STRATEGIES FOR SUCCESS
A Mentoring Manual for Tenure-Track Faculty

September 2024
Office of the Provost
Office of Faculty Affairs
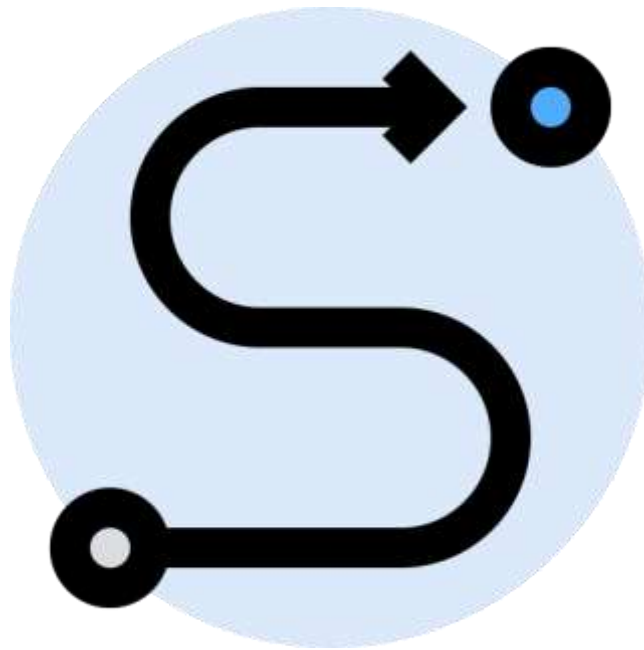
University of Colorado
Denver

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Welcome from the Provost

Dear Faculty Colleague:

I am delighted to welcome you to the University of Colorado Denver. I hope that your years with us are filled with rewarding and successful teaching, scholarly/creative work, and leadership and service to the university and your profession.

My colleagues and I in the Provost's Office are pleased to provide you with *Strategies for Success.* This manual is designed to be a virtual mentor, providing advice and guidance as you pursue your career here, develop your skills as a teacher and researcher, provide service to various communities, and prepare yourself to be considered for reappointment, tenure, promotion, and leadership roles in the university.

Strategies for Success includes: (1) sections on teaching, scholarly/creative work, and leadership and service; (2) an overview of the reappointment, tenure, and promotion (RTP) review process at all levels; and (3) appendices that contain materials to help you organize and prepare a faculty dossier. It is our hope that the information in *Strategies* will be useful throughout your faculty career.

This office has offered *Strategies for Success* for many years. Please contact your department chair, associate dean, or the Center for Faculty Development & Advancement about the material provided here or about any questions you might have about your faculty career at CU Denver.

I look forward to meeting and getting to know you and extend my very best wishes for an enjoyable and successful future at our university.

Sincerely,

Constancio Nakuma, PhD
Provost and Executive Vice Chancellor for Academic and Student Affairs

Welcome from the Associate Vice Chancellor for Faculty Affairs

Thank you for choosing to make your academic home here. We need and value your contributions. Our office supports your faculty success: by ensuring that faculty processes are handled with integrity, equity, and fairness; that professional development opportunities are offered through the Center for Faculty Development and Advancement; and via the work of shared governance through Faculty Assembly and UCDALI. I, too, wish you well in your progress at CU Denver.

Best regards,

Turan Kayaoglu, PhD
Associate Vice Chancellor for Faculty Affairs

The Path to Reappointment Tenure, and Promotion

Career success in academia is based on your engagement in three areas of activity: teaching, scholarly/creative work, and leadership and service. As a faculty member at the University of Colorado Denver you will be expected to make substantive contributions to your field, contribute to the learning of students through high-quality teaching, and provide service to professional, university, departmental, and/or local communities. Your activities in these three realms – teaching, scholarly/creative work, and leadership and service – will provide the framework through which your professional work will be evaluated. In the sections that follow you will find resources and practical advice that will help you to excel in each of these areas.
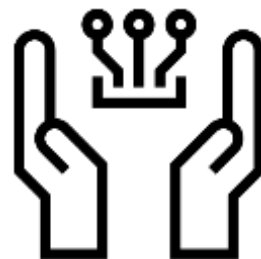
Faculty Success Centers
The University of Colorado Denver supports distinct offices that provide innovative high-quality programs, resources, and services designed to help faculty achieve rank and career advancement, develop their teaching and learning expertise, and accelerate research endeavors and opportunities.

[The Center for Faculty Development & Advancement (CFDA)](#)
The CFDA provides programs, resources, and services that support faculty as they work toward rank advancement, grow as leaders in their departments, communities and fields, and thrive as members of the University community. The CFDA provides funding for tenure-track faculty members, a faculty mentoring program, tenure and promotion sessions, dossier development support, a library of successful dossier models, professional development programs, and communities of practice.

[The Center for Excellence in Teaching & Learning (CETL)](#)

The CETL enhances excellence in undergraduate and graduate education through the development of faculty committed to implementing and advancing effective teaching practices. The center promotes university teaching that helps students learn, persist, succeed, and ultimately graduate, and works to foster the use of evidence-based educational strategies that have been demonstrated to foster learning and improve academic outcomes for students.

[Division for Teaching Innovation and Program Strategy (TIPS)](#)

The TIPS Division provides faculty support toward more inclusive and effective teaching practices. Bringing together talented staff from across the university, it is a one-stop shop for faculty and staff seeking support with on-campus, hybrid, and online teaching environments, academic technology implementation, credit and noncredit program development, microcredential design, and market intelligence Within the division are CETL, the Academic Technology & Training team, Course Development Institute, Faculty Fellows program, Inclusive Pedagogy Academy, Open Educational Resources, and Teaching Innovation Grants.

[Office of Research Services (ORS)](#)

ORS is the overarching faculty development component of the Office of the Vice Chancellor for Research. ORS provides faculty development resources that enhance faculty research and creative work, including seed grants and Grand Challenges Grants for cross-disciplinary teams to work together around "high impact" research and creative work; a Faculty Grants Academy workshop series that provides guidance through the grant and research cycle; focused services to support proposal development; and networking opportunities to enhance collaborations.

Teaching is Fundamental

The student body at the University of Colorado Denver is very diverse. We have traditional as well as non-traditional and first-generation undergraduate students. We have a relatively large proportion of graduate students (32%). Half of undergraduates are students of color and half are first-generation college students. Many of the students are adults returning to finish their degrees. Many are working professionals with college degrees. Our students demand high quality instruction, and CU Denver takes great pride in delivering it.

Demonstration of successful teaching is a high priority and essential for reappointment, tenure, and promotion. Demonstration of proficiency as a teacher requires a high degree of planning, development, and documentation that is similar to demonstration of successful scholarly and creative achievements. The Center for Excellence in Teaching & Learning (CETL), the tenure-track mentors, department chairs or division coordinators, and colleagues are all available to assist you to become a successful teacher.

Teaching excellence may be defined not only by the interactions between teacher and students in the classroom but also by the many ways we engage in teaching. Activities related to instruction (e.g., course design, developing activities and assignments, creating learning assessments, grading/assessing student work), program design/enhancement, student advising and mentoring (e.g., faculty advisor for student clubs, fostering student professional development), personal professional development, and conducting research on pedagogy taken together can demonstrate such excellence. No one category is sufficient; excellence is demonstrated by the breadth and depth of a multitude of teaching-related activities.

Proper documentation is essential to the demonstration of successful teaching. Although the temptation may be to rely first and foremost on student evaluations, the university requires that primary units use multiple means of evaluation. Candidates who keep careful records make this process easier. Candidates should also review primary unit criteria and familiarize themselves with their primary unit's expectations for "meritorious" and "excellent" teaching. Conversations with your department chair, division coordinator, or the director of the CFDA about standards and criteria may also be helpful.

Ways to demonstrate and document teaching excellence include an abstract (250 words maximum) for each course, which can be very useful to you, to students, and to colleagues. The abstract should specify (1) the purpose of the course, (2) what you want students to know after completing the course, (3) what primary methods you use to teach students, (4) how you will assess what students learn, and how you will evaluate your own success in meeting these goals. While this exercise does not take the place of a syllabus, (see *Appendix B: Syllabus Policy and Appendix C: Syllabus Template*) it encourages you to formulate and articulate your philosophy of teaching and to address the essence of what review committees need to know and may ask about the courses you have taught.

Research-based frameworks for scholarly teaching should be considered and studied when reflecting and developing one's teaching (see *Appendix D: Developmental Stages of Scholarly Teaching*). The faculty at the University of Colorado are required to use a common form to survey student satisfaction with teaching and learning in each course. The Denver Campus uses the University of Colorado Faculty Course Questionnaire (FCQ). A summary table of courses taught and student ratings from the FCQs (see *Appendix E*) must be included in the dossier that you prepare for your reappointment, tenure, and promotion (RTP) reviews. The actual evaluation

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forms must be included as part of the dossier. Also helpful to include in the dossier are the results of value-added assessments to validate content learning, and reviews from your chair or from colleagues who have substantial first-hand knowledge of your teaching. For assistance in designing value-added assessment instruments for the courses you teach, contact the director of the Office of Assessment, Dr. Kenneth Wolf, at kenneth.wolf@ucdenver.edu.

To provide colleagues with the opportunity to become familiar with your teaching, you may want to give a colloquium to display your lecturing abilities, give guest lectures in your colleagues' classes, or ask colleagues to do a classroom observation and peer review of your teaching. At least two years prior to your comprehensive review and your tenure review, begin to request that your colleagues visit your classes. Begun early, peer reviews included in your dossier will document a history of your efforts to improve and enhance your teaching by seeking out the feedback and advice of faculty colleagues and mentors.

If your initial course and instructor evaluations reveal areas of your teaching that you would like to improve, contact the director of the Center for Excellence in Teaching & Learning who can help you interpret the evaluation results, discuss strategies for improving your teaching and can pair you with a teaching mentor if that seems desirable.

Other strategies that can help you explore ways to enhance your teaching include consulting with colleagues known to be effective teachers and observing their class sessions: faculty distinguished as the President's Teaching Scholars, faculty fellows from the CFDA and CETL, and recipients of the Denver Campus Teaching Excellence awards. You may also wish to take advantage of the books about teaching and learning found in the CETL library (Third Floor, City Heights Learning Commons), and to regularly attend CETL professional learning opportunities. Your committed efforts to improve your teaching will speak positively for you, especially if your FCQ evaluations improve.

Teaching does not end in the classroom. Research shows the trait that most characterizes outstanding teachers is the manner in which they interact with students outside of class sessions. If you spend substantial amounts of time outside of the classroom working with and supporting students, be sure to give yourself proper credit in your dossier. Activities that follow in this category of teaching include:
- tutoring and advising;
- supervising independent studies;
- giving assistance to students applying for employment, internships, and graduate study;
- sponsoring or engaging in other activities with academic clubs;
- supervising non-credit or preliminary research;
- serving on students' thesis and dissertation committees;
- and leading students in non-credit activities such as field trips or travel to professional meetings.

Document all the teaching services you provide, such as engaging in special efforts in class preparation, including materials and equipment maintenance; strengthening campus media and library resources; soliciting donations of materials for courses; building guest speaker networks; and participating in program work (e.g., designing new courses and programs, mentoring instructors and lecturers, community outreach).

Document the teaching-oriented professional development activities in which you participate. These types of professional development activities may include:
- your consultations with the director, faculty fellows and mentors of the CFDA and CETL, and school/college colleagues;
- participation in meetings, conferences and workshops on teaching;
- membership in organizations that focus on teaching;
- any writing, editing, reviewing, or researching for your own discipline's pedagogy;
- use of new teaching strategies;
- development of teaching online, accelerated (e.g., summer condensed formats) and alternative-format courses;
- application of technology to enhance students' learning and experience;
- and initiation of and assistance with campus activities that promote better teaching or a better teaching environment.

Scholarly and Creative Work

What is Research? What is Creative Work?

In traditional academic disciplines, research is compiled into a record of scholarly publications—typically peer reviewed books, book chapters, articles, and conference proceedings. These publications are evaluated in terms of both quantity and quality. Evaluators ask questions about average annual productivity and the importance of the scholarly venues. Traditional academic research is peer reviewed, and evaluators want to know whether the research in question has had a demonstrable impact upon the field.

Creative work is also compiled into a record that can be evaluated in terms of its quality and quantity. It, too, has to be peer reviewed, and evaluators want to know what impact it has had

on the field. Exhibitions, musical performances, design competitions, patent applications, and other forms of creative work do not assume value simply because they have occurred. Creative work, much like research activity in traditional academic disciplines, happens within a community that assigns value to it. Artists, musicians, actors, and architects must ascertain the stature and significance of the venues at which the work is exhibited or the performances occur and seek out opportunities of the highest caliber.

You are strongly advised to carefully review the RTP criteria of your department/unit/college at the onset of your appointment to ensure that you are familiar with specific criteria, requirements and recommendations regarding the documented scholarly/creative work accomplishments and endeavors that will garner a meritorious or excellent evaluation.

Developing an Agenda

It is essential for you to develop an overall plan for the development of your research or creative work with each year spent working toward a subset of the overall goals. You must set priorities and organize what you want to accomplish by the comprehensive review and what you need to have completed by the time of your tenure and promotion evaluation. Typically, a comprehensive review takes place in the fourth year and the review for tenure and promotion during the seventh year.

Your scholarly/creative work will be evaluated for evidence of growth, impact on the field, originality, and future promise. Your work needs to evolve, expanding beyond the scope of graduate and/or postgraduate study, and it is important to build a cohesive body of work that represents a sustained focus. Each discipline varies in terms of the kind of research contribution it most values, be it a book or journal article, and be it empirical or theoretical work. Papers published in premier journals within your field more often become cited more than those in lesser journals; it is worth remembering that citation frequency of your published work is certainly an important measure of the impact your scholarship. If you have questions about which publications outlets, or exhibition/performance venues, are most valued in your discipline, ask your colleagues at CU Denver and beyond.

The University of Colorado administrative policy statement, The Professional Plan for Faculty (see: Faculty Affairs > Faculty Processes, Policies and Forms) is intended to serve as the basis for discussions among faculty colleagues and to ensure that all faculty are working toward the goals of the unit. You should have your Professional Plan prepared for submission in the first year of your appointment and submit annual updates. However, successfully completing the goals of the Professional Plan and annual merit review does not necessarily ensure reappointment or tenure and promotion. For more information, please refer to the RTP Review Process.

To ensure that the time you devote to scholarly/creative work is maximized throughout the RTP timeframe, it is helpful to have a long-term plan for action with specific short-term goals. The following strategies can help you achieve your goals:

- Choose research topics or creative work activities that can be pursued at the CU Denver Campus;
- Select topics for scholarly/creative work that you and trusted peers deem important within the field, and worthy of your attention and effort;
- Allot and spend significant time for scholarly/creative activities each week;
- Select collaborators and mentors when appropriate, who will help you achieve your goals;
- Communicate regularly with your department chair and colleagues about what you are doing;
- Establish deadlines and adhere to them;
- Make and nurture contacts with significant contributors in your area of scholarly/creative work;
- Secure funds to support your scholarly/creative work and endeavors. Utilize the services of the [Office of Research Services](#);
- Utilize the services and grant programs (e.g., [Early-Career Professional Development Grant](#)) of the Center for Faculty Development & Advancement.

