University of Colorado Denver

College, School, Library and Department Bylaws Policy Checklist

Required Policy	Pages or Appendices
Processes for annual merit evaluations and annual performance ratings	8, Appendix A
Procedures for negotiating differentiated annual workloads **(5.B.3A** https://www.cu.edu/regents/Laws/article-05.html	6
Defining faculty voting membership, rights, and processes	4. 10-11
Procedures for primary unit reappointment, tenure, and promotion committees, **including eligibility requirements for committee members**	5, 14-15 Appendix A
Process for post-tenure review	5, 15
Primary unit criteria for reappointment, tenure and promotion decisions, annual reviews and post-tenure reviews. **Reference Regent 5.B. 4 Tenured Appointments and 5.B.5 Appointment, Reappointment, Tenure, and Promotion Criteria and Standards for Tenure-Track and Tenured Faculty** https://www.cu.edu/regents/Laws/article-05.html	7, 15 Appendix A
Procedures for soliciting external reviewers for comprehensive reviews and for promotion and tenure reviews. **Reference Administrative Policy Statement #1022** Standards, Processes and Procedures for Comprehensive Review, Tenure, and Promotion	7, Appendix A
Process for appealing a below expectations rating on an annual review or post-tenure review	16
Guidelines for writing professional plans. **Administrative Policy Statement #1011 Administrative Policy Statement #1011 The Professional Plan for Faculty**	7
Processes related to research misconduct. **Reference Administrative Policy Statement #1007** APS #107-Misconduct in Research, Scholarship, and Creative Activities	7
Document outlining department working structure and rules **(Reference SEHD Faculty Handbook)**	13
Processes relating to student appeals/grievances (academic dishonesty; grade appeals; appeals of probation, suspension, removal; etc.)	13, Appendix B

School of Education & Human Development Governance and Bylaws

Preamble

The School of Education and Human Development is organized and its affairs are conducted in accordance with the Laws and Policies of the Board of Regents of the University of Colorado, and the policies of the University of Colorado system, of the University of Colorado Denver (CU Denver), and of the Downtown Denver campus of CU Denver.

The Bylaws of the SEHD articulate the rules adopted by SEHD faculty and administration for SEHD governance. These Bylaws regulate the affairs of the school and specify how the administration and faculty will work together to make decisions to move the school forward. The Bylaws delineate the process by which work is done and decisions are made. As such, it is a foundational document and acknowledges that details may evolve over time. All rights and responsibilities granted by the Laws and Policies of the Regents, the University of Colorado Faculty Senate Constitution, and the current Constitution and Bylaws of the CU Denver Faculty are incorporated here, whether in fact or principle.[1]

The appendices attached to these Bylaws contain support documents that describe further details pertaining to various sections of the Bylaws (e.g., Student Committee, RTP Standards, etc.). These appendices are not to be taken as the Bylaws themselves.

Mission

Leadership for Educational Equity: Prepare and inspire education and mental health leaders to have a profound impact in fostering student opportunity, achievement and success in urban and diverse communities.

Vision

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[1] Laws of the Regents, http://www.cu.edu/regents/Laws/laws.html

The School of Education and Human Development is a nationally recognized school providing expertise on educational issues and socially-just solutions for urban and diverse communities. Through innovative research and partnerships, we strive to be passionate agents of change, inspiring upcoming generations to learn from the past and shape the future.

<div align="center">

School Membership: Responsibilities and Roles

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Faculty membership

The membership of the SEHD Faculty consists of all faculty (with appointment of .5 FTE or greater), researchers and those holding the rank of senior instructor or instructor (tenured, tenure-track, clinical teaching track and lecturer), including: (a) faculty on permanent appointments who are on leave of absence or sabbatical leave; (b) faculty on permanent appointment who have administrative duties; (c) faculty supported by external funds; (d) emeriti faculty, (e) associate deans and the dean.

> **Responsibilities.**

The responsibilities of the faculty are laid out in the Laws of the Regents, Section 5.E.5, quoted below.

> The faculty takes the lead in decisions concerning selection of faculty, educational policy related to teaching, curriculum, research, academic ethics, and other academic matters. The administration takes the lead in matters of internal operations and external relations of the university. In every case, the faculty and the administration participate in the governance and operation of the university as provided by and in accordance with the laws and policies of the Board of Regents, and the laws and regulations of the State of Colorado. The chair or other designated representative of the Faculty Council shall be the spokesperson for the faculty when addressing the Board of Regents on matters of importance to shared governance.

Tenure track faculty responsibilities include SEHD criteria for reappointment, tenure and promotion decisions, annual review and post-tenure reviews[2] (see Appendix A for SEHD Standards and Criteria).

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[2] Reference Regent 5.B. 4 Tenured Appointments and 5.B.5 Appointment, Reappointment, Tenure, and Promotion Criteria and Standards for Tenure-Track and Tenured Faculty

https://www.cu.edu/regents/Laws/article-05.html

An elected team of faculty and staff serve to collaborate with the dean on matters related to the SEHD leadership and finance (currently the Leadership & Finance Team). Elected members of the Leadership and Finance Team serve as spokespersons for the faculty in lieu of a faculty chair.

Roles.

The faculty shall have the principal role for originating academic policy and standards, including initial authorization and direction of all courses, curricula, and degrees offered, admissions criteria, regulation of student academic conduct and activities, and determination of candidates for degrees.

The faculty shall have the principal role for originating scholastic policy, including scholastic standards for admission, grading (consistent with the Uniform Grading System of the University), continuation, graduation, and honors.

Administration Membership

Dean

The Dean, as the chief administrative officer of the School, determines the administrative structure of the school and appoints individuals to serve in administrative capacities, unless otherwise stipulated in the governance document.[3] The dean is appointed on the nomination of the Chancellor of the CU Denver campus, who will have consulted with a committee of the faculty.

Responsibilities.

4.A. 2C) Each dean shall be responsible for matters at the college or school level including but not limited to enforcement of admission requirements; the efficiency of departments and other divisions within the college or school; budgetary planning and allocation of funds; faculty

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[3] Regent Law 4, Organization of Academic Units: 4.A.2, *Deans*,
https://www.cu.edu/regents/Laws/article-04.html

assignments and workloads recommendations on personnel actions; curriculum planning; academic advising accountability and reporting.

The dean is responsible for the general functioning and efficiency of the school.

In accordance with the SEHD's Mission and Vision, open communication, collegiality, and collaboration are essential to our decision making process at all levels: school, program, and committee. The SEHD Bylaws document suggests that the Dean:

- put forth a good faith effort to be present for the discussions that precede decision making;

- understand that once decisions are made, the preference is to let them stand for at least one year;

Roles.

The dean supervises the faculty (including negotiating differentiated workloads[4]), faculty program representatives, center directors, associate and assistant deans, and other school staff, except where such responsibility has been delegated.

