

VIII. RTP PROCESSES: TENURE-TRACK FACULTY MEMBERS

History:

2018: Amended and approved by Faculty vote: December 18, 2015. Provost and Executive Vice Chancellor for Academic and Student Affairs approval: June 29, 2018

Issued: July 1, 2018

2020: See Footer

Governing Rules and Policies:

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

The career trajectory of a tenured or tenure-track faculty member is marked by several major milestones (i.e., reviews). A faculty member must undergo a four-year comprehensive review, a tenure review no later than the seventh year, and post-tenure review every subsequent five years.

For the comprehensive review, the candidate must be judged “on track” for meeting the tenure requirements and be able and willing to address any deficiencies during the remaining pre-tenure period.

For tenure and promotion to associate professor, the Program, in accordance with Regent Policy, requires that candidates demonstrate meritorious performance in each of the three areas of teaching, research and creative work, and leadership and service. In addition, candidates must demonstrate excellence in either teaching or research and creative work.

- 1) Teaching. For promotion to Associate Professor and tenure, candidates must demonstrate a sustained record of high-quality teaching. In addition and in accordance with Regent Law and Policy, “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.” The following criteria will be used by the Program to assess teaching: (1) clarity and rigor of the candidate’s

teaching materials, (2) demonstrated expertise in, and knowledge of, both scholarly subject matter and teaching methods appropriate to the courses the candidate teaches, (3) creativity and innovation in course development, design, and delivery, (4) degree of responsiveness to teaching feedback and students' concerns, (5) professionalism and sensitivity of the candidate in addressing diversity issues, broadly conceived, both inside and outside of the classroom, and (6) ability to engage students intellectually and supportively beyond the classroom.

- a) For each of the aforementioned quality indicators, candidates may submit a wide range of evidence, including (but not limited to) (1) course syllabi and assignments; (2) peer and mentor evaluations; (3) qualitative and quantitative FCQ data along with contextualization of those data; (4) commendation letters from current or former students; (5) samples of graded assignments (with associated grading rubrics); (6) evidence of teaching awards; (7) publications directly related to pedagogy; (8) commitment to mentoring; (9) a statement of teaching philosophy and overview of curricular or pedagogical innovations; (10) an account of service-learning projects; (11) supervision of independent studies, honor theses, and thesis; and (12) a record of successful student outcomes (e.g., scholarships/fellowships, admission to graduate programs, acceptance of scholarly work at professional conferences, publication of scholarly work in academic journals).
- b) An acceptable (i.e., successful) teaching record must be judged as either (1) meritorious or (2) excellent.
 - i. *Minimum criteria for an evaluation of meritorious.* For a teaching record to be judged meritorious, the evidence submitted must clearly, consistently, and compellingly demonstrate that the candidate has met the quality indicators outlined above. Since it is not possible to identify the full range of scenarios by which a candidate might accomplish that goal, it is the *candidate's responsibility* to demonstrate that they have successfully fulfilled the necessary requirements.
 - ii. *Minimum criteria for an evaluation of excellent.* For a teaching record to be judged excellent, the candidate must meet all of the criteria required for an evaluation of meritorious *and* must be recognized by both students and faculty as having a significant impact on teaching at CU Denver and beyond by demonstrating superior dedication and commitment to and success in teaching. *Excellence will be demonstrated by (but is not limited to) fulfilling at least two of the following conditions:*

(1) received one or more college, university, or professional teaching awards; (2) presented two or more workshops, short courses, or refereed presentations on pedagogy at professional conferences or other educational institutions; (3) published reports, exercises, articles, or textbooks on pedagogy; (4) facilitated student-directed research projects that have been accepted for presentation at an appropriate professional venue or that resulted in significant community engagement projects; (5) engaged in substantial long-term advising and mentoring of graduate students beyond one's own department or program; or (6) taught outside of one's immediate classroom (i.e., guest lecturing in another class, holding pedagogy workshops for faculty on campus or at other institutions.