Maintaining and Sustaining Research

If you have recently completed your doctorate, it is appropriate and relatively easy to develop one or more articles for publication from your dissertation. You are exceedingly familiar with this work and you should find working with the material a comfortable first venture into the publishing world. Once you have published something, you will feel more confident about developing a more sophisticated research agenda. It is essential for reappointment and for tenure and promotion that your research is not derivative of earlier research and includes significant accomplishments subsequent to your appointment at CU Denver.

Plan your research agenda around semesters and courses and also around the best times to collect data or assemble materials; around deadlines for conferences and grant submissions; and around the best times to analyze data and write. For example, if you are faced with particularly heavy teaching responsibilities one semester, determine how you can use your time weekly to collect data, do library research, or analyze the problem. Then, when open blocks of time become more available, you are ready to begin writing or to undertake other activities that require more time.

Some faculty members suggest working on three projects in different stages of completion at the same time: collecting data, analyzing data, and writing. In this way, you are always working and will be continuously producing manuscripts to submit for consideration for publication. Evaluators are often impressed by consistent research productivity.

Schedule blocks of time to work on your research activities. Some people work best in whole-day blocks of time and others find a certain time of day better for writing. Schedule meetings and appointments with these considerations in mind, making sure you earmark sufficient, as well as high quality, time for your research activities. Do not be diverted by reading your email or answering correspondence during the time you have designated for your research activities. Engaging undergraduate or graduate students in your research pursuits, thereby integrating teaching and research, will enable you to enjoy much longer periods of time on your research work, will provide you with much needed assistance in certain aspects of the research and will add a new dimension to your scholarship. In choosing journals for publication, make conscious decisions about the particular audience you wish your work to reach. Have your manuscript finely tuned in format as well as substance before submitting it for publication. Be certain it is appropriate for the particular journal to which you plan to submit it. It takes time to revise and resubmit an article.

Several rules generally hold across disciplines. For example, the publication of popular books and textbooks is not as valued as greatly as other research endeavors. Writing a textbook is usually viewed as teaching, rather than research work, unless colleagues' letters attest to its research contributions.

One way to maintain and sustain research is to work collaboratively, especially across disciplines. Work done in collaboration with others can be difficult to evaluate without explanation from you. Make certain to explain in your dossier the nature of your independent contribution to a co-authored article, project or creative endeavor. For all co-authored products, provide an explanation of the role of each co-author and the meaning of the order of the names of co-authors. Letters from co-authors may be helpful. It is particularly important to explain your role in relation to co-authors who are students.

Maintaining and Sustaining Creative Work

Many of the suggestions in the preceding sections also apply to creative work: planning and scheduling your work around courses, semesters, submission deadlines for exhibitions; the best times for you to engage in creative activities; planning sufficient blocks of time to work; not being distracted from your planned schedule; and involving students in your creative endeavors.

Your creative work may also lead to the following valued products: a DVD or video for non-profit and/or commercial distribution; design competition entries and awards; planning and design awards; the publication of books, monographs, reports, and reviews that are important to the field; computer software; website designs; professional commissions; built projects and approved longer-range plans that have been well-received. As with colleagues engaged primarily in research, you need to know what your creative discipline values and focus your creative work, if appropriate, on those activities and associated products.

As with research, your creative work will be evaluated for evidence of growth, impact on the field, originality, and future promise. Your work also needs to evolve, expanding beyond the scope of graduate and/or postgraduate study and to build a cohesive body of work that represents a sustained focus.

Preparing for Publication, Performance, or Exhibition

CU Denver colleagues or colleagues in your field at other institutions can advise you about the valued criteria for achievement in your field and about the reputation of journals, competitions, professional awards, exhibition, and performance spaces. Your colleagues can also provide advice on drafts of your papers, creative work, or design work before you submit to journals or competitions. Be sure to seek advice in this area, whether it comes from campus or external sources.

It is important to publish or display your work promptly so that interested scholars can learn about it, cite it, and provide helpful critical feedback that will aid in shaping your future work. Do not wait until a book is completely finished before earmarking a piece (perhaps a pilot piece) for professional feedback.

Early in your career, begin the process of building visibility and keeping the door open for important criticism to which you may need to respond in your work. If publication or exhibition is important in your field, prepare your work for the most respected peer-reviewed journals or esteemed galleries. The prestige of the journal or arts venue influences the assessment of your scholarly work.

Obtaining Financial Resources to Support your Scholarly/Creative Work

In some disciplines faculty members simply cannot succeed in their scholarly/creative work without obtaining major funding, almost always requiring applications for grants or contract funds from external sources. Even in fields such as the arts and humanities where funding has been historically relatively low, faculty members benefit enormously from fellowships for summer work, study leaves, travel funds and student support funds available at the school or college level. Depending on departmental by-laws, faculty members may be expected to make efforts to obtain funding through grant writing. The university also offers a number of internal grants through the [Office of Research Services](#) (ORS). Workshops through the ORS' [Faculty Grants Academy](#) help with grant writing and provide strategies for obtaining and sustaining support for your scholarly/creative work. The [Office of Grants and Contracts](#) (OGC) and sub-offices within the Office of Research Services provide guidance and support for submitting grants and contracts that are compliant with national requirements. The details of services and internal grants offered are described in the next sections and the appendices.

Internal Support for Scholarly and Creative Work at CU Denver

[Center for Faculty Development and Advancement (CFDA)](#)

The CFDA provides funds and administers internal grants programs. The grants programs for faculty on the Denver Campus include the Early-Career Professional Development Grant (ECPD) program. Other support is available through the National Center for Faculty Development & Diversity (NFCDD). For more information about these and other programs visit the [CFDA website,](#) or contact the center's director, Karen Sobel, at [karen.sobel@ucdenver.edu.](#)

Office of the Vice Chancellor for Research

The Office of the Vice Chancellor for Research oversees all the university research functions including research development, grants, and contracts, regulatory compliance and laboratory animal resources. For more information about the research functions at CU Denver, see the [Office of Research Services website](#).

Schools and Colleges

Support for your research efforts is available from both your school/college and the Office of Research Services. School or College research support staff members can give advice as to contacts for finding grant opportunities, assistance in preparing budgets, contacts for meeting compliance requirements (e.g., use of human subjects or animals in research) for a particular project, help in interpreting details regarding the written requirements for a particular granting agency and interfacing with OGC.

[Office of Research Services (ORS)](#):

ORS provides faculty development resources targeted at enhancing faculty research and creative work. Faculty will want to take advantage of the ORS internal grant competitions (see [website](#) for details). This office also offers faculty proposal support.

[Office of Grants and Contracts (OGC)](#):

This office assists faculty, administrators and staff in fulfilling the research mission of CU Denver I Anschutz Medical Campus by providing guidance about the sponsored project process. Services provided by OGC include grant proposal routing and award set-up, contract and subcontract negotiation, management of post-award financial and non-financial requirements, sponsored project accounting and gift accounting. Specific guidance and information is available at the [OGC website](#). Be sure to reference training requirements for Principal Investigators at this website and complete those training requirements prior to submitting a grant or contract proposal. You can reach OGC representatives at 303-724-0090 or by email: [Xenia@ucdenver.edu](#).

[Department of Environmental Health and Safety (EHS)](#):

This unit provides comprehensive environmental, health and safety services to CU Denver researchers and staff. Details are available on the [EHS website](#).

[Office of Regulatory Compliance](#):

The office oversees the approval processes for working with human subjects and carrying out research with animals and related government-imposed regulatory matters. They provide training for the faculty in each of these areas to ensure that sound and ethical work practices are followed when conducting any type of Study, whether funded or not. COMIRB (CO Multiple Institutional Review Board) holds Virtual Office Hours on Mondays from 12-1 pm to advise on human subject research matters. Email COMIRB@ucdenver.edu for help at a different time. Further information about services can be found on the [ORC website.](#)

Relationship Building: Increasing the Visibility of Your Scholarly/Creative Work

Primary Unit

In the College of Liberal Arts and Sciences, the College of Engineering, Design and Computing, the College of Architecture and Planning, and the College of Arts & Media, the primary unit is the department (e.g., Chemistry, Economics, English, Psychology, Civil Engineering, Computer Science, Architecture, and Visual Arts). In the Business School, the School of Education & Human Development, and the School of Public Affairs, the primary unit is the entire school. The Auraria Library is a primary unit.

Get to know colleagues in your unit. When the primary unit votes on your reappointment, tenure and promotion, your colleagues' familiarity with you and with your work is vital. This familiarity begins with your Professional Plan and is based not only on their taking the time to read, view, or listen to your work, but also on their sense of you as lively, responsive, and active in your scholarly/creative work. Colleagues can help you by discussing your ideas with you, encouraging you about what is new enough and valuable enough to write or create, advising on the best journals or competitions, reviewing and criticizing drafts, and suggesting you for important conferences, exhibitions, etc.

You should consult with your chair (or division coordinator) and mentor/s regularly about professional choices, making sure that you know the criteria for advancement, what are considered the best refereed journals or galleries, and what is "normal" productivity. Your chair and mentor/s play an important role in monitoring the evaluation process and in interpreting the primary unit vote. You need to keep your chair and mentor/s informed about your accomplishments and you need their advice in making choices.

Pay attention, too, to the results of your annual evaluations or merit reviews. The results of these reviews should give you helpful information about your chair's and/or dean's perceptions of your strengths and positive accomplishments, as well as areas needing attention or improvement.

CU Denver and University of Colorado Communities

Colleagues outside your primary unit will eventually evaluate your work. Get to know colleagues in other disciplines and other schools or colleges. Particularly get to know colleagues who engage in research or creative activities related to your own. College/school/library committee service is important and useful for an untenured faculty member. Participation with a faculty assembly or faculty council committee is a good way to get to know your colleagues in other colleges and schools on the Denver Campus. Be careful that committee work does not significantly impact the time you need to devote to your scholarly/creative work. Taking on the responsibility as a committee chair or serving on a search committee may be too time-intensive if you are on the tenure track. If you have any questions about which service opportunities to select, consult your chair, mentor/s, associate dean, or dean for advice.

National and International Networks

Attendance at conferences and workshops helps you establish contacts. The presentation of papers at conferences generally requires less lead time than journal publication and may help to make your work more widely known. In general, conference papers or presentations, while peer-reviewed at a high level, are not valued as greatly as articles published in refereed journals or performing/showing at a top tier arts venue in the reappointment, promotion, and tenure review processes so be selective and constrict the amount of time and effort devoted to conference activities.

Small professional meetings where you can engage in serious intellectual discussions with colleagues may often be more helpful than larger, more anonymous meetings. You may also want to participate in establishing a national network of colleagues in your area of research interest or creative endeavor, if such a network does not already exist.

Leadership and Service

Leadership and service opportunities abound within the university, the broader community, and the profession at large. You will easily find numerous activities and causes that allow you to use your expertise and interests in productive and satisfying ways. However, your primary unit has specific expectations regarding service. Expectations may vary from one primary unit to another. Be sure to learn what your primary unit's service expectations are and discuss these with your department chair or division coordinator.

You must make careful decisions about leadership and service activities and watch your time commitments carefully. Service can consume vast quantities of time and energy. However rewarding it may be, service does not count nearly as much as teaching and scholarly/creative work in reappointment, tenure, and promotion decisions. It is essential that you prioritize and negotiate those commitments and find ways to say "no" if you are asked to participate in service activities that will cut significantly into the time you need to spend on teaching and scholarly/creative work.

Any activities for which you receive separate compensation (e.g., consulting with an external agency or organization) must be acknowledged. You must conform to the University of Colorado Regents rules about the amount of time that can be spent on outside consultations (commonly referred to as the "one-sixth rule") and complete a declaration of consulting activities for prior approval. For more information see [Faculty Consulting and External Professional Activities](#) on the University of Colorado Board of Regents Policy website.

University Leadership and Service

University leadership and service opportunities include such activities as serving on college/school/library, university, or system- wide committees; serving on the [CU Denver Campus Faculty Assembly](#) or the [University of Colorado Faculty Council](#); and serving on ad hoc task forces or temporary committees that are formed for special purposes.

Public Leadership and Service

Community Service

Service to the broader community includes, but is not limited to, such activities as serving on the board of a not-for-profit organization; serving as a professional consultant to a community organization, public agency, or private business; serving as an expert witness or consultant in a legal matter. These activities will count as service if they are related to your discipline or scholarly/creative interests, but not otherwise.

Service to the Profession

Service to your profession includes, but is not limited to, such activities as participation in professional organizations, committees, and projects; professional licensure/registration; holding office in a professional organization; reviewing journal manuscripts and editing journals; reviewing grant and fellowship proposals; serving on an accreditation review committee for a regional or specialized accrediting agency; and serving on professional conference planning committee.

Keeping Records of Activities and Accomplishments

Begin to keep records of your activities and accomplishments in teaching, scholarly/creative work, and leadership and service from the time of your initial appointment. If you do this, you will be able to construct a viable dossier more easily by the time your first review arrives. Here are some suggestions of the type of information you should be collecting:

Documentation of Teaching

- List of formal courses; course outlines and syllabi (see *Appendix B*); reading lists; grade sheets;
- Evidence of work in developing new courses and new methods of teaching;
- Work on textbooks, published or unpublished;
- Record of theses and oral/written examination committees on which you have served (undergraduate honors theses, MA/MS theses, oral/written qualifying examinations, doctoral dissertations);

- Student advising and mentoring; student clubs, professional presentations with students; directing students in an [Undergraduate Research](#) program;
- Curriculum and/or program development you have contributed in your primary unit;
- Teaching awards and grants;
- Contracts documenting independent studies and internships you have supervised/directed;
- Original FCQ forms; create a summary table with courses taught, the course and faculty ratings for each course and overall average course and faculty ratings (see *Appendix E*);
- Unsolicited letters from students, alumni and colleagues;
- Professional status of former students;
- Outstanding students you may have influenced, with details;
- Joint publications with students;
- Contributing to, or editing, a professional journal on teaching;
- Participating in a teaching mentoring program;
- Participating in or giving teaching improvement workshops;
- Evidence of multiple means of teaching evaluations; see the Regents policy, *APS 1009: Multiple Means of Teaching Evaluation* at the [University of Colorado Office of Policy and Efficiency](#) website.

Documentation of Scholarly/Creative Work

- Publications and creative works, peer reviewed and non-peer reviewed;
- Research colloquia and conferences attended, with dates, places, and brief descriptions;
- Research colloquia and conferences at which presentations were made, with dates, places, with brief description, and whether the presentations were peer reviewed/invited;
- Exhibitions, performance events or film screenings to which you were invited to contribute or participate, with dates, location and brief description;
- Requests to review books or performances, with details;
- Citation analysis, with details;
- Important citations of your work, with details;
- Unsolicited letters of praise;
- Reviews of your work;
- Research awards, with dates, amounts, name of donor;
- Grants applied for (include funded and unfunded grants) with funding agencies, dates, amounts requested, and amounts funded;
- Fellowships applied for and received, with dates, amounts, and brief descriptions;
- Work in press, with details;
- Work in preparation, with details;
- Professional commissions;
- Creation and development of new technology related to the discipline.

Documentation of University and Public Leadership and Service Activities

- Service activities on college/school/library, university, or system-wide committees;
- Committee, consultant, and public service work, with details;
- Letters concerning the nature of your contribution;
- Letters from persons acknowledging your professional or service work;
- Records of participation in professional organizations and committees and offices held, with details;
- Service on editorial boards, with details;
- Service as a consultant, with details;
- Reviews of grant and fellowship proposals, with details;
- Reviews of manuscripts, with details;
- Journal editorships, with details;
- Service awards, with details;
- Honorary degrees, with details;
- Service as an expert witness or consultant in a legal matter.