The dean's roles include managing external affairs and relations, including:

- Maintaining clear planning priorities (embodied in a strategic plan)

- Fundraising activities and priority-setting in the School

- Establishing and maintaining working relationships with organizations that partner with, are served by, and/or whose decisions may impact the School.

Associate Deans

The dean consults with faculty and appoints associate deans and determines their responsibilities. Associate deans are responsible for carrying out policies and procedures of the SEHD and represent the

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[4] Procedures for negotiating differentiated annual workloads: Policy 5.B.3A

https://www.cu.edu/regents/Laws/article-05.html

dean when appropriate. Associate deans hold faculty rank (tenured or tenure-track, or clinical faculty appointments). Associate deans hold at-will administrative assignments.

Assistant Deans

The dean may appoint a staff member to serve as assistant dean as needed for administrative purposes.

Staff and Student Employees

Staff members support the academic, research, and community service mission of the school. Qualifications are enumerated, as appropriate, during search processes in formal position descriptions and in performance review documents.

Professional Review

- Reappointment, Tenure and Promotion (RTP): The SEHD has developed standards and criteria for RTP which follow the Regents' policies and procedures for reappointment, tenure and promotion[5]. The SEHD document can be found in Appendix A.

- External Review Procedures: SEHD follows the Regents' procedures for soliciting external reviewers for comprehensive reviews and for promotion and tenure reviews[6].

- Post Tenure Review: SEHD follows the Regents' procedures for tenured faculty post-tenure review[7].

- Professional Plan: SEHD follows the university guidelines for writing professional plans[8].

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[5] Reference Regent 5.B. 4 Tenured Appointments and 5.B.5 Appointment, Reappointment, Tenure, and Promotion Criteria and Standards for Tenure-Track and Tenured Faculty

https://www.cu.edu/regents/Laws/article-05.html

[6] Reference Administrative Policy Statement #1022

Standards, Processes and Procedures for Comprehensive Review, Tenure, and Promotion
[7] Post-Tenure Review #1003

[8] Reference Administrative Policy Statement #1011

Administrative Policy Statement #1011 The Professional Plan for Faculty

- Merit Review: The SEHD follows the Regents' policy and procedures for peer conducted annual merit review[9].

- Processes Related to Research Misconduct: The SEHD follows the Regents' policies and procedures related to research misconduct[10]

Shared Governance[11]

Shared governance is the set of practices under which faculty and administration participate in significant decisions concerning the operation and direction of the school. The Bylaws set out the principles, rules, and procedures that faculty and administration use to govern the SEHD. Other members of the SEHD community, including staff, student employees and the student body, may participate through committee service, feedback and conversation and support for tasks and operations. The processes for decision-making that follow should guarantee that all administration and faculty have a voice in decision-making in the appropriate domain related to their responsibilities and engagement within the school.

Leadership and Finance Team(s)

A Leadership and Finance Team (or teams) will be convened, at least once a semester, by the dean to **promote implementation of the SEHD's mission, strategic plan, and bylaws through broad-based strategic leadership**. Membership of the team is comprised of the dean, associate deans, assistant deans, Executive Director of Continuing Professional Education, the Staff Advisory Council Chair elected by the SEHD staff, and four faculty members elected by the faculty at large (one assistant professor/tenured track, one associate professor/tenured, one assistant, associate or full professor tenure-track tenured/tenured-track with expertise in fostering diversity inherent in urban education and community partnership, one senior instructor/clinical faculty– with at least one of these individuals serving as a program representative). It is the responsibility of these four elected faculty members to represent faculty voices **in decision making** and to communicate process and outcomes to the faculty.

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[9] [Board of Regents 5.B.6 Evaluation of Faculty](#)
[10] Reference Administrative Policy Statement #1007

[APS #107-Misconduct in Research, Scholarship, and Creative Activities](#)

[11] Although titles for various teams, committees and their respective leaders may change, the essence of the group's charge and the leader's role will remain the same.

The Dean shall conduct Leadership and Finance Team meetings. Minutes of Leadership and Finance Team meetings are regularly posted to faculty and other SEHD members.

Programs/Program Leaders/Representatives

Programs are organizations of faculty and students based on common degrees, endorsements, licenses, or professional foci.

Each program nominates a faculty member to serve as a program leader/representative. The nature of the role and responsibilities of program leaders/representatives is flexible, responsive to the school's and the program's needs and worked out jointly with the dean. The nature of compensation for this position is also flexible; however, the program leader/representative will be compensated in some way. It is the responsibility of the program representative to represent faculty voices in decision making and to communicate process and outcomes **to** the program faculty.

Program leaders/representatives meet together as a group, under the direction of the dean. This body acts as another important venue for shared governance as it considers issues and acts on areas of common concern to faculty, programs, and administration. It is the responsibility of the program leaders/representatives to represent faculty voices in decision making and to communicate process and outcomes **from** the program faculty.

In addition, should an associate dean serve as faculty in a program area or attend program meetings, it remains the responsibility of the program representative to plan and conduct the business of the program's meetings.

<div align="center">Decision Making</div>

Working together involves a range of norms and practices that guides/informs/contributes to group decision making. In accordance with the SEHD's Mission and Vision, open communication, collegiality, and collaboration are essential to our decision making processes at all levels: school, program, and committee. The SEHD Bylaws suggest that faculty:

- put forth a good faith effort to be present for the discussions that precede decision making;

- understand that a proxy refers to a vote, and that one's proxy should be given rarely and after the person has been involved in the ongoing discussions.

- understand that once decisions are made, the preference is to let them stand for at least one year.

Voting

Additionally, individuals who do not meet the definition of membership found on page 2 may be annually selected for voting membership by majority vote at the first faculty meeting of the academic year...[12]

1. Method of voting—Majority votes determine most decisions in the faculty meetings. While consensus is the ideal, on contested issues every effort should be made to move forward with solutions that accommodate different perspectives and needs while ensuring that the school moves in accordance with its mission, vision, values, and goals. Faculty members are encouraged to participate in discussions and keep informed about issues that come up for a vote. When voting occurs at the meeting, a private paper ballot must be used for voting if two or more voting members so request. Absentee votes may be cast by sending a proxy vote to either the program representative or an associate dean, provided they have participated in the discussion. Unless directed otherwise by the absentee faculty member in the proxy communication, the designated voter may accept amendments that arise in the deliberative process.
2. Timing of voting—No less than 48 hours prior to a faculty meeting, faculty members shall receive notice and full description of any proposed action regarding changes to these Bylaws, to degree programs, or to policies and procedures for faculty evaluation. This ensures time for faculty to carefully review the motion(s) for change.