- 2) Scholarly/Creative Work. For promotion to Associate Professor and tenure, candidates must demonstrate a sustained record of quality research or creative projects. Per CU Denver policy, the following criteria will be used by the Program to assess scholarly and creative work: (1) the quantity and quality of research publications or creative work, (2) the significance and/or impact of the research or creative work on one's field, (3) the programmatic and interdisciplinary nature of the research or creative work, (4) the degree of creativity and originality of the research or creative work, (5) the degree to which the research or creative work demonstrates growth and/or evolution, and (6) how the candidate's research or creative work and productivity compares to others with similar training and experience in interdisciplinary studies.
- (a) A successful research and creative activities record judged as either meritorious or excellent.
 - (b) Minimum criteria for an evaluation of meritorious. For a research record to be judged meritorious, the candidate must publish at least three single- or first-authored, peer-reviewed journal articles and/or book chapters. Alternatively, the candidate may submit a single or first-authored peer reviewed scholarly book (must be complete and in press at the time the dossier is reviewed by the primary unit committee) and one article or book chapter. Other publications such as book reviews or non-peer reviewed scholarship may be used to round out a candidate's portfolio.
 - (c) Minimum criteria for an evaluation of excellent. For a research record to be judged excellent, the candidate must publish at least

five single- or first-authored peer reviewed journal articles and/or book chapters. Alternatively, the candidate may submit a single or first-authored peer reviewed scholarly book and three single or first-authored refereed journal articles and/or book chapters. The candidate must make the argument that the submitted publications are of sufficiently high quality to warrant being designated “excellent” in research.

(d) Substantial, externally funded grants or other equivalent scholarly activities, including significant editorial work for journals or books, may be substituted for one or more publications.

3) ***Leadership and Service.*** For promotion to Associate Professor, candidates must demonstrate a sustained record of high-quality leadership and service. The two criteria used by the Program to assess leadership and service are (1) the quantity and breadth of leadership and service and (2) the overall competence of the candidate’s leadership and service efforts (e.g., capability, commitment, contribution, collegiality, ability to complete assigned tasks, duties, and responsibilities executed in a timely and effective manner).

(a) A successful leadership and service record judged as either (1) meritorious or (2) excellent. (Note, excellence in this context does not constitute eligibility for tenure or promotion.)

(b) *Minimum criteria for an evaluation of meritorious.* For a leadership and service record to be judged meritorious, the evidence submitted must demonstrate consistent and competent participation on, and contributions to, committees at a Program, college, or professional level. Professional leadership and service may include reviewing papers for professional conferences or academic journals or reviewing grant proposals.

(c) *Minimum criteria for an evaluation of excellent.* For a leadership and service record to be judged excellent, the candidate must meet all of the criteria required for an evaluation of meritorious and fulfill at least two of the following:

(i) Served on at least two major college or university committees for at least three years.

- (ii) Received one or more leadership and service awards.
 - (iii) Held significant positions of leadership and service (e.g., committee chair-ships, program directorships, managerial positions, journal editorships) within the Program, college, university, and/or professional organization.
 - (iv) Been a primary organizer for a regional, state, or national conference.
 - (v) Made substantial contributions to the surrounding community through outreach and engagement.
- 4) *Criteria for Promotion to Full Professor.* Regent Law requires that faculty members who seek promotion to full professor meet the following requirements: 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 program circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other, and (c) a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching, research, scholarship or creative work, and leadership and service. Consistent with Regent Law, the Program 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 an expert in their area of specialty, (3) contributed significantly to the intellectual development and growth of graduate students through teaching, advising, and mentorship, and (4) developed a significant record of leadership and service to the college, university, and profession.
- 5) *Post-Tenure Review.* Review of all tenured faculty will be conducted by the PTR Committee of CLAS in accordance with college rules and procedures.