Summary of Advice

- **Know the system**. Learn the rules, customs, procedures, channels of communication, power centers, and ways to get things done.
- **Manage your time effectively**. Be sure to set aside time for your students, scholarly/creative work, your leadership and service activities, your family, and yourself.
- **Maintain records**. Compile your own personnel file and update it at least every semester. Items in this file will be needed to document your accomplishments for reappointment, tenure, and promotion.
- **Keep your curriculum vitae updated and current and in the format as shown in** *Appendix F*. Your first evaluation occurs very quickly and deadlines cannot be altered.
- **Carefully review the RTP criteria of your department/unit/college**. Be sure that you are familiar with specific criteria, requirements and recommendations regarding the documented scholarly/creative work and teaching accomplishments and endeavors that will garner a meritorious or excellent evaluation.

- **Know key administrators**. Get acquainted with your chair, dean, and other university administrators who can be helpful to you. They want and need to hear from you, and get to know you.
- **Know your colleagues**. Attend seminars, colloquia, lectures, artistic, and social events on campus. Seek intellectual and social companionship from your colleagues. Find an advisor or mentor in your department or college/school/library, or through the assistance of the CFDA tenure-track mentoring program to work with someone who can help you understand the system and the procedures you need to know.
- **Monitor your reviews**. Check with the primary unit head about the progress of your dossier through the review process and request a copy of the primary unit letter if you haven't received it when the dossier goes forward to the dean's level. Check with the dean's office or with your mentor about the progress of your dossier through the review process and request a copy of the dean's level letter(s) if you haven't received it/them when the dossier goes forward to the vice chancellor's level.
- **Be informed**. Read the [University of Colorado Faculty Guide](#) and all the important university, school/college/library, and department/program documents and web pages (also see *Appendix A*). Ask questions freely to obtain the information you need to understand policies and procedures. When in doubt, seek counsel from appropriate sources.
- **Know what resources are available**. Find out about resources in your department/program, school/college/library, and the university that can help you in your teaching, scholarly/creative work, and leadership and service endeavors.
- **Make yourself known**. Take an active role in your career. Get involved with university, college/school/library, and department/program committees and other university-wide activities – but be mindful of not over-extending your service commitments in the interest of needed time for scholarly/creative work.
- **Ask for help**. Take advantage of the expertise of the CFDA, CETL, TIPS Division, Auraria Library, senior colleagues, and various administrative offices available for assistance of various kinds. Participate in the CFDA events and activities.
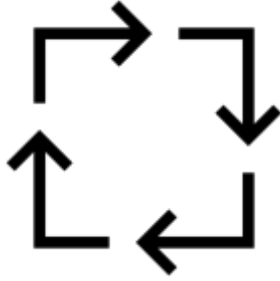
The RTP Review Process

This section briefly explains how the performance of tenure-track and tenured faculty at the CU Denver Campus will be evaluated. New faculty are urged to read the specific policy statements on RTP, which are available online.

RTP Policies

You can find the full text of the policies below on the [CU Denver | Anschutz Medical Campus Policies and Guidelines website](#).
- [CU Denver Campus Administrative Policy 1004: Reappointment, Tenure and Promotion Review](#)
- [University of Colorado APS 1022: Standards, Processes and Procedures for Reappointment, Tenure, Promotion, and Post-Tenure Review](#)
- [University of Colorado Board of Regents Policy 5.D: Reappointment (to a tenure-track position), Tenure, and Promotion](#)
- [CU Denver | CU Anschutz Campus Administrative Policy 1050: Post-Tenure Review](#)

Stages of the RTP Review Process

All stages and levels of the review process take into account your teaching record, your scholarly/creative work, and your university, professional, and public leadership and service activities, and other criteria that may have a bearing on the decision are also considered. The award of tenure is dependent upon developing excellence in either teaching or scholarly/creative work, or both. Make sure you are building a record of excellence in one, or both, of these two areas while achieving a meritorious record in the other two. In accordance with the Laws of the Board of Regents tenure may be awarded only for demonstrated meritorious performance in each of teaching, scholarly/creative work, and leadership and service, and demonstrated excellence in either teaching or scholarly/creative work, or both. Read the [full policy statement](#).

The Denver Campus generally weights faculty performance as 40% in teaching, 40% in scholarly/creative work, and 20% in leadership and service. Once you receive tenure, you may

negotiate a differentiated annual workload if, for example, you assume administrative duties such as chairing your department, or want to, or need to, distribute your efforts differently. Such arrangements must be approved so that workload distributions are fairly made and the necessary work in the department/school/college/library can be carried out. Be aware, however, that the standards and criteria for promotion to full professor do not flex to accommodate a differentiated workload. Taking a differentiated workload may result in waiting several additional years in order to achieve the requisite record before coming up for promotion review to full professor.

Pre-Tenure

1. **Initial Appointment**
    Your initial appointment as an assistant professor (or, less commonly, as an associate professor, tenure-track) indicates that you are well qualified to teach at the undergraduate and graduate levels, to carry out scholarly/creative work in a special field, and to meet the program requirements of the primary unit. Your carefully reviewed and approved appointment reflects a judgment that you have the potential to achieve tenure at CU Denver.

2. **Professional Plan**
    Every faculty member is required to prepare a Professional Plan. The Professional Plan is designed to provide a clear statement of your goals and the nature of effort you will make in teaching, scholarly/creative work, and leadership and service. The Professional Plan clarifies for the primary unit and other evaluative groups the goals you have set. The Plan should be developed in consultation with the primary unit so that your planned activities, when combined with those of other faculty in the unit, result in the primary unit meeting its responsibilities to students and the university. The Professional Plan is submitted annually and updated annually. For information, read the Professional Plan section (Appendix B) of *APS 1022, Standards, Processes and Procedures for Reappointment, Tenure, Promotion, and Post-Tenure Review*.

3. **Annual Merit Reviews**
    Every faculty member's performance in teaching, scholarly/creative work, and leadership and service is evaluated annually through the merit review process. The results of the evaluation include feedback on areas of strength and areas in need of improvement, as well as your salary increase for the next academic year. Check with your chair, associate dean, or dean for the procedures that are used in your school/college/library. It should be understood that results of the faculty merit evaluations are not considered in the tenure process.

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4. **Comprehensive Review Process**

   The comprehensive review for reappointment is a critical appraisal point that typically occurs in the fourth year. The comprehensive review process evaluates your entire record since your appointment as a faculty member and includes the use of external evaluators.

   The comprehensive review provides a formal mechanism for the department or program to get to know your record. Its purpose is to assist you and the department or program to identify your strengths and weaknesses in sufficient time to allow you to improve your record before your evaluation for tenure and promotion to associate professor. You should use the comprehensive review as the basis for collegial conversations with faculty in your unit about your professional progress.

   Non-reappointment is possible as the result of the comprehensive review. If you are not reappointed, you will have a terminal year before your appointment ends. More typical is reappointment with specific advice about aspects of your performance that need improvement during the years leading to your tenure review. It is essential that you pay attention to advice for improvement and make the necessary changes prior to your review for tenure.

   If you fail or decline to submit a dossier for comprehensive review at the scheduled time or submit a dossier that omits relevant material, you are deemed not to have applied for reappointment.

Dossier

Your dossier must be a carefully developed compilation of documentation of your activities and accomplishments. Candidates are required to check with their primary unit head in their school/college/library concerning the contents and presentation of the dossier that will be sent to external reviewers. Scholars representing the candidate's field of specialization serve as external reviewers (see *Appendix I: Sample External Review Letters*). Your dossier is a complete record of your teaching, scholarly/creative work, and leadership and service since your appointment and is critical to the review process: it is evidence in support of your application for reappointment, tenure, and promotion. This is an opportunity for others to analyze the progress of your work and its contributions and impact, and to highlight future directions.

For the primary unit, at the reappointment, tenure, and promotion reviews, you are required to provide the following in your dossier:

- Current curriculum vitae in the required format (see *Appendix F*);
- Summary overview (two-three pages) of your entire teaching, scholarly/creative work, and leadership service record;

- Statement about teaching and educational endeavors, with associated documentation;
- Summary table of courses taught and FCQ results (see *Appendix E*);
- Statement of scholarly/creative accomplishments and plans, with associated documentation;
- Statement of leadership and service activities, with associated documentation;
- Copies of the scholarly/creative work;
- Additional documentation you feel is necessary to fully represent your work for review.

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Tenure Review and Beyond

Tenure Review

Normally, you are reviewed for tenure in the seventh year of your appointment. A faculty member may apply to be granted tenure in less than seven years. You should consider the advice you were given at the time of the comprehensive review for reappointment and consult with your chair or mentor/s about the timing of your application for tenure.

Occasionally, highly experienced people have been hired as associate professors, tenure-track. The standards for tenure for associate professors on the tenure-track are the same as for assistant professors.

In accordance with the Laws of the Regents, tenure may be awarded only for demonstrated meritorious performance in teaching, scholarly/creative work, and leadership and service, and demonstrated excellence in either teaching or scholarly/creative work. See: *[CU Regents Policy (5.D) Reappointment (to a tenure-track position), Tenure, and Promotion](#)*.

It is possible that you may not be awarded tenure as the result of the tenure review. If you are not awarded tenure, you will have a terminal year before your appointment ends. For more information, review the university policy statement that outlines the rights and appeals process for faculty who are denied tenure. See: *[CU Regents Policy (5.D) Reappointment (to a tenure-track position), Tenure, and Promotion.](#)*

If you fail or decline to submit a dossier for tenure review at the scheduled time or submit a dossier that omits relevant material, you are deemed not to have applied for reappointment. In this situation, your appointment terminates at the end of your existing appointment. There is no terminal year beyond the end of the existing appointment.

Promotion Review

Promotions require the same energy, focus, and effort by the faculty member as the comprehensive and tenure reviews require. The promotion review requires the use of external evaluators.

At the Denver Campus, the review for promotion from assistant professor to associate professor is conducted in the tenure review.

Promotion to full professor requires a record that, taken as a whole, may be judged to be excellent; a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances require a stronger emphasis or singular focus on one or the other; and a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching or librarianship, scholarly/creative work, and leadership and service.

Post-Tenure Review (PTR)

Post-tenure review is required by Board of Regents policy. Post-tenure review is intended to (1) facilitate continuing faculty development, consistent with the academic needs and goals of the university and the most effective use of institutional resources, and (2) ensure professional accountability by a regular, comprehensive evaluation of every tenured faculty member's performance.

Post-tenure review is a comprehensive peer review evaluation scheduled every five years following the award of tenure. Once a faculty member has been awarded tenure, the faculty member is responsible for continuing to submit a Professional Plan. Post-tenure reviews are based on the faculty member's progress in implementing the Professional Plan and annual merit reviews.

The criteria used in post-tenure review are the same as for tenure and promotion review and reflect the same indicators of quality performance that are used in tenure review. If the faculty member is making good progress in following the Professional Plan and receives a rating of "meeting expectations" or higher in the annual merit reviews, a brief post-tenure review will be conducted.

Faculty who receive a summary evaluation of "below expectations" in their annual merit review at any time during the five-year PTR cycle are required to meet with members of their primary unit and/or the unit head, as determined in the by-laws of the primary unit, to identify the causes of the unsatisfactory evaluation and to plan and implement a written Performance Improvement

Agreement (PIA) to remedy their problems. If the goals of the PIA have been met, as evidenced in the next annual merit evaluation, the faculty member continues in the current five-year post-tenure review cycle. If the goals of the PIA have not been met at the next annual merit evaluation, an extensive review process shall be initiated.

If a faculty member receives a PTR summary rating of "below expectations" or "fails to meet expectations," in *any* of the evaluated areas of teaching, scholarly/creative work, and leadership and service, the faculty member must undertake a Performance Improvement Agreement (PIA). If the goals of the PIA are not met, an extensive review will be conducted, and a development plan will be written. (See University of Colorado *APS 5008: Faculty Performance Evaluation* for information and procedures relating to PIAs and extensive review).

For more detailed information on post-tenure review, review the *CU Denver | CU Anschutz Campus Administrative Policy 1050: Post-Tenure Review*.

Levels of the RTP Review Process

The reappointment, tenure, and promotion review process occurs at several levels on the Denver Campus. Your initial appointment, comprehensive review, tenure review, post-tenure reviews, and considerations for promotion to full professor go through the same process of review at several levels. Review letters are required and requirements depend on the type of case (see *Appendix J*). Read *CU Denver Campus Administrative Policy 1004: Reappointment, Tenure and Promotion Review* at the CU Denver | CU Anschutz Policies and Guidelines website.

Department chairs are required to provide all tenure-track faculty with a formal description of the structure and criteria of the reappointment, tenure, and promotion review process. All schools and colleges have written standards for RTP. If you do not have a copy of the standards for RTP, be sure to ask your dean, associate dean, or chair for a copy. You also can find RTP criteria on the Faculty Affairs website.

1 First-Level Review: School, College, or Library

Primary Unit Review

The primary unit conducts the initial review. The primary unit has a strong voice in personnel decisions: it selects information; it emphasizes; it analyzes and evaluates; it votes; and it makes recommendations. Thus, it has a significant impact on the eventual outcome of the review process.

The primary unit selects the external reviewers. You may suggest names of persons you believe would be appropriate evaluators. Where you believe someone would be inappropriate to evaluate your work, you must provide a reason. In suggesting external referees, care must be taken to exclude evaluators whose evaluations might constitute a conflict of interest. The identity of external reviewers and their letters are confidential and will not be disclosed to you. However, redacted comments from external reviewers are usually included in the letters written by the primary unit, the chair (where appropriate), dean's advisory committee/first level review committee, the dean, campus-wide RTP committee, and the provost.

There is a definite schedule for the submission of personnel recommendations. You need to know the deadline and submit your materials on time. Deadlines are generally early in the fall semester. Be sure that materials you prepare for the primary unit review committee and the external reviewers are forwarded to the appropriate individuals in the primary unit. Since evaluation criteria vary among units, discuss with your chair the criteria that will be used to evaluate your record.

The primary unit's review may involve an appraisal by a committee in your unit that acts as a whole to submit a report. The report is usually discussed by the faculty who outrank you. This discussion is followed by a vote. Split votes must be explained and a minority report may be provided. The vote is reported in the file and forwarded with the unit's letter to the dean. Where there is a departmental structure, the department chair also writes a letter expressing an independent opinion on your case. You receive copies of the primary unit's report and the chair's letter at the time they are inserted in the dossier. If you don't receive these documents in a timely manner, ask for them.

Dean's Review/Advisory Committee and Dean

The primary unit sends your dossier, with the departmental report and the chair's letter, to the dean's office. The dean's office sends your dossier to the dean's review/advisory committee,

which appraises it, adding its own letter of evaluation and recommendation. Split votes must be addressed and a minority report may be written. The dean's review/advisory committee's recommendations are advisory only and not binding on the dean. The dean appraises and interprets the dossier and writes a letter expressing an independent evaluation of your case. You receive copies of these two letters at the time they are inserted in the dossier. As stated in the previous section, if you don't receive these documents in a timely manner, ask for them.

② *Second Level Review: Vice Chancellor's Advisory Committee (VCAC), Provost, and Chancellor*

The dean's office sends your dossier to the provost's office for review by the campus-wide Vice Chancellor's Advisory Committee (VCAC) for RTP. This committee includes faculty selected from each of the colleges, schools, and the library. This committee's deliberations are confidential. The committee reviews applications for reappointment, tenure, and promotion and makes a written recommendation to the provost. The committee's recommendations are advisory to the provost. You will receive a letter from the provost (and a copy of the VCAC memo), reporting the provost's decision on your application, including any suggestions or recommendations. The provost makes a recommendation to the chancellor.