In the event of a need to expedite the decision making process, the faculty may vote to set aside the voting procedure as stated in the Bylaws and vote on a motion that has been presented without the 48 hour notice. In this case, the majority of those present will carry the decision.

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[12]Regent Law, Article 4.A.4, Facultyhttps://www.cu.edu/regents/Laws/article-04.html

Quorum

A quorum shall be comprised of 50 per cent plus 1 of the present SEHD Voting Faculty plus those voting via proxy, established at the commencement of each meeting. If a quorum is present, a quorum shall be assumed to be present throughout the meeting, unless a point of order is made about a quorum.

Faculty Meetings

The dean as chief administrative officer presides at all SEHD meetings. The Leadership and Finance Team shall work with the dean on generating the SEHD faculty meeting agendas. Meetings are conducted in accordance with policies, procedures, and values outlined in the Bylaws. Faculty may decide on the method by which meetings will be conducted. The Dean may assign a faculty member to assist in matters of meeting procedure.

1. Timelines and requirements for calling meetings—Meetings are scheduled at the beginning of the Academic Year, and a schedule is published to the faculty.

   A regular meeting of the faculty shall be called by the dean and/or elected faculty from the Leadership & Finance Team at least once per semester (Fall and Spring). Special meetings may be called by the dean if, in his/her discretion, the need arises.

2. Number and frequency of meetings—Faculty typically meet monthly or at regular intervals determined by the faculty and administration.
3. Agenda—Agenda for SEHD faculty meetings are created by the dean with input from the Leadership and Finance Team. In the week prior to the meeting, a proposed agenda is circulated, and faculty members can request additions to the agenda. Faculty members shall receive notice no less than 48 hours prior to a faculty meeting of any proposed vote regarding changes to these Bylaws, degree programs, or policies and procedures for faculty evaluation.
4. Minutes and Reporting—The dean designates a faculty or staff colleague to prepare the minutes of each faculty meeting and provide a copy to every member of the faculty within a week. Approval of the minutes will be the first order of business at the next meeting.

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Internal and External Committees

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These SEHD committees, standing and ad hoc, should address the objectives in the SEHD diversity plan.

SEHD Standing Committees

Note that service on the Leadership and Finance Team, Dean's Team fulfills service in the same way as standing and ad hoc committee participation.

SEHD committees act as the official faculty advisory bodies for the SEHD Faculty. The faculty and dean have the ability to create ad hoc committees, to eliminate committees (except those required by applicable laws and regulations), and to prepare the charges for those committees. Committees may create subcommittees to attend to matters within their purview.

An electoral process is utilized to constitute committee membership. Faculty may indicate their interest to serve on a committee on election ballots. Ballots will list faculty according to rank – with instructions to vote across rank, to ensure rank balance on committees (except RTP). A representative from the Leadership and Finance Team, in consultation with the associate dean, is responsible for tallying votes and overseeing the overall voting process (see Voting Process in Decision Making).

Membership and Organization of SEHD Faculty Committees

1. Except where authorized by the SEHD Faculty and Bylaws, members of SEHD standing committees or subcommittees are required to be members of SEHD Faculty.

2. Each standing committee shall be composed of no fewer than three members of the SEHD faculty.

3. Each SEHD committee may appoint ex officio members, including undergraduate and graduate students, for terms not to exceed one year. These members shall serve in an advisory capacity without voting rights or responsibilities.

4. Committee membership should be staggered to ensure continuity as members cycle on and off the committee. It is recommended that terms be three years.

5. A faculty member may serve multiple terms on a committee; however, he/she must skip one year before returning to the same committee.

All faculty members are strongly encouraged to participate in shared governance by becoming members of at least one SEHD standing committee.

In addition to regular oral reports in SEHD faculty meetings, each committee will post monthly minutes and an end-of-year report to the faculty regarding the activities of the committee. The annual report should devote a section to recommendations for improving process at the committee level or concerning the SEHD Bylaws more generally. Committee reports, summarizing activities and process recommendations are to be submitted to a designated associate dean prior to the end of the academic year. Recommendations of committees regarding changes in policy and substantive changes in procedure are subject to approval by SEHD faculty and the dean (refer to the method of voting).

Leadership and Finance Team.

The committee will be convened by the dean to promote implementation of the SEHD's mission and strategic plan through broad-based strategic leadership. For details, refer to the Pattern of Administration (POA) in the SEHD faculty handbook.

Student Committee.

The committee reviews appeals from students and holds hearings when needed. The committee is composed of faculty members from multiple SEHD programs and one SEHD staff representative. The faculty members are elected by the SEHD faculty and serve for three years, with the possibility of continuing to serve longer. A staff representative is assigned to the committee. Each year the Student Committee may opt to elect one of its members to serve as chair. The chair directs regular meetings, advises students and faculty on policies and procedures and schedules the committee for appeal hearings. See Appendix B for Student Committee document for the Student Appeals process and Honor Code.

Curriculum Committee.

This committee reviews and approves new course and new program proposals and approves graduate school appointments. In addition, this committee may address curricular priorities or goals of the school, such as helping ensure that the program curricula reflect the school's diversity, social justice and equity mission. This committee also reviews graduate faculty status of part-time faculty. The committee is composed of faculty members from multiple SEHD programs and at least one SEHD staff representative. The faculty members are elected by the SEHD faculty and serve for three years, with the possibility of continuing to serve longer. Each year the Curriculum Committee may opt to elect one of its members to

serve as chair. The chair directs regular meetings and advises students and faculty on policies and procedures. A staff representative is assigned to the committee and serves ex officio.

Diversity, Equity, & Inclusion (DEI) Committee[13].

This committee addresses all the objectives in the school's diversity plan which includes the areas of culture and climate, diverse representation among faculty, staff, and students, and cultural competency. The committee is composed of faculty members from multiple SEHD programs and one SEHD staff representative. The faculty members are elected by the SEHD faculty and at least one staff member is elected by staff. The faculty members are elected by the SEHD faculty and serve for three years, with the possibility of continuing to serve longer. Each year the Diversity Committee may opt to elect one of its members as chair. The chair directs regular meetings, advises students and faculty on policies and procedures.

Merit Review Committees.

The Merit Review Committee for Tenure/Tenure Track faculty conducts the annual merit review for all tenure and tenure track faculty. The committee is elected from among tenured associate and full professors in an at-large SEHD election, and must include both associate and full professors. The committee is composed of faculty members from multiple SEHD programs and one SEHD staff representative. The faculty members are elected by the SEHD faculty and serve for two years, with the possibility of continuing to serve longer.

The Merit Review Committee for Clinical faculty conducts the annual merit review for all clinical track faculty. The committee is elected from among tenured associate and full professors in an at-large SEHD election, and must include both associate and full professors. The committee is composed of faculty members from multiple SEHD programs and one SEHD staff representative. The faculty members are elected by the SEHD faculty.

