidence (e.g., awards) in order to construct a full picture of a faculty member's performance in the classroom. In some cases, there may be evidence of pedagogical innovation (see below). Evaluation should also assess the extent and quality of mentoring undergraduate students in research, extent and quality of mentoring and advising graduate students, and contribution to graduate thesis and dissertation committees. An additional measure is whether students who have been mentored continue on for advanced degrees in graduate or professional schools, or whether students obtain professional jobs in their field after completing their degree. These diverse forms of evidence should be used collectively to describe the total teaching contribution by a faculty member. Faculty members who teach large courses, departmental core courses, or lab-based courses should also be recognized for the extra work involved therein.

Achieving or approaching meritorious teaching. Meritorious classroom teaching by an assistant professor seeking promotion with tenure should be validated by multiple means of evaluation described in the "Evaluation Criteria" section above. Documentation should substantiate that courses are well-structured with clear expectations for students and scaffolded learning experiences, demonstrate commitment to diversity and inclusion, have clear and rigorous learning objectives that support our program-level objectives, have formative and summative assessments that are inclusive and aligned to objectives, and have well-designed course materials that likely lead to gains in learning for ALL students. Support materials and course evaluations should indicate that faculty have strong skills for facilitating meaningful learning by their students. In addition, tenure-track faculty are expected to mentor 2 or 3 graduate students (or equivalent effort) at any given time as well as undergraduates.

Achieving or approaching excellence in teaching. According to Regent laws (Article 5: Faculty) 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."

Excellent teaching in the immediate instructional setting may be distinguished from otherwise effective and competent classroom approaches by the implementation of effective teaching techniques that represent best practices and high levels of classroom interaction and faculty rapport with students. These accomplishments should be reflected in the "Evaluation Criteria" section above (e.g., peer-review, awards, outcomes assessment). Moreover, excellence in teaching is also recognized by demonstrated leadership in course or department curriculum development which includes both state-of-field approaches and a commitment to inclusive practices. Excellent mentorship of students is demonstrated by the activities of highly accomplished students such as student presentations at prestigious meetings; student co-authorships on prestigious peer-reviewed publications; and, placement of mentored students in prestigious science careers or programs.

Excellent teaching beyond the immediate instructional setting that furthers the practice and/or scholarship of teaching includes some of the activities below, depending on the level of

achievement and recognition at campus, local, national, and/or international levels. Ultimately, it is the responsibility of the faculty member to make the case for excellence in teaching.

- Recipient of one or more campus, regional, national, or international awards for excellence or leadership in teaching.
- Presentation of workshops, short courses, or refereed oral/poster presentations on pedagogy at professional conferences and/or institutions of higher education.
- Submission of one or more proposals for external funding (>\$100,000), and attainment of funding or good reviews and high ranking of a proposal by granting agencies, thus validating the ideas and methodologies set forth. The proposal should be based on research that rigorously examines pedagogical techniques, contributes to the development of theory, investigates the learning of science, or develops innovative curricula.
- Publication of refereed journal article(s) focusing on pedagogy with supporting information that indicates the faculty member's substantial role in the work. NOTE: Pedagogical research that is question driven, based on rigorous data collection and analysis, and published in highly reputable journals could be considered as evidence of meritorious or excellent research in science education.
- The authorship and publication by a national publisher of an innovative textbook that fills a need at CU Denver and/or for the larger science education community (i.e., one that does not merely duplicate existing content of leading textbooks).
- Development and/or administration of a funded proposal for a major training grant from NIH or NSF or another federal or state agency for graduate students in Integrative Biology or in an interdisciplinary program including biology.
- The development, funding, and/or administration of an undergraduate or graduate certificate program that prepares students for specialized professional careers.
- Engagement in organized and effective outreach to the community (e.g., K-12, or adult learning community, nature volunteers, science clubs) in ways that effectively communicate science.
- Supervision of research students in off-campus research projects that support community engagement.