③ *Third Level Review: President*

The chancellor reviews the tenure recommendations of the provost and makes a final decision about which candidates are forwarded to the president and Board of Regents for consideration for tenure. The chancellor does not forward negative decisions on tenure to the President's Office. The president makes a recommendation to the University of Colorado Board of Regents.

✓ *Final Decision*

The chancellor makes the final decision on reappointments and promotions. These decisions do not require approval by the president and Board of Regents.

The Board of Regents gives final approval to the award of tenure, and to the appointment of faculty with tenure. These faculty personnel decisions are not placed into effect without the approval of the Board of Regents.

Appendix A: Important Links to Policies and Resources

University of Colorado Faculty Guide: https://www.cu.edu/faculty/news-resources/faculty-guide

Center for Faculty Development and Advancement (CFDA): https://www.ucdenver.edu/centers/cfda

Center for Excellence in Teaching and Learning (CETL): https://www.ucdenver.edu/centers/cetl

The Division for Teaching Innovation and Program Strategy (TIPS): https://www.ucdenver.edu/tips

Office of Research Services (ORS): https://research.ucdenver.edu/research-services

Multiple Means of Teaching Evaluation: https://www.cu.edu/ope/aps/1009

The Professional Plan for Faculty: https://www1.ucdenver.edu/offices/faculty-affairs/processes-policies-forms#ac-professional-plans-22

University of Colorado Standards, Processes and Procedures for Reappointment, Tenure, Promotion, and Post-Tenure Review: https://www.cu.edu/ope/aps/1022

Denver Campus Reappointment, Tenure, and Promotion Review Policy: https://www.ucdenver.edu/policies

Denver Campus Post-Tenure Review Policy: https://www.ucdenver.edu/policies

Tenure Accountability: https://www.cu.edu/ope/aps/1020

Faculty Consulting and External Professional Activities: https://www.cu.edu/ope/aps/1044

Conflicts of Interest and Commitment in Research and Teaching: https://www.cu.edu/ope/aps/5012

Academic Integrity Policy: https://www.ucdenver.edu/faculty_staff/employees/policies/Pages/default.aspx

CU Denver Policies and Guidelines: https://www.ucdenver.edu/policies

Faculty Processes, Policies and Forms: https://www1.ucdenver.edu/offices/faculty-affairs/processes-policies-forms

Office of the Provost: https://www1.ucdenver.edu/offices/provost

Office of Faculty Affairs: https://www1.ucdenver.edu/offices/faculty-affairs

Appendix B: Syllabus Policy

Campus Administrative Policy

Policy Title: **Syllabus**

Policy Number: 1031   Functional Area: Academic and Faculty Affairs

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Effective: July 1, 2016
Date Last Amended/Reviewed: July 1, 2016
Date Scheduled for Review: June 30, 2023
Supersedes: Syllabus, January 1, 2015

Approved by: Roderick Nairn
                                        Provost and Executive Vice Chancellor for Academic and
                                        Student Affairs

Prepared by: Associate Vice Chancellor for Academic Affairs Reviewing
Office: Provost and Executive Vice Chancellor for Academic and
                                         Student Affairs
Responsible Officer: Provost and Executive Vice Chancellor for Academic and
                                         Student Affairs

Applies to: University of Colorado Denver

A.   **INTRODUCTION**

While a syllabus is an essential component of good teaching, student learning, and outcomes assessment, it is also a guide used in the resolution of conflicts that may arise between students and their instructors. While a faculty member has great flexibility in the design and content of a syllabus for a course, core information should be found in every syllabus for courses offered at CU Denver.

B.   **POLICY STATEMENT**

1.   All faculty members must have a current syllabus for each course and must provide a syllabus to students at the first class meeting of every course. For details (including recommended boilerplate statements), please see the appended CU Denver Syllabus Template.

2.   By census date of each term, all faculty members must provide their dean's office with updated electronic copies of the syllabi for all courses they are teaching that term. The campus record retention schedule requires syllabi to be retained by the instructor until

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no longer needed for reference.

CU Denver Syllabus Requirements:

1. Course Overview and Course Information

   a) Campus location (Denver or Anschutz Medical Campus) Academic School/College
   b) Course title (official ISIS title), number, prefix, and section designation. Indicate if the course is part of the undergraduate core. See http://www.ucdenver.edu/student- services/resources/ue/core/Pages/default.aspx for a listing of all core courses
   c) Semester/term and year
   d) Class meeting day(s) and time(s)
   e) Catalog description and any additional information including requisites

2. Basic Instructor Information

   a) Instructor's name (including co-instructors and/or teaching assistants)
   b) Instructor's office location (building and room #)
   c) Instructor's contact Information (phone number(s) and email address(es))
   d) Instructor's office hours and statement of availability (for face-to-face, hybrid and online courses)

3. Course Goals/Outcomes

   a) Overall learning objectives
   b) Major topics
   c) Rationale (instructor's statement relating course content to student's academic or professional growth, etc.)

4. Evaluation

   a) Requirements (papers, oral reports, projects, quizzes, tests, final exams, etc.), including points, deliverables, and due dates
   b) Instructor's grading policy
   c) Instructor's attendance, participation, and late-work policies. If attendance is part of a student's grade, details in writing are mandatory as lack of information may become the source of student complaints and appeals.
   d) If the course is a "slash" undergraduate/graduate course, differing outcomes, assignments requirements, and evaluation metrics for graduate students must be articulated to distinguish them from undergraduate outcomes, assignments, requirements, and metrics.

5. Syllabus Revisions

   a) In general, syllabi should not be changed once the semester begins, though unforeseen circumstances may lead to changes. Students should be notified in a timely manner in writing (via email/Canvas, etc.) of any changes to the

syllabus.

6.   Course Procedures

     a)   Materials (required as well as recommended texts, equipment, software, and supplies)
     b)   Course calendar/schedule (may include appropriate links to CU Denver academic calendar)
     c)   Course-related (and/or School/College-related) policies and procedures, (with appropriate links) such as attendance, late work, incompletes, communication, participation, notification of changes
     d)   Research/library-related skills needed for successful completion of course
     e)   University wide policies that are relevant to the syllabus are below in Cross Reference/Appendix section:

Notes

1.   Dates of official enactment and amendments:
October 5, 2010: Adopted
July 1, 2013: Revised
April 8, 2014: Revised
January 1, 2015: Revised
July 1, 2016: Revised
June 7, 2018: Modified
January 24, 2019: Corrected

2.   History:
July 1, 2013: Revised to eliminate some overly prescriptive rules and to clarify.
April 8, 2014: Small paragraph added on smoke-free classrooms (including e-cigs)
July 1, 2016: Clean-up of dead links and new wording for Title IX (page 11)
June 7, 2018: Modified to reflect a 2018 Campus-wide effort to recast and revitalize various Campus policy sites into a standardized and more coherent set of chaptered policy statements organized around the several operational divisions of the university.
January 24, 2019: Corrected Office of Equity contacts and cleaned up references

3.   Initial Policy Effective Date: October 5, 2010

4.   Cross References/Appendix:

• Student Code of Conduct
http://www.ucdenver.edu/life/services/standards/students/pages/default.aspx

• Accommodations
http://www.ucdenver.edu/student-services/resources/disability-resourcesservices/accommodations/Pages/accommodations.aspx

• Academic Freedom
https://www1.ucdenver.edu/free-expression

- Family Educational Rights and Privacy Act (FERPA)
http://www.ucdenver.edu/anschutz/studentresources/Registrar/StudentServices/FE RPA/Pages/default.aspx

- Attendance: [Campus Policy 7030, Student Attendance and Absences](#)

- Discrimination and Harassment
  o [Campus Policy 3054, Nondiscrimination Policy](#)
  o [https://www.cu.edu/sexual-misconduct](#)

- Grade Appeal Process
http://www.ucdenver.edu/policy/Documents/Process-for-Grade-Issues.pdf

Appendix: Syllabus Template

Note: This syllabus template is provided as a model for providing clear expectations for student academic success. This template is designed to help instructors offer students the essential information they need at the onset of the course. A complete and professional syllabus helps to establish a relationship between faculty and students as it sets the tone for the course: communicates when, when and how students will learn; makes clear to students what they need to do in order to be successful; communicates expectations in terms of student responsibilities; and deters misunderstanding about course policies. In addition to the categories provided here, instructors at other institutions have included other optional information (e.g. Educational Opportunity Programs; Title IX/Sexual Harassment; Ombuds Office, etc.).

Appendix C: Syllabus Template

Course Number: Course Title
Department Name
College Name
University of Colorado Denver
COURSE SYLLABUS

Instructor Name:
Instructor Office: Instructor Phone:
Instructor Email:
Website: [Instructor and course website]
Office Hours: [Days and times]
Term:
Class Meeting Days: Class Meeting Hours:
Class Location: [Building and room]
Lab Location: [Building and room]

COURSE OVERVIEW

I.   Welcome!
If desired, address your students directly with a statement of welcome or something that establishes the relevance of the course to their course of study and/or personal and professional goals. This is an opportunity to get them excited about the course.

II.   University Course Catalog Description
Paste the description from the catalog and indicate if the course is part of the undergraduate core. See the [Undergraduate Catalog](#) for a listing of Core courses.

III. Course Overview
Short description of the course, including the major topics addressed in the course, the rationale for those topics, and recommendations for student success in the course.

IV.   Course Goals and Learning Objectives
What will they know, what will they be able to do, what will they value, what will they create as they progress through the course? This can be under bullets, listing, outlines, as detailed as you would like. Learning objectives should be specific rather than general, speaking to skills and performance rather than knowledge: what will students be able to do as a result of completing the course? Learning objectives should also be clearly measurable. Often, learning objectives use the phrasing "by the end of this course, students will be able to…".

V. Course Prerequisites

What do you expect your students to know coming into this course? Include skills, and course pre-requisites.

VI. Course Credits

List number of course credits

VII. Required Texts and Materials

Full text citations of all required materials
Guidelines for achieving desired level of understanding
Required library/library-accessible resources can be described here; supply links to free/full-text materials as available (consult with librarian if needed).

VIII. Supplementary (Optional) Texts and Materials

Full text citations/online links of any supplementary materials

IX. Course Schedule

The schedule should include the sequence of course topics, the preparations or readings, and the assignments with due dates. For the readings, give page numbers in addition to chapter numbers to help students budget their time. Exam dates should be firmly fixed, while dates for topics and activities may be listed as tentative. Notify students in writing if the syllabus is revised.

Class Schedule

Date	Topic	Required Reading	Assignments

EVALUATION

X. Assignments

State the nature and format of the assignments and their deadlines. If you are using examinations, give the examination dates and briefly indicate the nature of the tests (multiple choice, essay, short-answer, take-home tests). How do the assignments relate to the learning objectives for the course? If you are using written assignments, describe your expectations for written work, including the expected length and formatting; if you use rubrics for written assignments, indicate where students may locate those assessment tools. If you are using projects, describe your expectations; again, if you use rubrics for written assignments, indicate where students may locate those assessment tools.

XI. Basis for Final Grade

Provide a listing of assessments, points possible for each assessment, and the percentage weighting. In addition to (or even in lieu of) tests, consider exploring "authentic" assessments, which are based as closely as possible to real world experiences.

Assessment	Points Possible	Percent of Final Grade
e.g. Essay 1	20	20%
e.g. Midterm	15	15%
e.g. Group Project	15	15%
e.g. Essay 2	30	30%
e.g. Final Exam	20	20%
	100	100%

Insert grading scale here. Be clear as to whether the scale is based on points or percentage.

Scale (points or %)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

XII.   Grade Dissemination

Explain how students will learn of their grades from assignments and assessments. Examples:

Graded tests and assignments in this course will be returned via the Canvas course shell. You can access your scores at any time within the Canvas gradebook.

Papers, quizzes, and examinations will be distributed in a class session. I will announce when papers, quizzes, and examinations will be available to be picked up, if they are not to be returned during class. To ensure your privacy when papers, projects, quizzes, and examinations are returned in class or made available for pickup, please provide me with a 9x12 envelope with your name on it each time you submit a paper, quiz, or examination to me.

CU Denver utilizes web grading which is accessed through UCDAccess.

COURSE PROCEDURES

XIII. **Course Policies: Grades**

Attendance Policy: Offer specifics about your expectations for attendance. How many absences are acceptable/expected? Will students get points for attendance? You may also describe expectation of courtesy here. For courses in which faculty utilize participation rather than attendance as part of the course grade, the syllabus should clearly communicate how participation will be assessed, how students will be informed of their participation grade, how participation will be documented and how the participation grade will be calculated into the final grade for the course.

CU Denver Student Attendance and Absences Policy

Late Work Policy: Provide specifics about your policy on late work. Example: There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

Extra Credit Policy: Provide specifics about your policy on extra credit. Example: There is only one extra credit assignment: Building a wiki of course content (see "course wiki" below for details). If extra credit is granted, the additional points are added to the "First Midterm" portion of the semester grade. You cannot earn higher than 100% on the "First Midterm" portion of the grade; any points over 100% are not counted.

Grades of "Incomplete": Provide specifics about your policy on incomplete grades.

Example:
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course; students have up to one year (three semesters) to complete course requirements. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within the time allowed or the "I" will automatically be recorded as an "F" on your transcript.

Rewrite/Resubmit Policy: Provide specifics about your policy on rewrites. Example: Rewrites are entirely optional; however, only the formal essay may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

Group Work Policy: Provide specifics about your policy on group work. Example: Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed, and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay (see essay assignments below). The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

XIV.   Course Policies: Technology and Media

Email: Describe your policy for how email will be used (official university communication is sent only via a student's university email address), who will communicate with whom, expected response time, will you check it on weekends, who answers technology questions, etc.

Canvas: If you use Canvas for your course, describe how you will use it in the course, how often students should expect to login, how team activities will be organized, due dates, policies on late participation, etc. Note: If your course uses blogs, wikis, or social networking/media sites and communities, be sure to describe how you will use these resources in the course as well.

Laptop and Mobile Device Usage: Describe your policies for using laptops and mobile devices throughout your course.

Classroom Devices: Describe your policies for using calculators, tape recorders, other audio & technology devices for your course.

Library-supplied online databases and collections. If you assign research projects, describe your expectations for students to be able to successfully use library resources.

Classroom Response Clickers: If your course includes the use of student response devices, provide specifics about the usage and how to get started.

XV.   Course Policies: Student Civility Expectations:
Describe how you want students to behave and treat each other. Example: My commitment is to create a climate for learning characterized by respect for each other and the contributions each person makes to class. I ask that you make a similar commitment.

The Student and Community Counseling Center (located in Tivoli 454)
Consider adding information that conveys a commitment to supporting students that may be feeling overwhelmed or experiencing life stressors that interfere with academic or personal success. The Student and Community Counseling Center located in Tivoli 454 provides cost-free and confidential mental health services to help students manage personal challenges that impact emotional or academic wellbeing. You can learn more at the Counseling Center website or by calling 303-315-7270.

Campus Assessment, Response & Evaluation (CARE)
You may want to include information regarding the Campus Assessment, Response & Evaluation (CARE) Team, which was created at the University of Colorado Denver and Anschutz Medical Campuses to address the health and safety needs of students as well as the campus community. If you have immediate concern about the behavior or safety of a student at CU Denver, help by making a referral to the CARE Team. The CARE Team's purpose is to promote a safe productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at the CARE Team website or call 303-315-7306.