Each year the Merit Review Committee may opt to elect one of its members as chair. The chair guides the meeting and advises faculty on policies and procedures. It is recommended that members of the Merit Review Committee not be required to also serve on the RTP Committee.

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[13] Formerly Diversity Committee, Name Change Approved by Faculty on 1/27/2021

Retention, Tenure and Promotion Committee.

The SEHD RTP Committee is a seven-member elected committee. The committee is elected from among tenured associate or full professors in an at-large SEHD election. The term of election is three years, staggered. The committee is charged with reviewing tenure, promotion and post-tenure cases. The dean, the associate dean in charge of the SEHD RTP process, the Dean's Review Committee and the faculty member who serves on the CU Denver Vice Chancellor's Advisory Committee for Reappointment, Tenure, and Promotion (VCAC) are not eligible for election to the SEHD RTP Committee. Each year the committee elects a chair from the members of the RTP Committee and may opt to elect a co-chair. The chair directs and guides the meeting and advises faculty on policies and procedures. A co-chair supports the chair and may anticipate taking responsibility for chair responsibilities in the upcoming year. It is recommended that members of the RTP Committee not be required to also serve on the Merit Review Committee.

Ad Hoc Committees

Ad hoc committees are convened and constituted as needed to complete specific tasks. They may serve for up to one year. The membership of the committee may be elected, appointed, or comprised of volunteers from the faculty. Faculty or administration may call for an ad hoc committee, and pending Leadership & Finance Team approval, organize, give a charge to the group, and determine how it will be constituted (number of members, type, election or selection).

Search Committees.

Faculty search committees, including the chair, are appointed by the dean, and shall have representation from the program area for which the program in which the search is being conducted. Faculty search committees in collaboration with the dean prepare position descriptions (reviewed and approved by the dean), actively search for an appropriate and diverse candidate pool, set procedures for the review of applications, review applications, recommend to the dean candidates for interviews, and interview candidates. Search committees, with input from the faculty, forward an unranked list of candidates noting strengths and weaknesses to the dean, who makes the hiring decision and negotiates the terms of the contract with the finalist.

Governance Concerns and Appeals Committee.

This committee is convened by the Associate Dean for Faculty Affairs when issues are brought forward by a SEHD member related to processes or balance of governance or when a faculty member appeals a merit or post-tenure rating. The committee hears the concerns and provides a recommendation to the relevant parties which may include the dean, a program representative, a committee, or other faculty. This committee is not a replacement for the University Faculty Grievance Process.

(CU Privilege & Tenure Committee: https://www.cu.edu/content/privilegeandtenure)

University External Committees

Faculty members are encouraged to participate in faculty governance and leadership through campus and system wide committees, including faculty assembly and affiliated sub-committees. However, faculty members are strongly encouraged to serve on committees at the SEHD level before serving on university external committees. Members of these external committees may be elected, appointed, or volunteer.

RTP Standards and Criteria

Research, Teaching and Service

Rebecca Kantor, Dean
February 26, 2020
Revised on February 26, 2020
(see footnote below)[14]

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[14] Approved by Faculty: February 26, 2020

Approved by Dean: February 26, 2020

Approved by Provost: August 4, 2020

Effective Date: July 1, 2020

Preamble:

Reappointment, tenure, and promotion (RTP) decisions are among the most important processes that shape and define the University. The criteria outlined below form the basis for RTP reviews within the School of Education and Human Development (SEHD). As committees review candidates, they will consider all of these criteria and use collegial and professional judgment in arriving at evaluations of prior work and estimates of potential contributions.

The review process for tenure and promotion is designed to align the work of the faculty with the mission of the University and the School and to promote and ensure excellence as a standard for that work. The purpose of this document is to articulate the standards and criteria for the School of Education and Human Development to guide the faculty in terms of their own career advancement and for the review of their peers. The goal is to provide clear standards, criteria for meeting those standards, and examples of ways that individual faculty can document evidence in the form of activities, outcomes and products that address the criteria.

These criteria were last approved by the (SOE) faculty during the Fall 2014.

Proposed Standards and Criteria:

A school of education and human development defines its work as the generation of new knowledge and innovative practices for the fields contained within the school, and also in terms of our impact on our community stakeholders. Through disciplined inquiry and scholarly discourse, faculty members contribute to the understanding and solution of important problems of educational practice and policy. The School encourages diversity in choices of problems to be addressed and methods of inquiry used. The School also encourages collaborative and cross-disciplinary research as faculty members address significant problems of practice.

The impact on community can be framed as instructional (e.g., the development of professional development initiatives), service (e.g., participation in university-school committees or community organizational boards), or research and scholarship (e.g., research collaborative in Denver Public Schools). Our stakeholders can be at any level—local, state, national or international. Some faculty choose to work across these levels, and others choose to focus more intensely on one level or another.

Therefore, reflected in the SEHD standards and criteria for promotion and tenure is our commitment to provide exemplary leadership in: the development of program and pedagogies; in the effective preparation and continued development of teachers and clinicians, leaders and new researchers; work in the service of school reform and improvement; and, research and scholarship in all of these domains. Research and scholarly writing are an important part of the work of faculty in the School of Education. Thus there are two pathways to achieving rank and tenure as an Associate Professor: Excellence in scholarly/creative work with meritorious in teaching and leadership and service or excellence in teaching with meritorious in scholarly/creative work and leadership and service and the criteria are presented for each pathway. For full Professor, the evaluation is focused on the "whole of the accomplishments" of the candidate. In other words, some candidates will have a greater proportion of excellence in scholarship/creative work and others a greater proportion of program/partnership and teaching excellence in their dossier, and each will be evaluated for overall excellence in their accomplishments. A

"demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting" is required for a candidate to receive an excellent rating in teaching (Regent Policy 5.D.2(B)). SEHD standards and rubrics state the type of evidence expected to demonstrate excellence in these areas. In addition, Appendix A presents examples for each area.

While the SEHD's standards and rubrics are organized in the *traditional* dossier categories of teaching, scholarly/creative work and leadership and service, the faculty in a School of Education and Human Development like ours, often work at the *intersections* of these areas. These intersections between teaching and scholarship, or between service and teaching, are critical given our mission to partner with local schools and communities in the preparation of new teachers and clinicians, as well as the promotion of school improvement and positive student outcomes in the Denver community and beyond.

Therefore, candidates will discuss their accomplishments and scholarly products that relate to work at various intersections in all categories that are relevant but will be careful to make this transparent. For example, an empirical study of a teaching approach whose findings are published, or an innovative program that is described and published and shown to have impact on others, might contribute to excellence in teaching and at the same time contribute to excellence in research. Teaching materials like chapter supplements, videos, and online course materials however are placed only in teaching as they are products developed for specific university courses, classes, seminars or practica.