Leadership and Service

Service by faculty members is both an obligation and a privilege because many aspects of the university are governed by faculty or require faculty input, as determined by bylaws or policy. Although faculty members are expected to engage in service at multiple levels — Department, College, University, and CU System, profession, and society — untenured faculty members are discouraged from investing large amounts of time in service activities. That said, tenure-track faculty members should begin developing some record of service shortly after coming to CU Denver.

Recommended leadership and service activities. Reiterating, tenure-track faculty members should assume limited service responsibilities prior to the comprehensive review. All proposed service responsibilities require consultation with the Department Chair and should be approved by the faculty member's mentoring committee. Departmental level service and some professional service are both strongly recommended at this early career stage. Involvement in professional service includes serving on governing boards of scientific societies, editorial boards, organizing symposia at meetings, and serving on society committees, providing that time demands are limited. In addition, all faculty members should be engaged in reviewing papers for scientific journals and grant proposals, but with discretion as to time commitment. Professional service is regarded favorably, as it enables an untenured faculty member to network and achieve name recognition with others in the same general field. Other professional service includes serving in a leadership or advisory capacity for congressional representatives, federal agencies and non-governmental organizations, and on grant review panels. Finally, using faculty expertise for the purpose of outreach and public education in general, such as providing information or summarizing high profile issues in science, explaining new discoveries or challenging issues (e.g., climate change) is highly encouraged.

Beyond the comprehensive review, untenured faculty members should increase their service and leadership commitments judiciously, participating on committees both within and outside the university. The mentoring committee and department chair may make recommendations, based on the individual interests of the faculty member.

Evaluation criteria. For the comprehensive review, the faculty member should, at minimum, provide service to the Department as an involved and conscientious faculty member, including attendance at faculty meetings, serving on standing committees, and executing competently, and within the designated timeframe, all assigned responsibilities. Additional service at multiple levels beyond the department level as described in the previous paragraphs will be expected for meritorious achievement for tenure and promotion. To achieve excellence in leadership and service, a junior faculty member should either be making one or more significant professional contributions, such as serving as a journal editor, a society president, or on an NSF or NIH panel, or making a significant contribution to the department, college, campus, or system, such as organizing a major event, writing a planning document, or serving in some important leadership capacity.

Application of Prior Credit

Faculty members hired at the Assistant Professor level for a tenure-track position with prior service credit from another institution may count research accomplished during the designated prior years towards tenure. First, only two years' prior credit are recommended, in order that the faculty member work for a year at CU Denver before undergoing comprehensive review. The research counted from prior credit towards both comprehensive review and tenure and promotion includes only those papers based on data collected, analyzed, and written during the years counted towards prior credit. The funding to support these papers may be obtained from

grant proposals awarded prior to this timeframe. All grants active during the prior credit period will also be considered, but those grants written and awarded during the prior credit timeframe and during the faculty member's appointment at CU Denver will be weighted more heavily.

For the teaching assessment for comprehensive review and tenure and promotion, the candidate with prior credit must include a list of classes taught and undergraduate and graduate students mentored during the years of prior credit, as well as data from course and faculty evaluations administered during this period for the classes taught. For the service assessment, the faculty member should provide a list of committees and other service activities at the department, college, and campus or inter-campus levels, as well as service to professional societies or to the community in a professional capacity that was performed during the prior credit time period.

Promotion to Professor

Here, the Faculty of the Department of Integrative Biology specify and describe the criteria for promotion to rank of Professor from Associate Professor. A strong record of accomplishment is required for promotion to Professor.

Principles

The Laws of the University of Colorado Regents have delineated the criteria for attainment of rank of Professor; they are elaborated in the University of Colorado Administrative Policy Statement 1022, "Standards Processes and Procedures for Reappointment, Tenure, Post-Tenure Review and Promotion" (<https://www.cu.edu/ope/aps/1022>). "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, leadership and service, and other applicable areas." Thus, candidates for promotion to the rank of Professor must show strong accomplishment in their record of achievement since promotion. This, however, is not meant to imply that candidates must be rated as excellent in each of the endeavors of research, teaching, and service, but rather must show significant and continuing contribution in all areas overall. It is acknowledged that relative emphasis on different areas may change over time, since some faculty members may choose differentiated workloads.