Professionalism: Offer specifics about your policy on professionalism, Example: Mobile devices must be silenced during all classroom and lab meetings. Those not heeding this rule will be asked to leave the classroom/lab immediately so as not to disrupt the learning environment.

Electronic Cigarettes (e-cigarettes): The use of e-cigarettes is distracting in the classroom environment not only to the instructor but to other students. The use of e- cigarettes during all classroom activity is prohibited. Any student who does not comply with this rule will be asked to leave the classroom immediately so as not to disrupt the learning environment. Pursuant to the Auraria Campus Smoking Policy, the use of e- cigarettes indoors and within 25 feet of any entrance is strictly prohibited. See Campus Policy 3059, Smoke-Free and Tobacco-Free Environment and Auraria Campus Policy, Smoking.

Late Arrivals: State your policy on late arrivals (and early departures, if applicable). If the ramifications of late arrivals influence grades, then this policy should be included with your grading policies.

Auraria Library: If you engage students in research, consider including the use of the Auraria Library services, research databases and collections, and librarian expertise as one of your expectations. Include name of specific librarian contact and/or library subject expert web page.

Writing Center: If you engage students in writing, consider including the use of the Writing Center as one of your expectations.

Religious Observances: Indicate how you want students to inform you of conflicts between the normal class schedule and major religious observances, and if you expect them to notify you in advance if they intend to miss class to observe a holy day of their religious faith.

UNIVERSITY POLICIES

XVI. Access
Disability Access: Offer specifics about the university's policy on disability access. Example:

The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in Student Commons Building, #2116, phone 303-315-3510, email disabilityresources@ucdenver.edu. I will be happy to provide approved accommodations once you provide me with a copy of DRS's letter. Note: DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student's request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved.

XVII. Academic Honesty
Student Code of Conduct: Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. See the Campus Policy on Academic Integrity. For suggestions on ways to avoid academic dishonesty, please see the Encouraging Academic Honesty Toolkit.

You may also want to include specific statements regarding plagiarism, cheating, etc. For example:

Plagiarism is the use of another person's ideas or words without acknowledgement. The incorporation of another person's work into yours requires appropriate identification and acknowledgement. Examples of plagiarism when the source is not noted include:
- word- for-word copying of another person's ideas or words;
- the "mosaic" (interspersing your own words here and there while, in essence, copying another's work);
- the paraphrase (the rewriting of another's work, while still using their basic ideas or theories);
- fabrication (inventing or counterfeiting sources);
- submission of another's work as your own;
- and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledged.

Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices and rubrics not specifically authorized by the course instructor in any academic exercise, or unauthorized communication with any other person during an academic exercise. Examples of cheating include:
- copying from another's work or receiving unauthorized assistance from another;
- using a calculator, computer, or the internet when its use has been precluded;
- collaborating with another or others without the consent of the instructor;
- submitting another's work as one's own.

Fabrication involves inventing or counterfeiting information—creating results not properly obtained through study or laboratory experiment. Falsification involves deliberate alteration or changing of results to suit one's needs in an experiment or academic exercise.

Multiple submissions involves submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course instructor's authorization.

Misuse of academic materials includes:
- theft/destruction of library or reference materials or computer programs;
- theft/destruction of another student's notes or materials;
- unauthorized possession of another student's notes or materials;
- theft/destruction of examinations, papers, or assignments;
- unauthorized assistance in locating/using sources of information when forbidden or not authorized by the instructor;
- unauthorized possession, disposition, or use of examinations or answer keys;
- unauthorized alteration, forgery, fabrication, or falsification of academic records;
- unauthorized sale or purchase of examinations, papers, or assignments.

CU Denver has a license agreement with Turnitin.com, a service that helps detect plagiarism by comparing student papers with Turnitin's database and Internet sources. Students who take this course agree that all required papers may be submitted to Turnitin. While students retain copyright of their original course work, papers submitted to Turnitin become part of the Turnitin's reference database for the purposes of detecting plagiarism.

Complicity in academic dishonesty involves knowingly contributing to or cooperating with another's act(s) of academic dishonesty.

XVIII. Nondiscrimination and Sexual Misconduct

The University of Colorado Denver is committed to maintaining a positive learning, working, and living environment. University policy and Title IX prohibit discrimination on the basis of race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities.

University policy prohibits sexual misconduct, including harassment, domestic and dating violence, sexual assault, stalking, or related retaliation. If you have experienced some sort of sexual misconduct or discrimination, please visit the Office of Equity/Title IX web site to understand the resources available to you or contact the Office of Equity/Title IX Coordinator at equity@ucdenver.edu or 303-315-2567.

XIX. Important Dates to Remember
Academic Calendar: Provide a link to the university's current Academic Calendar so students can track the deadlines for withdrawing from the course and so on.

Appendix D: Developmental Stages of Scholarly Teaching

A framework for scholarly teaching and the scholarship of teaching as described by Boyer (1997) and others (e.g., Bishop-Clark, Dietz-Uhler, & Nelson, 2012; McKinney 2007) is a helpful way to think about, and structure, one's portrayal of teaching. The continuum below provides examples of activities related to being a scholarly teacher to one who engages in the Scholarship of Teaching and Learning.

Continuum of Growth Towards the Scholarship of Teaching:

Phase One Growth in Teaching	Phase Two Dialogues about T/L	Phase Three Scholarship of T/L
Develop personal knowledge about their own teaching and their students' learning	Develop and exchange knowledge about teaching and learning in their discipline	Develop scholarly knowledge about teaching and learning that has significance and impact for the institution and the field
Reflect on teaching	Engage colleagues in the discipline in conversations that make explicit their pedagogical content knowledge	Draw on literature and research on teaching to inform institution and field
Engage in institutional teaching development activities	Mentor other teachers in the discipline	Publish and make presentations about teaching (may or may not be based on research)
Engage in innovation in teaching Intentionally evaluate teaching to make improvements	Provide leadership in teaching at disciplinary level (for example, organize events for department faculty)	Obtain findings for research on teaching
Reading about teaching and learning	Provide leadership in teaching at university level (for example, work as member of a teaching and learning committee, faculty developer)	Carry out research on teaching using an approach to inquiry consistent with understanding teaching and learning
Can understand and describe principles underlying teaching and learning decision	Engage in disciplinary and multidisciplinary teaching association	Publish and make presentations about research on teaching
Can demonstrate the validity of knowledge of teaching they hold through assessment by others, including students, peers and administrators	Grow in understanding of the complexity of teaching and learning	Have a comprehensive knowledge of the research and literature on teaching and learning

Bishop-Clark, C., Dietz-Uhler, B. & Nelson, C.E. (2012). *Engaging in the scholarship of teaching and learning: A guide to the process and how to develop a project from start to finish*. Sterling, VA. Stylus Publishing.

Boyer, E.L. (1997). *Scholarship reconsidered. The Carnegie Report*. San Francisco, CA. Jossey-Bass.

McKinney, K., (2007). *Enhancing learning through the scholarship of teaching and learning*. Hoboken, NJ. Wiley Publishers.

Appendix E : Sample Summary of Courses Taught and FCQs

Course Number:	Title of Course:	Under-Graduate: (UG) Grad: (G)	New Prep: (NP) Prev. Taught # of times: (PT-X)	Co-taught: (CT) Single:(S)	Course Format:	Number of Students: Census: (a) Finals Week: (b)	FCQs Course Rating: (6 pt scale)	FCQs Instructor Rating: (6 pt scale)
FALL 20XX								
FINE 1100	Drawing Foundations	UG	PT-1	S	SA	15a/13b	5.3	5.6
FINE 3000	Intermediate Drawing	UG	NP	S	SA	13a/12b	5.7	5.7
FINE 4800	Senior Art Seminar	UG	NP	CT	S	15a/15b	4.7	5.7
SPRING 20XX								
FINE 4000	Advanced Drawing	UG	NP	S	SA	13a/13b	5.7	5.7
FINE 4800	Senior Art Seminar	UG	PT-1	S	S	18a/18b	5.1	5.5
FALL 20XX								
FINE 2000	Life Drawing	UG	NP	S	SA	16a/15b	5.7	5.7
FINE 4210	Advanced II Painting	UG	NP	S	SA	14a/14b	5.0	5.3
FINE 4800	Senior Art Seminar	UG	PT-2	S	S	19/19	5.2	5.4
FINE 4840	Independent Study	UG	PT-1	S	IS	1a/1b	5.8	5.9
SPRING 20XX								
FINE 2200	2-D Design	UG	NP	S	SA	15a/15b	5.0	5.2
FINE 2200	Painting I	UG	NP	S	SA	18a/17b	5.3	5.4
						Overall Average FCQ Ratings:	**5.31**	**5.55**

KEY: Course Type

L (Lecture) **LL** (Lecture/Lab) **ML** (Main Lab) **S** (Seminar) **SA** (Studio: Art) **SM** (Studio: Music)

PI (Private Instruction) **FI** (Field Instruction) **P** (Practicum) **CE** (Cooperative Education) **TS** (Travel Study)

MT (Master's Thesis) **DD** (Doctoral Dissertation) **R** (Research) **IS** (Independent Study)

HY (Hybrid) **OL** (Online)

Note: Starting in the Fall of 2018 scores use a 5-point scale rather than a 6-point scale

Appendix F: CV Format

Note: All entries should be listed in reverse chronological order. Also, be sure to include page numbers.

Name
Campus Address
Home Address

Education

Date, degree, institution, content area

Professional Experience

Peer Reviewed Publications, Exhibitions, Performances, etc.

Categories will depend on discipline. Exhibitions and performances included in this section should only be those where peer review or screening was involved. Formatting examples for a publication and exhibition include:

2015   Yakacki, C.M., Saed, M., Nair, D.P., Gong, T., Red, S.M., & Bowmann, C.N. Tailored and programmable liquid-crystalline elastomero using a two-stage thoil-acrylate reaction. RSC Advances, 5, 18997-19001

2015   Topophilia: New Interiors, Woman Made Gallery, Chicago, Illinois, Director/Curator: Beate Minkovski

Peer Reviewed Books and Book Chapters

Peer Reviewed Book Reviews

Grants

Grants applied for, (include funded and unfunded) with funding agencies, dates, and amounts requested; amounts funded.

Other Indicators of Scholarly and Creative Activity

Other indicators (both internal and external) of the quality of your scholarly and creative activity: contracts, support received; citations of papers; reviews of your works; purchases of your works by museums; etc.

Non-Peer Reviewed Publications, Exhibitions, Performances, etc.

Meeting abstracts, proceedings, etc., technical reports, popular articles, or other galleries and performances.

Non-Peer Reviewed Books and Book Chapters

Non-Peer Reviewed Book Reviews

Peer Reviewed Presentations at Meetings/Conference

Non-Peer Reviewed Presentations at Meetings/Conferences

Seminars/Workshops Presented

Professional Organizations

Memberships and offices held in professional societies and associations.

Publications/Creative Works in Preparation

Indicate whether papers are in press, under revision, under review, or being written. Cite journal, etc., when appropriate. Indicate dates of scheduled galleries and performances.

Courses Taught

Alphabetical listing of courses taught with course number, (without dates or specification of number of times taught).

Leadership and Service

Department, college/school/Library, Auraria Campus, CU Denver other campus, and university committees and activities, including faculty governance; state and national government agencies; accreditation and program review site visits; committees of professional societies or associations; session chair at professional meetings; consulting without remuneration.

Service activities for which you are separately compensated must be acknowledged. Also, you must conform to the University of Colorado Board of Regents policy about compensation for consultative services.

Awards/Honors

Appendix G: Faculty Pandemic Impact Statement (optional)

Faculty may include a *Pandemic Impact Statement* in annual, comprehensive, reappointment, tenure, and promotion review materials, highlighting the immediate and ongoing effects of the COVID-19 pandemic on their professional life. The statement may be included whether or not the faculty member had a tenure-clock stoppage in AY2020-21 or AY2021-22.

The statement aims to assist reviewers in understanding the impact of pandemic-related challenges on the candidate's work. The statement should not contain confidential information and should focus on topics such as changes in workload or practice, caregiving responsibilities, extra time spent on teaching and mentoring, disruptions to scholarly work, and support for students dealing with physical or mental illnesses, stress, grief, or anti-racist movements.

Here are some examples of what could be addressed and contextualized in the pandemic impact statement:

- What you have done to pivot your teaching (different modalities, new technology, revising course curricula to more fully engage with anti-racist movements)
- What you have done to pivot your scholarly and creative work
- How you have risen to the short-term and long-term challenges
- What work you could not do because of the pandemic, such as
    - conference papers accepted but not able to be presented
    - fellowships awarded that could not be accepted
    - lack of consistent access to laboratories, fieldwork sites, libraries, archives, or studio space
    - constraints on international travel and visas
    - closed exhibition and performance venues
    - canceled conferences, shows, and events
    - difficulties staffing laboratories or recruiting student research assistance
- What opportunities came up due to the pandemic
- Effects on grant funding and timeline extensions
- Complexities of establishing laboratories or obtaining specialized equipment or materials
- Shifts in service and leadership responsibilities
- Contextual information about work with students such as extra time spent in advising, mentoring, and support
- Emotional toll of helping students dealing with physical or mental illnesses, stress, anxiety, oppression, grief, or other support needs
- Significant life events, non-confidential personal challenges

These documents from University of Colorado Colorado Springs provide additional guidance:
    - [Reviewing Pandemic Impacts to UCCS Faculty Careers](#)
    - [Documenting Pandemic Impacts in your UCCS Dossier](#)

Examples of statements included in recent reappointment, tenure, and promotion dossiers are available in the Center for Faculty Development and Advancement's Dossier Library. Please email the CFDA to request access to the Dossier Library (cfda@ucdenver.edu).
    -

Appendix H: Dossier Overview

1. **General**

    a. Candidates for reappointment, tenure, or promotion are responsible for ensuring that the material in the dossier:

    - contains the material detailed in the Dossier Checklist (See *Appendix I: Dossier Submission Guidelines*);
    - is labeled according to campus naming conventions;
    - is complete, accurate, and properly organized in the appropriate sections.

    b. While the candidate is expected to provide information about their entire career, evaluations focus on activities since the date of the last appointment, reappointment, tenure, or promotion.

2. **Dossier**

    a. Current Curriculum Vitae. The curriculum vitae must be current to the date of submission and must follow the format provided in *Appendix F*. Primary units shall not propose, require, or use different curriculum vitae formats unless recommended by the discipline. If this is the case, explain this to the reviewer.

    b. Summary Statement. This is a two-to-three-page summary overview of the candidate's teaching, scholarly/creative work, and leadership/service and responses to any suggestions and/or recommendations made in prior RTP reviews.

    c. Teaching. Material related to teaching includes:
    - statement of teaching philosophy and changes in teaching methods over the years,
    - summary table report on the history of courses taught and the number of students in classes (see *Appendix E*),
    - work with students outside the classroom,
    - methods used to review teaching,
    - grading practices,
    - summary of the student evaluations,
    - response to the evaluation data.
    - summary of the average overall course and instructor ratings from the Faculty Course Questionnaires (FCQs)
    - Actual FCQs for at least the most recent three years must be provided unless school/college policy suggests otherwise (e.g., in the case of large classes). If a representative selection of actual FCQs is provided, the means of selection must be described.

    d. Librarianship. Library faculty include materials related to the practice of librarianship and work with students in that context.

e. Scholarly and Creative Work. Material related to scholarly and creative work includes:

- statement describing the focus of the candidate's scholarly/creative work to date,
- anticipated future directions,
- information related to publications, performances, galleries, grants, and related research, scholarly and other creative activity.
- Where the candidate has co-authors, the candidate must explain the role of each co-author and the meaning of the order of co-authors' names.
- For refereed journals, some indication should be provided, e.g., the reputation of the journal; the circulation data of the journal; the acceptance rates (include the number of submissions) for the journal, etc.
- Similarly, for creative work (performances or exhibitions), an attempt must be made to evaluate the venue. Creative work, like scholarship, must be peer-reviewed.
- Where the candidate has received support for scholarly/creative activities, that information must be disclosed and explained in detail.

f. Leadership and Service. Material related to leadership/service includes all significant professional service to the university, city, state, region, nation, and to professional associations. An explanation must be provided for any separately compensated service.