Overall, it is the responsibility of each candidate to provide the context for their work in a clear narrative and presentation of data. This documentation is critical to the process so that each reviewer at every level will understand the candidate's work and provide a thorough and fair evaluation.

RTP STANDARDS AND CRITERIA FOR RESEARCH*

		Tenure/Associate Professor *Criteria for Meritorious*	Tenure/Associate Professor *Criteria for Excellent*	Full Professor *Criteria for Excellent* *Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is __not__ additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.*
	Standards and Definitions			
1	**Candidate has constructed focused, sustained, and programmatic empirical and non-empirical research and scholarship.** **Clarification of Terms:** o *Focused Research* –Research/	*Candidate provides evidence of…* Articulating and demonstrating *progress* towards establishing a clear, sustained, focused, programmatic record of	*Candidate provides evidence of…* An *emergent*, clear, sustained, focused programmatic record of empirical and non-empirical research/scholarship that	*Candidate provides evidence of…* A *clear, in-depth, sustained and impactful* programmatic record of empirical and non-empirical research/scholarship

Standards and Definitions	Tenure/Associate Professor *Criteria for Meritorious*	Tenure/Associate Professor *Criteria for Excellent*	Full Professor *Criteria for Excellent* *Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.*
scholarship record indicates a defined research agenda (1-2 emphasis areas). o *Sustained Research/Scholarship* – Maintains a continuous record of research/scholarship through publications. o *Empirical Inquiry*- Engages in data-based inquiry that involves quantitative, qualitative, or mixed methodologies (e.g.	empirical and non-empirical research/ scholarship that demonstrates a commitment to the SEHD and/or CU Denver mission and vision.	demonstrates a commitment to the SEHD and/or CU Denver mission and vision.	that demonstrates a commitment to the SEHD and/or CU Denver mission and vision.

Standards and Definitions	Tenure/Associate Professor *Criteria for Meritorious*	Tenure/Associate Professor *Criteria for Excellent*	Full Professor *Criteria for Excellent* ***Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.***
experimental, quasi-experimental, ethnographic, case study, narrative, evaluative, or policy analysis and interpretation). o *Non-empirical inquiry* – non-databased inquiry (e.g., that which builds theory, synthesizes literature, demonstrates exemplary practice or develops constructs). o *Programmatic* – Builds in			

		Tenure/Associate Professor *Criteria for Meritorious*	**Tenure/Associate Professor** *Criteria for Excellent*	**Full Professor** *Criteria for Excellent* *Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.*
	Standards and Definitions			
	depth (e.g., from pilot to full scale studies) and level of impact (e.g. published in higher impact outlets) on the extant literature.			
2	**Candidate has constructed a record of high quality publications**. .	*Candidate provides evidence of…* A record of scholarly products that builds over time; includes mid-to-top tier outlets.	*Candidate provides evidence of…* A record of scholarly products that builds over time, with a *higher proportion* of top-tier	*Candidate provides evidence of…* A record of scholarly products which illustrates *a clear and ongoing presence and national*

	Standards and Definitions	**Tenure/Associate Professor** *Criteria for Meritorious*	**Tenure/Associate Professor** *Criteria for Excellent*	**Full Professor** *Criteria for Excellent* ***Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.***
			versus mid-tier outlets.	*reputation* demonstrating significant impact through a focus on top-tier versus mid-tier outlets.
3	**Candidate has a record of high productivity.**	*Candidate provides evidence of…* A significant *number* of publications that are peer-reviewed, and a significant	*Candidate provides evidence of…* A significant *majority* of publications that are peer reviewed, and a significant	*Candidate provides evidence of…* A national level body of work that is captured in top-tier outlets (including books,

		Tenure/Associate Professor *Criteria for Meritorious*	Tenure/Associate Professor *Criteria for Excellent*	Full Professor *Criteria for Excellent* *Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.*
	Standards and Definitions			
		number that are empirical and linked to a programmatic agenda.	number that are empirical and linked to a programmatic agenda.	chapters) with a significant number in top-tier, peer reviewed journals and linked to a programmatic agenda.
4	**Candidate has a record of leadership and/or independence in publications**.	*Candidate provides evidence of…* Publications that reflect an	*Candidate provides evidence of…* Publications reflect an ability	*Candidate provides evidence of…* Publications reflect an ability

		Tenure/Associate Professor *Criteria for Meritorious*	**Tenure/Associate Professor** *Criteria for Excellent*	**Full Professor** *Criteria for Excellent* *Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.*
	Standards and Definitions			
		ability to work independently and/or collaboratively; in collaboration, the faculty member assumes leadership as sole or first author (with sufficient annotation to warrant position) for a significant number of publications.	to work independently and/or collaboratively; in collaboration, there is a clear body of work with leadership as sole or first author (with sufficient annotation to warrant position) for a greater proportion of publications.	to work independently and/or collaboratively; in collaboration, there is an established record of leadership as sole or first author (with sufficient annotation to warrant position). Products are published with students, new faculty and/or community partners (principals, teachers,

		Tenure/Associate Professor	Tenure/Associate Professor	Full Professor
		Criteria for Meritorious	*Criteria for Excellent*	*Criteria for Excellent*
	Standards and Definitions			*Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.*
				practitioners, directors, etc.).

		Tenure/Associate Professor	Tenure/Associate Professor	Full Professor
		Criteria for Meritorious	*Criteria for Excellent*	*Criteria for Excellent*
	Standards and Definitions			***Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.***
5	**Candidate's record of research and scholarship has impact/influence on knowledge and/or practice in the field**. **Clarification of Terms:** o Impact implies the *advancement of knowledge* –i.e., research that contributes to the development of new knowledge and/ or practice (e.g., new theory, methodology, or empirical	*Candidate provides evidence of…* A record of research that shows *emergent* impact and contributes to the advancement of knowledge to the discipline, field and/or practice.	*Candidate provides evidence of…* A record of research that shows *significant* impact and contributes to the advancement of knowledge to the discipline, field and/or practice.	*Candidate provides evidence of…* An *established record* of research that shows a national reputation, impact, and contributes to the advancement of knowledge to the discipline, field and/or practice.

	Standards and Definitions	**Tenure/Associate Professor** *Criteria for Meritorious*	**Tenure/Associate Professor** *Criteria for Excellent*	**Full Professor** *Criteria for Excellent* *Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.*
	evidence that contributes to the field).			