Furthermore, candidates for full professor, by virtue of their accomplishments and experiences, are expected to be important mentors for untenured faculty, to lead the Department of Integrative Biology towards performance levels consistent with departments at top research universities as reflected in Carnegie classifications, and to strengthen the undergraduate and graduate teaching program, either through classroom or individual instruction.

Criteria and standards. Expectations for accomplishments and workloads for candidates for full professor *surpass* those required of tenure-seeking faculty, given that scholarship productivity, teaching skills, and leadership and service workload and effectiveness should increase over time. The candidate's record should demonstrate a significant contribution to undergraduate and graduate education and indicate substantial, significant, and continued growth, development, and accomplishment in all academic endeavors.

Scholarship Candidates for promotion to Professor must have earned recognition as a contributor to the advancement of a particular subdiscipline or area of inquiry in biology, as validated by internal evaluation and by external review. It is expected that a candidate will have a strong and sustained record of accomplishment since the award of tenure. This record may be demonstrated by ongoing publication in top-tier peer reviewed journals, external funding, and other forms of scholarship as described earlier in the tenure and promotion criteria that together reveal an active, innovative, and sustainable research program. The latter may be manifested in many ways that demonstrate leadership in advancing a subfield of study, such as by invitations to collaborate on new research projects; producing review papers or commentaries for first-tier journals; presenting research seminars or participating in symposia; participating on editorial boards; conceiving and leading workshops within a subfield; presenting plenary lectures; and, serving on proposal review panels for NSF, NIH, or other federal funding agencies.

Teaching. Candidates are expected to have achieved a high level of effectiveness and competence in the classroom at both the undergraduate and graduate levels based on multiple means of evaluation, as discussed elsewhere. For promotion to full professor, the candidate should demonstrate growth, development, and an increasing spectrum of accomplishment in teaching activities as discussed elsewhere, in order to achieve an overall record of excellence. Faculty members are also expected to have a strong record of mentoring students, and especially graduate students, in research, with frequent participation on graduate committees. Publication in collaboration with undergraduate and graduate students as well as postdoctoral students is assumed. Furthermore, it is expected that many of the research students mentored by a faculty member will be inspired to continue their professional education or be successful pursuing careers in biology.

Leadership and Service. The successful candidate is expected to have achieved and maintained a strong record of service to the Department, in particular, and at all campus levels, including the University. For promotion, expansion of leadership and service responsibilities at primary unit, college, university, and professional organization levels is expected. The importance of this cannot be understated, as most high-level service should fall to tenured faculty members holding the rank of full professor, thereby protecting assistant and associate professors seeking promotion. The candidate is also expected to have served his/her professional field in a variety of capacities.

Post-tenure Review

Post-tenure review is mandated every five years for tenured faculty, both at the Associate and Full Professor levels. All tenured faculty members are expected to maintain productive research programs leading to publication, obtaining external funding, and presenting research at professional societies. They are expected to continue to teach with effectiveness and competence in the classroom while mentoring graduate and undergraduate students in research, as well as engage in service to the Department, University, and profession.

The post-tenure review evaluates accomplishment during the five previous years and is informed by the five previous Annual Merit Reviews and other materials described in the Post-Tenure Review Policy. Based on a review of these materials, faculty undergoing post-tenure review are rated Outstanding, Exceeding Expectations, Meeting Expectations, Below Expectations, or Fails to Meet Expectations. The Post-tenure Review Committee of the College of Liberal Arts and Sciences performs the evaluation.

I have read the tenure and promotion policy of the Department of Integrative Biology.

Assistant/Associate Professor of Integrative Biology

Date

Chair of Integrative Biology

Date