Request access to sample dossiers available for review through the Center for Faculty Development and Advancement (Learning Commons, Suite 3216A, 303.315.3030, cfda@ucdenver.edu).

Appendix I: Dossier Submission Guidelines for Dean's Offices

Schools/Colleges/Library are responsible for compiling and organizing their candidates' dossiers in Interfolio. Please forward cases to Betsy Metzger in the Office of Faculty Affairs by **Wednesday, January 15, 2025**.

RTP Record Retention

University of Colorado Denver | Anschutz Medical Campus record retention policy requires that all faculty personnel records, including promotion and tenure documents, be maintained for 10 years after the employee's separation from the University. Schools/colleges/library should retain a full and complete electronic record.

Dossier Components

File Names

The following tables indicate the naming conventions for dossier components. Certain dossiers may not have all the items that are indicated, but the ordering of what is placed in the dossier should follow the guidelines.

Table 1. Tenure/Tenure and Promotion/Promotion to Professor/Comprehensive Review: Dossier Components (all in PDF)

Dossier Component	File Name
Dossier Checklist	01_*LastNameFirstName_Checklist*
UCD-7 Signature Form	02_*LastNameFirstName_SignatureForm*
Primary Unit Criteria Primary Unit Criteria Version Choice	03_*LastNameFirstName_PrimaryUnitCriteria* *03a_LastNameFirstName_PUCVersionChoice*
Initial Offer Letter	04_*LastNameFirstName_InitialOfferLetter*
Previous RTP/Personnel Actions	05_*LastNameFirstName_PreviousRTP_PersonnelActions*
Pandemic Impact Statement	06_LastNameFirstName_PandemicImpactStatement
Curriculum Vitae	07_*LastNameFirstName_CV*
Overall Summary Statement	08_*LastNameFirstName_SummaryStatement*
Teaching (Librarianship) Statement	09_*LastNameFirstName_TeachingStatement*
FCQ Summaries	10_*LastNameFirstName_FCQSummaries*
Scholarly/Creative Work Statement	11_*LastNameFirstName_ScholarlyCreativeStatement*
Leadership/Service Statement	12_*LastNameFirstName_ServiceStatement*
Supporting Teaching (Librarianship) Materials	13_*LastNameFirstName_SupportingTeachingMaterials*
Supporting Scholarly/Creative Work Materials	14_*LastNameFirstName_SupportingScholarlyMaterials*
Supporting Leadership/Service Materials	15_*LastNameFirstName_SupportingServiceMaterials*
Primary Unit Evaluation Committee Report	16_*LastNameFirstName_PrimaryUnitEvalCommitteeReport*
Primary Unit Analysis of Teaching (Librarianship)	17_LastNameFirstName_PUAnalysisTeaching

Primary Unit Analysis of Scholarly/Creative Work	18_LastNameFirstName_PUAnalysisScholarlyCreativeWork
Primary Unit Analysis of Leadership/Service	19_LastNameFirstName_PUAnalysisService
Primary Unit Recommendation	20_LastNameFirstName_PrimaryUnitRecommendation
Dean's Advisory Committee Recommendation	21_*LastNameFirstName_DeansAdvisoryRecommendation*
Dean's Recommendation	22_*LastNameFirstName_DeansRecommendation*
External Review	23_LastNameFirstName_ExternalReview
Case Reconsideration Recommendation(s) **(*only for cases reconsidered by schools/colleges/library)**	24_*LastNameFirstName_ReconsiderationRecommendations*

Table 2. Hires with Tenure: Dossier Components (all in PDF)

Dossier Component	File Name
Dossier Checklist	01_*LastNameFirstName_Checklist*
UCD-7 Signature Form	02_*LastNameFirstName_SignatureForm*
CU Denver Primary Unit Criteria	03_*LastNameFirstName_PrimaryUnitCriteria*
Candidate's Current Institution Tenure/Promotion Criteria	04_*LastNameFirstName_CurrentInstitutionCriteria*
CU Denver Offer Letter	05_*LastNameFirstName_OfferLetter*
Curriculum Vitae	06_*LastNameFirstName_CV*
Teaching (Librarianship) Evidence	07_*LastNameFirstName_TeachingEvidence*
Scholarly/Creative Work Evidence	08_*LastNameFirstName_ScholarlyCreativeEvidence*
Leadership/Service Evidence	09_*LastNameFirstName_ServiceEvidence*
Primary Unit Recommendation	10_*LastNameFirstName_PrimaryUnitRecommendation*
First Level (Dean's Advisory Committee) Recommendation	11_*LastNameFirstName_DeansAdvisoryRecommendation*
Dean's Recommendation	12_*LastNameFirstName_DeansRecommendation*
Situational Letters (as appropriate for Situation A, B, C, or D)	13_*LastNameFirstName_SituationalLetters*
External Letters (if required)	14_LastNameFirstName_ExternalLetters

Adding Material

It is the responsibility of the school/college to ensure that any material added to a candidate's dossier after its initial submission is entered in their Interfolio case and the Office of Faculty Affairs is notified. Additional material should be scanned into **a single PDF file** using the following naming convention: *" LastNameFirstName_AdditionalMaterial_Date"*

> *Sample*
> JonesMary_AdditionalMaterial_2.2.25

Dossier Checklists

Certain dossiers may not have all the items that are indicated, but the ordering of what is placed in the dossier should follow the guidelines.

Dossier Checklist: Reappointment, Tenure, and Promotion (CU Denver) 2024-25

Candidate's Name: _____

School/College/Library: _____

Current Rank/Title: _____

Action: [ ] Comprehensive Review for Reappointment   [ ] Tenure   [ ] Promotion

A candidate's dossier must include the following items:

[ ] Completed dossier checklist

[ ] UCD-7 signature form

[ ] Primary unit criteria
  [ ] Statement re: version of primary unit criteria candidate agrees to be used in evaluating the case (previous or current if candidate was hired with previous criteria in place. For promotion to full professor, current primary unit criteria shall apply.)

[ ] Initial offer letter

[ ] Previous RTP and personnel actions, if any (including credit for prior service, tenure clock extension forms, reappointment letters and VCAC memos, tenure letters and VCAC memos)

[ ] Faculty Pandemic Impact Statement (optional)

[ ] Current curriculum vitae *(See **Strategies for Success** Appendices for suggested format.)*

[ ] Overall summary statement *(two-to-three-page summary overview)*

[ ] Teaching (librarianship) statement *(no more than three pages)*

  [ ] FCQ one-page summary table *(see **Strategies for Success** Appendices)*

[ ] Scholarly/creative work statement *(no more than three pages)*

[ ] Leadership/service statement *(no more than three pages)*

[ ] Supporting teaching (librarianship) materials
  [ ] FCQs *(Schools and colleges have discretion in terms of very large courses, but need to submit unbiased, representative samples of FCQs.)*

  [ ] Other supporting teaching (librarianship) materials

[ ] Supporting scholarly/creative work materials

[ ] Supporting leadership/service materials

[ ] Primary Unit Evaluation Committee report

[ ] Primary Unit analysis of teaching (librarianship) (*subcommittee report, if relevant*)
   (*Documentation requires peer reviews of teaching/librarianship, other multiple methods of evaluation, and critical, relevant teaching/librarianship analyses.*)

[ ] Primary Unit analysis of scholarly/creative work (*subcommittee report, if relevant*)

[ ] Primary Unit analysis of leadership/service (*subcommittee report, if relevant*)

[ ] Primary Unit recommendation and vote (*See Letter Writing Requirements for Dossiers for acceptable wording for evaluation and vote count.**)

   [ ] if vote is not unanimous, an explanation of dissenting views is required and a minority report by dissenting faculty may be added

[ ] Dean's review/advisory committee recommendation and vote (*See Letter Writing Requirements for Dossiers for acceptable wording for evaluation and vote count.**)
   (*an independent analysis at this level is required*)

   [ ] if vote is not unanimous, an explanation of dissenting views and a minority report by dissenting faculty may be added (*This is helpful, but not required.*)

[ ] Dean's recommendation (*See Letter Writing Requirements for Dossiers for acceptable wording for evaluation.**)

[ ] External Review

   [ ] Letters received from external reviewers

   [ ] Copies of External Reviewers' biographical sketch or short vita

   [ ] List of external reviewers contacted, indicating:
   - **whether candidate or primary unit recommended the evaluator**
   - **relationship, if any, of the evaluator to the candidate or to a member(s) of the primary unit**
   - **who responded**
   - **a numbered order** (for consistency if they are quoted in first-level and second-level recommendations)

   [ ] Explanation of how reviewers were selected

   [ ] Copy of the letter requesting external reviewer evaluation letters

   [ ] Number of reviewers meets requirements [ ] explanation if requirement not met

   [ ] Ratio meets requirements   **[ ] explanation if requirement not met**

[ ] Reconsideration recommendations
   (*If the Dean's review/advisory committee or the Dean disagrees with the recommendation of the Primary Unit, the dossier is returned to the Primary Unit for reconsideration, after which the Primary Unit returns its reconsidered judgment to the Dean for further consideration.*)
   [ ] Primary unit's reconsideration, if applicable
   [ ] Additional reconsideration and vote of the Dean's advisory/review committee and/or Dean, if applicable

I have reviewed this candidate's dossier and affirm that it is complete and is consistent with University policy.

Dean's Signature _____ **Date** _____

[*] *Letter Writing Requirements for Dossiers* dictates the acceptable wording for evaluation and vote counts of performance at each level. Reappointment/comprehensive review evaluation of teaching (librarianship), scholarly/creative work, and leadership/service differ from promotion and tenure evaluations.

Dossier Checklist: Hire with Tenure (CU Denver) 2024-25

Candidate's Name: _____

School/College/Library: _____

Current Rank/Title: _____

Action: [ ] Tenure   [ ] Promotion

A candidate's dossier must include the following items:

[ ] Completed dossier checklist

[ ] UCD-7 signature form

[ ] Primary unit criteria for CU Denver primary unit

[ ] Criteria for tenure/promotion at candidate's current institution

[ ] CU Denver official offer letter

[ ] Current curriculum vitae

[ ] Evidence of meritorious or excellent teaching *(e.g. peer reviews of teaching, student evaluations, syllabi, curriculum development, mentoring, awards)* including a narrative summary that describes their merit or excellence in teaching

[ ] Examples of meritorious or excellent scholarly/creative work *(three publications or other supporting documentation are sufficient)*

[ ] Evidence of meritorious or excellent leadership/service

[ ] Primary unit recommendation and vote including analysis of teaching, scholarly/creative work, and leadership/service[*]

  [ ] if vote is not unanimous, an explanation of dissenting views is required and a minority report by dissenting faculty may be added

[ ] Dean's review/advisory committee recommendation and vote[*]

  [ ] if vote is not unanimous, an explanation of dissenting views and a minority report by dissenting faculty may be added

[ ] Dean's recommendation[*] **including the three required points enumerated in** *[Campus Administrative Policy 1021: Hire with Tenure](July 1, 2020)* **(July 1, 2020)**
> *a) A statement of the specific merits of the candidate, including a summary of how the candidate meets or exceeds the Regental and school, college, or library standards for tenure, tenure and promotion, or tenure at the rank of professor.*
> *b) A description of the long-range fiscal and academic program plans for the unit.*
> *c) An explanation of how the personnel action fits into the unit's plan.*

[ ] Situational Letters *(as appropriate to the situation)*

[ ] Situation A: Copy of the official letter granting the candidate tenure at the current institution
Candidate is currently a tenured associate professor at a comparable institution, and requests tenure as an associate professor.

[ ] Situation B: Copy of the official letter granting the candidate tenure at the current institution
AND
three external letters of evaluation for promotion to the rank of professor OR letters of recommendation for hire

Candidate is currently a tenured associate professor at a comparable institution, and requests tenure and promotion to professor.

[ ] Situation C: Copy of the official letter granting the candidate tenure at the current institution
AND
copy of the official letter granting the candidate the rank of professor at the current institution

Candidate is currently a tenured professor at a comparable institution, and requests tenure and the rank of professor.

[ ] Situation D: Copy of the official letter granting the candidate the current rank at the current institution
AND
three external letters of evaluation for the award of tenure
(a very unusual situation): Candidate is not currently tenured at another institution, but has a record that clearly meets the Campus' standards for tenure. This would most likely only occur if the candidate is at a program/institution that does not grant tenure.

[ ] External Letters if required *(if the letters of recommendation for hire are not used or if the candidate is not currently tenured at another institution)*

I have reviewed this candidate's dossier and affirm that it is complete and is consistent with University policy.

Dean's Signature _____ **Date** _____

[*]Note that *Letter Writing Requirements for Dossiers* dictates the acceptable wording for evaluation and vote counts of performance in teaching, scholarly/creative work, and leadership/service.

Letter Writing Requirements for Dossiers

There are a number of **necessary requirements** in preparing letters in a case for the second-level and third-level reviews. These typically depend on type of case.

(A) COMPREHENSIVE REVIEW FOR REAPPOINTMENT

(1) <u>For evaluations of the three areas</u>: Record vote counts (yes-no-recusal-absent) for teaching (librarianship), scholarly/creative work, and leadership/service. Recusals from discussion and voting should apply if there is a conflict of interest or a bias regarding a candidate, meaning that a committee member is unable to render a fair and unbiased opinion. A recused committee member cannot be present during the discussion or vote. **Abstentions are not permitted**.

In the Primary Unit evaluations, the total in the vote table should equal the number of faculty eligible to vote. Faculty who are eligible to vote but cannot vote due to departmental bylaws restrictions (e.g., the chair), participation in upper levels of review (DAC, Dean, or VCAC), or a conflict of interest should be counted as recused.

Use the designations **on track for tenure; not on track for tenure, but could meet standards for tenure with appropriate corrections**; or **not on track for tenure** for evaluations of the three areas.

Examples:
- The primary unit voted 6-0-0-0 (yes-no-recusal-absent) for **on track for tenure** in teaching with six committee members voting for on track for tenure.

- The primary unit voted 4-2-0-0 (yes-no-recusal-absent) for **not on track for tenure, but could meet standards for tenure with appropriate corrections** in scholarly/creative work with four committee members voting for not on track for tenure, but could meet standards for tenure with appropriate corrections and two for on track for tenure.

- The primary unit voted 4-2-0-0 (yes-no-recusal-absent) for **not on track for tenure** in leadership/service with four committee members voting for not on track for tenure and two for not on track for tenure, but could meet standards for tenure with appropriate corrections.