		Tenure/Associate Professor *Criteria for Meritorious*	Tenure/Associate Professor *Criteria for Excellent*	Full Professor *Criteria for Excellent*
	Standards and Definitions			*Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.*
6	**Candidate's record of dissemination of research and scholarship is present in diverse venues and media that have impact.**	*Candidate provides evidence of…* Building a balanced relationship between conference presentations and publications with a clear prioritization for publications.	*Candidate provides evidence of…* Building a balanced relationship between conference presentations and publications with a clear prioritization for publications.	*Candidate provides evidence of…* An established record and productive balance of high impact presentations and publications.
	Candidate seeks internal and external funding to support	*Candidate provides evidence*	*Candidate provides evidence*	*Candidate provides evidence*

	Standards and Definitions	**Tenure/Associate Professor** *Criteria for Meritorious*	**Tenure/Associate Professor** *Criteria for Excellent*	**Full Professor** *Criteria for Excellent* *Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.*
7	**research and scholarship**.	*of…* Evidence of efforts to secure internal and external funding directed to research and scholarly activities (when available).	*of…* Evidence of efforts to secure internal and external funding directed to research and scholarly activities (when available).	*of…* Ongoing, sustained efforts to secure internal and external funding directed to research and scholarly activities (when available).

* See Appendix A for criteria and examples

RTP STANDARDS AND CRITERIA TEACHING*

	Standards and Definitions	Tenure/Associate Professor *Criteria for Meritorious*	Tenure/Associate Professor *Criteria for Excellent* *Note: Excellence goes beyond successful course teaching and participation in program development/implementation.*	Full Professor *Criteria for Excellent* *Note: To be excellent in both teaching and research for promotion to Full goes beyond successful course instruction in a number of the ways described below; it is <u>not</u> inclusive, however, of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.*
1	**Candidate's record shows breadth of successful teaching experience.**	*Candidate provides evidence of…* Teaching multiple courses successfully in area(s) of expertise.	*Candidate provides evidence of…* Going beyond successfully teaching a range of courses within area(s) of expertise, to include *participation* in significant instructional and programmatic	*Candidate provides evidence of…* Going beyond successfully teaching a wide range of courses within area(s) of expertise, to include significant *leadership* in instructional and programmatic development work (see

	Standards and Definitions	Tenure/Associate Professor *Criteria for Meritorious*	Tenure/Associate Professor *Criteria for Excellent*	Full Professor *Criteria for Excellent*
			Note: Excellence goes beyond successful course teaching and participation in program development/implementation.	*Note: To be excellent in both teaching and research for promotion to Full goes beyond successful course instruction in a number of the ways described below; it is <u>not</u> inclusive, however, of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.*
			development work.	below).
2	**Candidate participates in course development and design.**	*Candidate provides evidence of…* *Participating* collaboratively with colleagues regarding course content, aligning content to program outcomes, and continually updating existing course content and materials to	*Candidate provides evidence of…* *Leading* efforts and collaborating with colleagues to create and revise courses, align content to program outcomes, continually update existing course content and materials to reflect knowledge advancements in the field, and	*Candidate provides evidence of…* *Sustaining leadership* efforts and collaborating with colleagues to create and revise courses, align content to program outcomes, continually update existing course content and materials to reflect knowledge advancements in the field,

	Standards and Definitions	Tenure/Associate Professor *Criteria for Meritorious*	Tenure/Associate Professor *Criteria for Excellent*	Full Professor *Criteria for Excellent*
			Note: Excellence goes beyond successful course teaching and participation in program development/implementation.	*Note: To be excellent in both teaching and research for promotion to Full goes beyond successful course instruction in a number of the ways described below; it is <u>not</u> inclusive, however, of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.*
		reflect knowledge advancements in the field.	integrate technology into the implementation of courses consistent with expectations at the program level.	and integrate technology into the implementation of courses consistent with expectations at the program level.
3	**Candidate participates in curriculum development, program planning and evaluation.**	*Candidate provides evidence of…* *Participating in* the (1) development, review, evaluation (i.e., comprehensive	*Candidate provides evidence of…* *Leading* the (1) development, review, evaluation (i.e., comprehensive exams, Performance-Based Assessments	*Candidate provides evidence of…* *Routinely leading* the preparation of materials for accreditation review(s) and analyzing and using outcome data for continuous program improvement.

Standards and Definitions	Tenure/Associate Professor *Criteria for Meritorious*	Tenure/Associate Professor *Criteria for Excellent*	Full Professor *Criteria for Excellent*
		Note: Excellence goes beyond successful course teaching and participation in program development/implementation.	*Note: To be excellent in both teaching and research for promotion to Full goes beyond successful course instruction in a number of the ways described below; it is <u>not</u> inclusive, however, of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.*
	exams, Performance-Based Assessments [PBAs]), accreditation, and improvement of an integrated set of opportunities involving a program of study (i.e., courses, sequences, instructional experiences, pedagogical experiences, and assessment experiences) designed to achieve specific learning goals and (2) program evaluation of students.	[PBAs]), accreditation, and improvement of an integrated set of opportunities involving a program of study (i.e., courses, sequences, instructional experiences, pedagogical experiences, and assessment experiences) designed to achieve specific learning goals, (2) program evaluation of students, and, (3) development of program level activities (e.g., certificates, tracks, and/or minors).	

	Standards and Definitions	Tenure/Associate Professor *Criteria for Meritorious*	Tenure/Associate Professor *Criteria for Excellent*	Full Professor *Criteria for Excellent*
			Note: Excellence goes beyond successful course teaching and participation in program development/implementation.	*Note: To be excellent in both teaching and research for promotion to Full goes beyond successful course instruction in a number of the ways described below; it is <u>not</u> inclusive, however, of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.*
4	**Candidate's instruction is of high quality.**	*Candidate provides evidence of…* Adjusting teaching to meet students' needs, engaging students in their own learning, and that teaching is of high quality.	*Candidate provides evidence of…* Adjusting teaching to meet students' needs, engaging students in their own learning, and that teaching is of high quality.	*Candidate provides evidence of…* Adjusting teaching to meet students' needs, engaging students in their own learning and that teaching is of high quality.

	Standards and Definitions	Tenure/Associate Professor **Criteria for Meritorious**	Tenure/Associate Professor **Criteria for Excellent**	Full Professor **Criteria for Excellent**
			Note: Excellence goes beyond successful course teaching and participation in program development/implementation.	*Note: To be excellent in both teaching and research for promotion to Full goes beyond successful course instruction in a number of the ways described below; it is <u>not</u> inclusive, however, of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.*
5	**Candidate provides quality Advising and Mentoring.**	*Candidate provides evidence of…* *Participation* in guiding, supporting and informing students about programs, courses, and career development, as well as activities that create learning opportunities for students and/or other faculty, to encourage higher levels of expertise and/or guide	*Candidate provides evidence of…* *Regular participation* in guiding, supporting and informing students about programs, courses, and career development, as well as activities that create learning opportunities for students and/or other faculty, to encourage higher levels of expertise and/or guide professional development.	*Candidate provides evidence of…* *Routine participation* in guiding, supporting and informing students about programs, courses, and career development, as well as activities that create learning opportunities for students and/or other faculty, to encourage higher levels of expertise and/or guide professional development.

	Standards and Definitions	Tenure/Associate Professor *Criteria for Meritorious*	Tenure/Associate Professor *Criteria for Excellent*	Full Professor *Criteria for Excellent*
			Note: Excellence goes beyond successful course teaching and participation in program development/implementation.	*Note: To be excellent in both teaching and research for promotion to Full goes beyond successful course instruction in a number of the ways described below; it is <u>not</u> inclusive, however, of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.*
		professional development.		
6	**Candidate seeks funding to support instruction**.	NOTE: THIS STANDARD IS NOT REQUIRED AT THIS LEVEL.	Evidence of *efforts* to secure internal and external funding intended to advance teaching or program activities (e.g. personnel preparation, program development or improvement and/or technical assistance).	No additional criteria beyond those specified at the Tenure /Associate level.

	Standards and Definitions	Tenure/Associate Professor *Criteria for Meritorious*	Tenure/Associate Professor *Criteria for Excellent*	Full Professor *Criteria for Excellent*
			Note: Excellence goes beyond successful course teaching and participation in program development/implementation.	*Note: To be excellent in both teaching and research for promotion to Full goes beyond successful course instruction in a number of the ways described below; it is <u>not</u> inclusive, however, of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.*
7	**Candidate has impact on practice in community, state-wide and/or nationally.**	*Candidate provides evidence of…* *Participation* in activities that make teaching relevant external to CU Denver and which have an impact on practice and the community (local, state, national, and/or international levels) and is recognized for quality of work and influence through special appointments and invitations.	*Candidate provides evidence of…* *Engaging regularly* in activities that make teaching relevant external to CU Denver which have an impact on practice and the community (local, state, national, and/or international levels) and is recognized for quality of work and influence through special appointments and invitations.	*Candidate provides evidence of…* *Routinely engaging* in activities that make teaching relevant external to CU Denver which have an impact on practice and the community (local, state, national, and/or international levels) and is recognized for quality of work and influence through special appointments and invitations.

	Standards and Definitions	Tenure/Associate Professor *Criteria for Meritorious*	Tenure/Associate Professor *Criteria for Excellent*	Full Professor *Criteria for Excellent*
			Note: Excellence goes beyond successful course teaching and participation in program development/implementation.	*Note: To be excellent in both teaching and research for promotion to Full goes beyond successful course instruction in a number of the ways described below; it is <u>not</u> inclusive, however, of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.*
8	Candidate *may* engage in the scholarship of teaching. Note: Published inquiry on teaching may be listed in the research section of dossier as well.	*(if so) Candidate provides evidence of…* *Emergent agenda* for the scholarship of teaching.	*(if so) Candidate provides evidence of…* *Regular engagement in* the scholarship of teaching which is published in highly respected (peer-reviewed and non-peer reviewed) journals and other outlets related to practice, instruction and personnel preparation.	*(if so) Candidate provides evidence of…* *A national reputation* for the scholarship of teaching which is published in highly respected (peer-reviewed and non-peer reviewed) journals and other outlets related to practice, instruction and personnel preparation across a variety of tiers and contributes to the advancement of practice and preparation in the field.

* See Appendix B for Criteria and Examples

RTP STANDARDS FOR SERVICE*

NOTE: If a faculty member is compensated through salary and/or time for service activities, those activities should be clearly documented as such and taken into consideration when evaluating the quantity of service activities. In addition, a candidate is expected to have a record of achievement across all four aspects of service.

	Standards and Definitions	Tenure/Associate Professor *Standard for Meritorious*	Tenure/Associate Professor *Standard for Excellent*	Full Professor *Standard for Excellent*
1	**Candidate provides Service to the school**.	*Candidate provides evidence of…* Participating in service to the program area and school, promoting the mission and vision of the SEHD, contributing to increasing the school's reputation, improving the school's culture and program quality.	*Candidate provides evidence of…* Taking a leazd in service to the program area and school, promoting the mission and vision of the SEHD, contributing to increasing the school's reputation, improving the school's culture and program quality.	*Candidate provides evidence of…* Regularly leading service to the program area and school. Promoting the mission and vision of the SEHD, contributing to increasing the school's reputation, improving the school's culture and program quality.

	Standards and Definitions	Tenure/Associate Professor *Standard for Meritorious*	Tenure/Associate Professor *Standard for Excellent*	Full Professor *Standard for Excellent*
2	**Candidate provides Service to the university.**	*Candidate provides evidence of…* Participating in service to the university that promotes the mission and vision of the university and contributes to increasing the quality of school culture), the effectiveness of self-governance, the quality of university programs and the reputation of the university.	*Candidate provides evidence of…* Taking the lead in service to the university that promotes the mission and vision of the university and contributes to increasing the quality of school culture) , the effectiveness of self-governance, the quality of university programs and the reputation of the university.	*Candidate provides evidence of…* Regularly leading service to the university that promotes the mission and vision of the university and contributing to increasing the quality of school culture), the effectiveness of self-governance, the quality of university programs and the reputation of the university.
3	**Candidate provides Service to the profession.**	*Candidate provides evidence of…* Participating in service to enhance the profession and bring recognition and distinction to CU Denver and the SEHD.	*Candidate provides evidence of…* Taking the lead in service to enhance the profession and bring recognition and distinction to CU Denver and the SEHD.	*Candidate provides evidence of…* Regularly leading service to enhance the profession and bring recognition and distinction to CU Denver and the SEHD.
4	**Candidate provides Service to the**	*Candidate provides evidence of…*	*Candidate provides evidence of…*	*Candidate provides evidence of…*

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	Standards and Definitions	Tenure/Associate Professor *Standard for Meritorious*	Tenure/Associate Professor *Standard for Excellent*	Full Professor *Standard for Excellent*
community/ partners:		Participating in service to communities, partners, and/or individuals that improve education and human development as well as build support for the SEHD.	Greater depth of involvement and taking a lead in service to communities, partners, and/or individuals that improve education and human development as well as build support for the SEHD.	Clear leadership and ongoing presence for service to communities, partners, and/or individuals that improve education and human development as well as build support for the SEHD.