Add a table like the one following to record evaluations:

Evaluation of Teaching (Librarianship), Scholarly/Creative Work, and Leadership/Service (OT = on track for tenure, NY = not yet on track for tenure, but could meet standards with appropriate corrections, NOT = not on track for tenure)	Teaching (Librarianship)	Scholarly/ Creative Work	Leadership/ Service
Department/Primary Unit	6OT	4NY, 2OT	4NOT, 2NY
Dean's Review/Advisory Committee	5OT, 2NY	4OT, 3NY	5NY, 1 OT, 1NOT
Dean's Evaluation	OT	OT	NY

(2) <u>For the overall rating</u>: Use the designations **on track for tenure; not on track for tenure, but could meet standards for tenure with appropriate corrections**; or **not on track for tenure** in reviews by the primary unit, the dean's review/advisory committee, and the dean in Comprehensive Review evaluations. Do not invent other terminology.

Overall Evaluation	On track for tenure	Not yet on track for tenure, but could meet standards for tenure with appropriate corrections	Not on track for tenure
Department/Primary Unit	6	0	0
Dean's Review/Advisory Committee	5	1	1
Dean's Evaluation	X		

(3) For the overall recommendation and vote: Record the overall vote for reappointment as yes-no-recusal-absent.

Examples:
- The dean's advisory committee voted 6-1-0-1 (yes-no-recusal-absent) for reappointment.

Add a table like the one following to record votes for reappointment:

Votes	Yes	No	Recusal	Absent
Department/Primary Unit	10	0	0	0
Dean's Review/Advisory Committee	6	1	0	1
Dean's Recommendation	X		NA	NA

If the vote is not unanimous, the letter should explain the dissenting views or include a minority report submitted by the dissenting faculty, if they choose to do so. If no dissenting views were expressed, the letter should explicitly state that.

==

(B) TENURE AND PROMOTION REVIEW

(1) For evaluations of the three areas: Record vote counts (yes-no-recusal-absent) for teaching (librarianship), scholarly/creative work, and leadership/service. Recusals from discussion and voting should apply if there is a conflict of interest or a bias regarding a candidate, meaning that a committee member is unable to render a fair and unbiased opinion. A recused committee member cannot be present during the discussion or vote. **Abstentions are not permitted**.

In the Primary Unit evaluations, the total in the vote table should equal the number of faculty eligible to vote. Faculty who are eligible to vote but cannot vote due to departmental bylaws restrictions (e.g., the chair), participation in upper levels of review (DAC, Dean, or VCAC), or a conflict of interest should be counted as recused.

Use the designations **excellent**, **meritorious**, or **not meritorious** in Tenure and Promotion evaluations by the primary unit, the dean's review/advisory committee, and the dean.
Examples:
- The primary unit voted 6-1-0-0 (yes-no-recusal-absent) for **meritorious** in teaching with six committee members voting for meritorious and one for excellent.

- The primary unit voted 7-0-0-0 for **excellent** in scholarly/creative work with seven committee members voting for excellent.

- The dean's advisory committee voted 4-3-0-0 for **not meritorious** in leadership/service with four committee members voting for not meritorious, two for meritorious, and one for excellent.

Add a table like the one following to record evaluations:

Evaluation of Teaching, Scholarly/Creative Work, and Leadership/Service (E = excellent, M = meritorious, NM = not meritorious)	Teaching (Librarianship)	Scholarly/ Creative Work	Leadership/ Service
Department/Primary Unit	6M, 1E	7E	4E, 3M
Dean's Review/Advisory Committee	4E, 3M	6E, 1M	4NM, 2M, 1E
Dean's Evaluation	E	E	M

(2) For the overall recommendation and vote: Record the overall vote for promotion and tenure as yes-no-recusal-absent.

Example:
- The dean's advisory committee voted 6-1-1-0 (yes-no-recusal-absent) in favor of tenure and promotion; one member was recused.

Add a table like the one following to record votes:

Votes	Yes	No	Recusal	Absent
Department/Primary Unit	7	0	0	1
Dean's Review/Advisory Committee	6	1	1	0
Dean's Recommendation	X		NA	NA

If the vote is not unanimous, the letter should explain the dissenting views or include a minority report submitted by the dissenting faculty, if they choose to do so. If no dissenting views were expressed, the letter should explicitly state that.

==

(C) PROMOTION TO FULL PROFESSOR REVIEW

(1) For evaluations of the three areas: Record vote counts (yes-no-recusal-absent) for teaching (librarianship), scholarly/creative work, and leadership/service as part of an overall recommendation. Recusals from discussion and voting should apply if there is a conflict of interest or a bias regarding a candidate, meaning that a committee member is unable to render a fair and unbiased opinion. A recused committee member cannot be present during the discussion or vote. **Abstentions are not permitted.**

In the Primary Unit evaluations, the total in the vote table should equal the number of faculty eligible to vote. Faculty who are eligible to vote but cannot vote due to departmental bylaws restrictions (e.g., the chair), participation in upper levels of review (DAC, Dean, or VCAC), or a conflict of interest should be counted as recused.

Use the designations **excellent**, **meritorious**, or **not meritorious** in Promotion to Professor evaluations by the primary unit, the dean's review/advisory committee, and the dean.

Examples:
- The primary unit voted 4-0-0-1 (yes-no-recusal-absent) for **excellent** in librarianship with four committee members voting for excellent; one member was absent.

- The primary unit voted 3-1-0-1 (yes-no-recusal-absent) for **meritorious** in scholarly/creative work with three committee members voting for meritorious and one for excellent; one member was absent.

- The primary unit voted 3-1-0-1 for **not meritorious** in leadership/service with one committee member voting for meritorious and three voting for not meritorious; one member was absent.

Add a table like the one following to record evaluations:

Evaluation of Teaching, Scholarly/Creative Work, and Leadership/Service (E = excellent, M = meritorious, NM = not meritorious)	Teaching (Librarianship)	Scholarly/ Creative Work	Leadership/ Service
Department/Primary Unit	4E	3M, 1E	3NM, 1M
Dean's Review/Advisory Committee	4M, 3E	5E, 2M	5E, 2M
Dean's Evaluation	E	E	M

(2) For the overall recommendation and vote: Add a table like the one following to record votes:

Votes for Promotion	Yes	No	Recusal	Absent
Department/Primary Unit	4	0	0	1
Dean's Review/Advisory Committee	5	2	1	0
Dean's Recommendation	X		NA	NA

(3) For the overall evaluation: Add a table like the one following to record the overall evaluation for Promotion to Full Professor.

Use the designations **the record taken as a whole is excellent** or **the record taken as a whole is not excellent** in Promotion to Full Professor evaluations by the primary unit, the dean's review/advisory committee, and the dean.

Votes			
Department/Primary Unit	RECORD TAKEN	AS A WHOLE	IS EXCELLENT[*]
Dean's Review/Advisory Committee	RECORD TAKEN	AS A WHOLE	IS EXCELLENT[*]
Dean's Recommendation	RECORD TAKEN	AS A WHOLE	IS EXCELLENT[*]

If the vote is not unanimous, the letter should explain the dissenting views or include a minority report submitted by the dissenting faculty, if they choose to do so. If no dissenting views were expressed, the letter should explicitly state that.

[*]Note that there are three criteria for promotion to Full Professor. These are found in the system Administrative Policy Statement 1022.V.K.: https://www.cu.edu/ope/aps/1022.

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(D) OTHER SITUATIONS

In other evaluation situations, please subscribe to the examples given above as closely as possible.

University of Colorado Denver – Office of the Provost
Reappointment, Tenure, and Promotion Signature Form (UCD-7)

[ ] Mr. [ ] Ms. [ ] Dr. _____

Name (Last, First, Middle Initial)   Rank/Title

[ ] Yes [ ] No   [ ] Yes [ ] No

_____

School / College / Library   Department   Tenure Track   Tenured

_____

Highest Degree Awarded   Year Awarded   Institution

Years at the University of Colorado on the Tenure Track: _____ _____ _____ _____ _____ _____ _____ _____

Years at the University of Colorado <u>NOT</u> on the Tenure Track: _____ _____ _____ _____ _____ _____ _____ _____

Elsewhere (List only if approved for PRIOR SERVICE CREDIT):

   Institution: _____ Years of Credit: _____ Title/Rank: _____

   Institution: _____ Years of Credit: _____ Title/Rank: _____

A. Recommendation for REAPPOINTMENT (Tenure-Track)
(Subject to final approval by the Chancellor)

PRIMARY UNIT'S RECOMMENDATION:

   Recommended _____ for _____ years (TT only)   Effective date _____

   Not recommended _____   Signature _____ Date _____

DEAN'S RECOMMENDATION:

   Recommended _____ for _____ years (TT only)   Effective date _____

   Not recommended _____   Signature _____ Date _____

PROVOST'S RECOMMENDATION:

   Recommended _____ for _____ years (TT only)   Effective date _____

   Not recommended _____   Signature _____ Date _____

B. Recommendation for PROMOTION
(Promotions subject to final approval by the Chancellor)

PRIMARY UNIT'S RECOMMENDATION:

Recommended _____ for _____(Title/Rank) Effective date _____

Not recommended _____   Signature _____ Date _____

DEAN'S RECOMMENDATION:

Recommended _____ for _____(Title/Rank) Effective date _____

Not recommended _____   Signature _____ Date _____

PROVOST'S RECOMMENDATION:
Recommended _____ for _____(Title/Rank) Effective date _____

Not recommended _____   Signature _____ Date _____

C. Recommendation for CONTINUOUS TENURE
(All continuous tenure recommendations subject to final approval by the Regents)

PRIMARY UNIT'S RECOMMENDATION:

Recommended _____   Effective date _____

Not recommended _____   Signature _____ Date _____

DEAN'S RECOMMENDATION:

Recommended _____   Effective date _____

Not recommended _____   Signature _____ Date _____

PROVOST'S RECOMMENDATION:

Recommended _____   Effective date _____

Not recommended _____   Signature _____ Date _____

Appendix J: Sample Letters for External Reviewers

These are examples of letters that may be used to solicit evaluations from external reviewers. They may be adapted to suit primary unit requirements.

COMPREHENSIVE REVIEW SAMPLE LETTER

[Letterhead]

Date

Dear Dr. _____:

On behalf of the University of Colorado Denver, thank you for agreeing to serve as an external reviewer of the scholarly/creative work of Assistant Professor _____. This is a comprehensive review for reappointment for _____, who will begin the fourth year as an Assistant Professor during the fall semester of ____. If this phase of the review process is successful, the candidate will be considered for tenure and promotion within three years. **We are soliciting your evaluation of Dr. _____'s demonstrated scholarly/creative work to date**.

The University of Colorado requires that assistant professors undergo a comprehensive review before their evaluation for promotion and tenure. All reappointments, promotions, and awards of tenure at the University of Colorado consider the candidate's record in teaching, scholarly/creative work, and university and public leadership and service. This comprehensive review must include evaluations from scholars in the candidate's field of specialization. For a successful comprehensive review, Dr. _____ should be making ongoing and significant progress toward a scholarly/creative work record that can be expected to have an impact on the field. Your evaluation is extremely valuable to us in making this assessment.

While the accompanying materials provide you context with Dr. _____'s overall summary statement and scholarly/creative work statement, at this time we are soliciting your evaluation of the demonstrated scholarly/creative work accomplishments to date. We ask that your letter be of a constructive and counseling nature so that we may give Dr. _____ productive suggestions as to the direction, quantity, and quality of work to be accomplished by the seventh year when the prospective tenure review will occur. Although the substance of your evaluation will be summarized for Dr. _____, you and your institution will not be identified. Your candor in evaluating the scholarly/creative work will be greatly appreciated.

The COVID-19 pandemic impacted the research, scholarly, and creative work, as well as teaching, mentoring, and service of many faculty members, with faculty of color and women possibly experiencing disproportionate effects. Please consider and acknowledge the impact of the pandemic and other challenges when evaluating this candidate's professional achievements. Remote learning, limited resources, and travel restrictions may have affected productivity, and personal and family health, childcare, and racial trauma may have also played a role. An empathetic assessment is appreciated, recognizing the different circumstances faculty faced during the pandemic. Clock stops should not raise tenure or promotion expectations.

Dr. _____'s teaching course load since the time of appointment has been [four] courses per academic year. The materials will indicate any variation from this standard for course releases that may have been applied for scholarly/creative work or teaching-related activities.

In evaluating Dr. _____ 's scholarly/creative work, please address each of the following points in order:

1. The nature of your acquaintance, if any, with Dr. _____ and your knowledge of and/or familiarity with the scholarly/creative work prior to this request.
2. The quality and quantity of the scholarly/creative work, especially in relationship to productivity in this field.
3. The main thrust(s) of the scholarly/creative work and its impact on the field.
4. The degree of creativity and originality of the scholarly/creative work.
5. To what degree the scholarly/creative work is evolving.
6. How Dr. _____'s scholarly/creative work and productivity compare with others with similar training and experience in the field.
7. How you would categorize Dr. _____'s scholarly/creative work accomplishments – approaching excellent, approaching meritorious, or not meritorious – compared to others in this field and at a similar point in their career.
8. What suggestions you have for changes that Dr. _____ should make in planning and carrying out scholarly/creative work for the next three years.

As Dr. _____ will be evaluated by university faculty outside of the department who may be unfamiliar with your career or field, **please include a copy of your current summary vita with your evaluation letter**. Your final evaluation letter should be on your University letterhead with your signature. We would appreciate receiving your evaluation no later than [add date].

[All items should be submitted through Interfolio. OR
A hard copy may be sent by U.S. mail to my attention at the address listed above or it may also be sent electronically as a PDF with your electronic signature to [me/my administrative assistant at _____ (add contact email)].

If you have any questions concerning the review, please feel free to call me at [add phone number] or e-mail me at: [add email contact].

Thank you very much for your willingness to assist the University of Colorado Denver in this important academic review process.

Sincerely,

TENURE AND PROMOTION SAMPLE LETTER

[Letterhead]

Date

Dear Dr. _____:

On behalf of the University of Colorado Denver, thank you for agreeing to serve as an external reviewer of the scholarly/creative work of Assistant Professor _____ who is being considered for tenure and for promotion to the rank of Associate Professor. We are soliciting your evaluation of Dr. _____'s demonstrated scholarly/creative work accomplishments to date. We would appreciate receiving your evaluation no later than [date].

The University of Colorado Denver requires the scholarly/creative work of candidates for tenure and promotion to be evaluated by scholars in the candidate's field of specialization. Although the substance of your evaluation will be summarized for Dr. _____, you and your institution will not be identified. Your candor in evaluating Dr. _____'s scholarly/creative work will be greatly appreciated.

All reappointments, promotions, and awards of tenure at the University of Colorado consider the candidate's record in teaching, scholarly/creative work, and university and public leadership and service. For promotion to associate professor and award of tenure, the candidate must (1) demonstrate meritorious performance in teaching, scholarly/creative work, and leadership/service, and (2) demonstrate excellence in either teaching or scholarly/creative work. Your evaluation is extremely valuable to us in making this assessment.

The COVID-19 pandemic impacted the research, scholarly, and creative work, as well as teaching, mentoring, and service of many faculty members, with faculty of color and women possibly experiencing disproportionate effects. Please consider and acknowledge the impact of the pandemic and other challenges when evaluating this candidate's professional achievements. Remote learning, limited resources, and travel restrictions may have affected productivity, and personal and family health, childcare, and racial trauma may have also played a role. An empathetic assessment is appreciated, recognizing the different circumstances faculty faced during the pandemic. Clock stops should not raise tenure or promotion expectations.

Dr. _____'s teaching course load since comprehensive review has been [two] courses per semester. The materials will indicate any variation from this standard for course releases that may have been applied for scholarly/creative work or teaching-related activities.

Dr. _____'s abbreviated dossier includes the current vita; overall summary statement as context, and a more detailed statement on scholarly/creative work; [examples of work]; [a statement regarding the COVID-19 pandemic impact]; and the Primary Unit criteria used to evaluate the work.

In evaluating Dr. _____'s scholarly/creative work, please address each of the following points in order:

1. The nature of your acquaintance, if any, with the candidate and your knowledge of and/or familiarity with the scholarly/creative work prior to this request.
2. The quality and quantity of the scholarly/creative work, especially in relationship to productivity in this field.
3. The main thrust(s) of the scholarly/creative work and its impact on the field.
4. The degree of creativity and originality of the scholarly/creative work.
5. The degree to which the scholarly/creative work has evolved.
6. How Dr. _____'s scholarly/creative work productivity compares with others with similar training and experience in this field.
7. How you would categorize Dr. _____'s scholarly/creative work accomplishments – excellent, meritorious, or not meritorious – compared to others in this field at a similar point in their careers.

As Dr. _____ will be evaluated by university faculty outside of the department who may be unfamiliar with your career or field, **please include a copy of a current summary vita with your evaluation letter**. Your final evaluation letter should be on your University letterhead with your signature.

[All items should be submitted through Interfolio. OR
A hard copy may be sent by U.S. mail to my attention at the address listed above or it may also be sent electronically as a PDF with your electronic signature to [me/my administrative assistant at _____ (add contact email)] .

If you have any questions concerning the review, please email me or call me at the number listed below.

Thank you very much for your willingness to assist the University of Colorado Denver in this important academic review process.

Sincerely,

PROMOTION TO FULL PROFESSOR SAMPLE REQUEST TO SERVE

[Letterhead]

Date

Dear Dr. _____,

On behalf of the University of Colorado Denver, I am writing to ask you to serve as an external reviewer of the scholarly/creative work of Associate Professor _____, who is being considered for promotion to the rank of Full Professor. We are soliciting your evaluation of Dr. _____'s demonstrated scholarly/creative work accomplishments since tenure and promotion to Associate Professor.

The University of Colorado Denver requires the scholarly/creative work of candidates for tenure and promotion to be evaluated by scholars in the candidate's field of specialization. Although the substance of your evaluation will be summarized for Dr. _____, you and your institution will not be identified. Your candor in evaluating the work will be greatly appreciated.

If you are willing to serve as a reviewer, please respond to [my administrative assistant] via e-mail at [email address]. If you agree to serve as a reviewer, I will send you, no later than [add date], Dr. _____'s abbreviated dossier which will include an overall summary statement and a statement about scholarly/creative work accomplishments, and not more than five self-selected representative artifacts of scholarly/creative work as well as the specific questions and criteria we would like you to consider in reviewing the work.

[We will share these materials with you via Interfolio. OR
You can elect to receive these materials electronically or in a printed and bound format; please specify your preference in your reply. I will need to receive your evaluation letter no later than [add date].

Thank you in advance for considering this request in support of our colleague's professional advancement. I would very much appreciate a response from you by [date].

Kind regards,

PROMOTION TO FULL PROFESSOR SAMPLE LETTER

[School/College letterhead]

Date

Dear Dr.   :

On behalf of the University of Colorado Denver, thank you for agreeing to serve as an external reviewer of the scholarly/creative work of Associate Professor _____ , who is being considered for promotion to the rank of Full Professor. We are soliciting your evaluation of Dr. _____'s demonstrated scholarly/creative work since the time of tenure and promotion to Associate Professor.

All reappointments, promotions, and awards of tenure at the University of Colorado consider the candidate's record in teaching, scholarly/creative work, and university and public leadership and service. The University requires the scholarly/creative work of candidates for tenure and promotion be evaluated by scholars in the candidate's field of specialization. Although the substance of your evaluation will be summarized for the candidate, you and your institution will not be identified. Your candor in evaluating the scholarly/creative work is greatly appreciated.

For promotion to full professor, Dr. _____ must have (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 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. Your evaluation of Dr. _____'s scholarly/creative work is extremely valuable to us in making this assessment.

The COVID-19 pandemic impacted the research, scholarly, and creative work, as well as teaching, mentoring, and service of many faculty members, with faculty of color and women possibly experiencing disproportionate effects. Please consider and acknowledge the impact of the pandemic and other challenges when evaluating this candidate's professional achievements. Remote learning, limited resources, and travel restrictions may have affected productivity, and personal and family health, childcare, and racial trauma may have also played a role. An empathetic assessment is appreciated, recognizing the different circumstances faculty faced during the pandemic. Clock stops should not raise tenure or promotion expectations.

Dr. _____'s abbreviated dossier includes the current vita; overall summary statement as context, and a more detailed statement on scholarly/creative work; [examples of work]; and the Primary Unit criteria used to evaluate the work.

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In evaluating Dr. _____'s scholarly/creative work, please address each of the following points in order:

1. The nature of your acquaintance, if any, with the candidate and your knowledge of and/or familiarity with the scholarly/creative work prior to this request.
2. The quality and quantity of the scholarly/creative work, especially in relationship to productivity in this field.
3. The main thrust(s) of the scholarly/creative work and its impact on the field.
4. The degree of creativity and originality of the scholarly/creative work.
5. The degree to which the scholarly/creative work has evolved.
6. How Dr. _____'s scholarly/creative work productivity compares with others with similar training and experience in this field.
7. How you would categorize Dr. _____'s scholarly/creative work accomplishments – excellent, meritorious, or not meritorious – compared to others in this field at a similar point in their careers.

As Dr. _____ will be evaluated by university faculty outside of the department who may be unfamiliar with your career or field, **please include a copy of your current summary vita with your evaluation letter**. Your final evaluation letter should be on your University letterhead with your signature. We would appreciate receiving your evaluation no later than [date].

[All items should be submitted through Interfolio. OR
A hard copy may be sent by U.S. mail to my attention at the address listed above or it may also be sent electronically as a PDF with your electronic signature to [me/my administrative assistant at _____ (add contact email)] .

If you have any questions concerning the review, please feel free to call me at [add phone] or e-mail me at: [add email contact]. Thank you very much for your willingness to assist the University of Colorado Denver in this important academic review process.

Sincerely,

Appendix K: Letter Writing Requirements for Dossiers

There are a number of **necessary requirements** in preparing letters in a case for the second-level and third-level reviews. These typically depend on type of case.

(A) COMPREHENSIVE REVIEW FOR REAPPOINTMENT

(1) <u>For evaluations of the three areas</u>: Record vote counts (yes-no-recusal-absent) for teaching (librarianship), scholarly/creative work, and leadership/service. Recusals from discussion and voting should apply if there is a conflict of interest or a bias regarding a candidate, meaning that a committee member is unable to render a fair and unbiased opinion. A recused committee member cannot be present during the discussion or vote. **Abstentions are not permitted**.

In the Primary Unit evaluations, the total in the vote table should equal the number of faculty eligible to vote. Faculty who are eligible to vote but cannot vote due to departmental bylaws restrictions (e.g., the chair), participation in upper levels of review (DAC, Dean, or VCAC), or a conflict of interest should be counted as recused.

Use the designations **on track for tenure; not on track for tenure, but could meet standards for tenure with appropriate corrections**; or **not on track for tenure** for evaluations of the three areas.

Examples:

- The primary unit voted 6-0-0-0 (yes-no-recusal-absent) for **on track for tenure** in teaching with six committee members voting for on track for tenure.

- The primary unit voted 4-2-0-0 (yes-no-recusal-absent) for **not on track for tenure, but could meet standards for tenure with appropriate corrections** in scholarly/creative work with four committee members voting for not on track for tenure, but could meet standards for tenure with appropriate corrections and two for on track for tenure.

- The primary unit voted 4-2-0-0 (yes-no-recusal-absent) for **not on track for tenure** in leadership/service with four committee members voting for not on track for tenure and two for not on track for tenure, but could meet standards for tenure with appropriate corrections.

Add a table like the one following to record evaluations:

Evaluation of Teaching (Librarianship), Scholarly/Creative Work, and Leadership/Service (OT = on track for tenure, NY = not yet on track for tenure, but could meet standards with appropriate corrections, NOT = not on track for tenure)	Teaching (Librarianship)	Scholarly/ Creative Work	Leadership/ Service
Department/Primary Unit	6OT	4NY, 2OT	4NOT, 2NY
Dean's Review/Advisory Committee	5OT, 2NY	4OT, 3NY	5NY, 1 OT, 1NOT
Dean's Evaluation	OT	OT	NY

(2) For the overall rating: Use the designations **on track for tenure; not on track for tenure, but could meet standards for tenure with appropriate corrections**; or **not on track for tenure** in reviews by the primary unit, the dean's review/advisory committee, and the dean in Comprehensive Review evaluations. Do not invent other terminology.

Overall Evaluation	On track for tenure	Not yet on track for tenure, but could meet standards for tenure with appropriate corrections	Not on track for tenure
Department/Primary Unit	6	0	0
Dean's Review/Advisory Committee	5	1	1
Dean's Evaluation	X		

(3) For the overall recommendation and vote: Record the overall vote for reappointment as yes-no-recusal-absent.

Examples:

- The dean's advisory committee voted 6-1-0-1 (yes-no-recusal-absent) for reappointment.

Add a table like the one following to record votes for reappointment:

Votes	Yes	No	Recusal	Absent
Department/Primary Unit	10	0	0	0
Dean's Review/Advisory Committee	6	1	0	1
Dean's Recommendation	X		NA	NA

If the vote is not unanimous, the letter should explain the dissenting views or include a minority report submitted by the dissenting faculty, if they choose to do so. If no dissenting views were expressed, the letter should explicitly state that.

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(B) TENURE AND PROMOTION REVIEW

(1) For evaluations of the three areas: Record vote counts (yes-no-recusal-absent) for teaching (librarianship), scholarly/creative work, and leadership/service. Recusals from discussion and voting should apply if there is a conflict of interest or a bias regarding a candidate, meaning that a committee member is unable to render a fair and unbiased opinion. A recused committee member cannot be present during the discussion or vote. **Abstentions are not permitted**.

In the Primary Unit evaluations, the total in the vote table should equal the number of faculty eligible to vote. Faculty who are eligible to vote but cannot vote due to departmental bylaws restrictions (e.g., the chair), participation in upper levels of review (DAC, Dean, or VCAC), or a conflict of interest should be counted as recused.

Use the designations **excellent**, **meritorious**, or **not meritorious** in Tenure and Promotion evaluations by the primary unit, the dean's review/advisory committee, and the dean.

Examples:

- The primary unit voted 6-1-0-0 (yes-no-recusal-absent) for **meritorious** in teaching with six committee members voting for meritorious and one for excellent.

- The primary unit voted 7-0-0-0 for **excellent** in scholarly/creative work with seven committee members voting for excellent.

- The dean's advisory committee voted 4-3-0-0 for **not meritorious** in leadership/service with four committee members voting for not meritorious, two for meritorious, and one for excellent.

Add a table like the one following to record evaluations:

Evaluation of Teaching, Scholarly/Creative Work, and Leadership/Service (E = excellent, M = meritorious, NM = not meritorious)	Teaching (Librarianship)	Scholarly/ Creative Work	Leadership/ Service
Department/Primary Unit	6M, 1E	7E	4E, 3M
Dean's Review/Advisory Committee	4E, 3M	6E, 1M	4NM, 2M, 1E
Dean's Evaluation	E	E	M

(2) For the overall recommendation and vote: Record the overall vote for promotion and tenure as yes-no-recusal-absent.

Example:

- The dean's advisory committee voted 6-1-1-0 (yes-no-recusal-absent) in favor of tenure and promotion; one member was recused.

Add a table like the one following to record votes:

Votes	Yes	No	Recusal	Absent
Department/Primary Unit	7	0	0	1
Dean's Review/Advisory Committee	6	1	1	0
Dean's Recommendation	X		NA	NA

If the vote is not unanimous, the letter should explain the dissenting views or include a minority report submitted by the dissenting faculty, if they choose to do so. If no dissenting views were expressed, the letter should explicitly state that.

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(C) PROMOTION TO FULL PROFESSOR REVIEW

(1) For evaluations of the three areas: Record vote counts (yes-no-recusal-absent) for teaching (librarianship), scholarly/creative work, and leadership/service as part of an overall recommendation. Recusals from discussion and voting should apply if there is a conflict of interest or a bias regarding a candidate, meaning that a committee member is unable to render a fair and unbiased opinion. A recused committee member cannot be present during the discussion or vote. **Abstentions are not permitted.**

In the Primary Unit evaluations, the total in the vote table should equal the number of faculty eligible to vote. Faculty who are eligible to vote but cannot vote due to departmental bylaws restrictions (e.g., the chair), participation in upper levels of review (DAC, Dean, or VCAC), or a conflict of interest should be counted as recused.

Use the designations **excellent**, **meritorious**, or **not meritorious** in Promotion to Professor evaluations by the primary unit, the dean's review/advisory committee, and the dean.

Examples:

- The primary unit voted 4-0-0-1 (yes-no-recusal-absent) for **excellent** in librarianship with four committee members voting for excellent; one member was absent.

- The primary unit voted 3-1-0-1 (yes-no-recusal-absent) for **meritorious** in scholarly/creative work with three committee members voting for meritorious and one for excellent; one member was absent.

- The primary unit voted 3-1-0-1 for **not meritorious** in leadership/service with one committee member voting for meritorious and three voting for not meritorious; one member was absent.

Add a table like the one following to record evaluations:

Evaluation of Teaching, Scholarly/Creative Work, and Leadership/Service (E = excellent, M = meritorious, NM = not meritorious)	Teaching (Librarianship)	Scholarly/ Creative Work	Leadership/ Service
Department/Primary Unit	4E	3M, 1E	3NM, 1M
Dean's Review/Advisory Committee	4M, 3E	5E, 2M	5E, 2M
Dean's Evaluation	E	E	M

(2) **For the overall recommendation and vote**: Add a table like the one following to record votes:

Votes for Promotion	Yes	No	Recusal	Absent
Department/Primary Unit	4	0	0	1
Dean's Review/Advisory Committee	5	2	1	0
Dean's Recommendation	X		NA	NA

(3) **For the overall evaluation**: Add a table like the one following to record the overall evaluation for Promotion to Full Professor.

Use the designations **the record taken as a whole is excellent** or **the record taken as a whole is not excellent** in Promotion to Full Professor evaluations by the primary unit, the dean's review/advisory committee, and the dean.

Votes			
Department/Primary Unit	RECORD TAKEN	AS A WHOLE	IS EXCELLENT[*]
Dean's Review/Advisory Committee	RECORD TAKEN	AS A WHOLE	IS EXCELLENT[*]
Dean's Recommendation	RECORD TAKEN	AS A WHOLE	IS EXCELLENT[*]

If the vote is not unanimous, the letter should explain the dissenting views or include a minority report submitted by the dissenting faculty, if they choose to do so. If no dissenting views were expressed, the letter should explicitly state that.

*Note that there are three criteria for promotion to Full Professor. These are found in the system Administrative Policy Statement 1022.V.K.: https://www.cu.edu/ope/aps/1022.

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(D) OTHER SITUATIONS
In other evaluation situations, please subscribe to the examples given above as closely as possible.