* See Appendix C for Criteria and Examples

APPENDIX A: RESEARCH CRITERIA AND EXAMPLES

	Standards and Definitions	**Tenure/Associate Professor** *Examples for meeting the Criteria for Meritorious*	**Tenure/Associate Professor** *Examples for meeting the Criteria for Excellent*	**Full Professor** *Examples for meeting the Criteria for Excellent*
1	**Candidate has constructed focused, sustained, and programmatic empirical and non-empirical research and scholarship.**	Description of research statement should define clearly the: ▪ problems/issues being addressed; ▪ significance of addressing such problem(s) for the discipline, field, and/or practice; ▪ conceptual and/or theoretical frameworks that serve as a foundation to the work; and, ▪ research agenda. Employs feasible and coherent methods aligned to research questions Documents data analyses which support and link to findings and	Description of research statement should define clearly the: ▪ problems/issues being addressed; ▪ significance of addressing such problem(s) for the discipline, field, and/or practice; ▪ conceptual and/or theoretical frameworks that serve as a foundation to the work; and, ▪ research agenda. Employs rigorous, systematic methodologies Documents data analyses which supports and links to findings and interpretations	Description of research statement should define clearly the: ▪ problems/issues being addressed; ▪ significance of addressing such problem(s) for the discipline, field, and/or practice; ▪ conceptual and/or theoretical frameworks that serve as a foundation to the work; and, ▪ research agenda. Employs rigorous, systematic methodologies Documents data analyses which supports and links to findings and

	Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
		interpretations. Record of publications should: ■ provide clear evidence of the focused research agenda; ■ be generally uninterrupted.	interpretations. Record of publications should: ■ provide solid evidence of the focused research agenda; ■ be generally uninterrupted.	interpretations Record of publications should: ■ provide consistent evidence of the focused research over time; ■ be generally uninterrupted.
2	**Candidate has constructed a record of high quality publications**.	The presence of national level outlets Some products must document the impact of the program of research A clear focus on national level	A significant proportion of work is published in national outlets A significant proportion of products document the impact of the program of research	Ongoing focus on national outlets A clear majority of products are peer-reviewed A clear majority of products document the impact of the

	Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
		outlets.		program of research
3	**Candidate has a record of high productivity.**	Publications indicate a balance over time of practice-based and research-based products (if the candidate chooses to publish about practice).	A significant proportion of publications are in research-based outlets. There is a clear trajectory of advancement or inclusion of top-tier outlets.	A significant proportion of publications are in research-based outlets.
4	**Candidate has a record of leadership and/or independence in publications**.	Shows mentorship in research by publishing products with students, new faculty and/or community partners (principals, teachers, practitioners, directors, etc.)	Shows mentorship in research by publishing products with students, new faculty and/or community partners (principals, teachers, practitioners, directors, etc.).	Shows mentorship in research by publishing products with students, new faculty and/or community partners (principals, teachers, practitioners, directors, etc.).
5	**Candidate's record of research and scholarship has impact/influence on knowledge and/or practice in the field**.	Positive judgments by qualified peers through external letters. Invitations from peers, as well as more senior scholars, to participate	Positive judgments by qualified peers through external letters. Building a national reputation through activities such as invitations for: Consulting	Positive judgments by qualified peers through external letters. Clear documentation of recognition for programmatic agenda (e.g., contributions to theory, methodological

Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
Clarification of Terms: o Impact implies the *Advancement of Knowledge* –i.e., Research that contributes to the development of new knowledge and/ or practice (e.g., new theory, methodology, or empirical evidence that contributes to the field).	in conference symposia. Invitations to participate in material development. Invitations to present at conferences, meetings and other organizational activities. Professional honors and awards. Awards from local, state or national organizations for intellectual contributions to the field. Dissertation awards	Leading national conferences Invitations for upper level (symposia, colloquia, keynote) presentations. Professional honors and awards. Awards from local, state or national organizations for intellectual contributions to the field. Mid-Career Award Community or Business awards Publications chosen for recognition	approaches, and/or empirical findings that are directly attributable to the individual's work). Evidence of international recognition (e.g., invitations to write for international outlets, keynote speaker, national policy panels, prefaces or prologues to books, Vice Presidential or Presidential sessions, etc.). Professional honors and awards. Awards from local, state or national organizations for intellectual contributions to the field.

	Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
		Early Career Award Community or Business awards Publications chosen for recognition		Career Award Community or Business awards Publications chosen for recognition
6	**A record of dissemination of research and scholarship in diverse venues and media that has impact.**	No additional criteria	No additional criteria	No additional criteria
7	**Seeks internal and external Funding to support research and scholarship.**	No additional criteria.	Collaboration on externally funded projects Evidence of securing funding external to the university	No additional criteria beyond those specified at the Tenure/Associate level.

APPENDIX B: TEACHING CRITERIA AND EXAMPLES

	Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
1	**Candidate's record shows breadth of successful teaching experience**.	Successfully teaches a *wide range* of courses within program area, when possible. Successfully teaches *courses* across program areas, when possible.	Successfully teaches a wide range of courses within program area, when possible Successfully teaches courses *across program areas,* when possible.	Successfully teaches a wide range of courses within program area, when possible Successfully teaches courses *across program areas*, when possible.
2	**Candidate participates in course development and design.**	Integrates technology into the implementation of courses consistent with expectations at the program level.	Participates in interdisciplinary collaboration regarding course content. Documents initiatives to bring	Mentors junior faculty in course development. Participates in interdisciplinary collaboration regarding course

	Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
		Lead efforts to create, revise and update course content within program. Participates in creating new course(s) aligned to program outcomes.	innovation and creative approaches to teaching. Takes leadership in creating new courses aligned with program outcomes.	content with colleagues. Integrates technology into the implementation of courses consistent with expectations at the program level. Documents initiatives to bring innovation and creative approaches to teaching.
3	**Candidate participates in curriculum development, program planning and evaluation**	Participates in development of program level activities (e.g., certificates, tracks, sequences and/or minors).	No additional criteria.	Reviews and improves curriculum Development of PBAs; Evaluation of the curriculum (i.e., comps, PBAs); Program level evaluation of students; Development of program level

	Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
				activities (e.g. certificates, tracks, and/or minors).
4	**Candidate's instruction is of high quality.**	Syllabi aligned to standards, current, and relevant. Analysis of course outcomes (e.g., course exams) with a purpose of continuous teaching improvement. Course and instructor ratings based on FCQ data; FCQ course and instructor data reflects consistent high levels, improvement in FCQ scores over time, and/or uses FCQ data to improve instruction. Positive peer evaluation of teaching for the purpose of teaching improvement.	Syllabi aligned to standards, current, and relevant. Analysis of course outcomes (e.g., course exams) with a purpose of continuous teaching improvement. Course and instructor ratings based on FCQ data; FCQ course and instructor data reflects consistent high levels, improvement in FCQ scores over time, and/or uses FCQ data to improve instruction. Positive peer evaluation of teaching for the purpose of teaching improvement.	Syllabi aligned to standards, current, and relevant. Analysis of course outcomes (e.g., course exams) with a purpose of continuous teaching improvement. Course and instructor ratings based on FCQ data; FCQ course and instructor data reflects consistently high levels, improvement in FCQ scores over time, and/or uses FCQ data to improve instruction. Positive peer evaluation of teaching for the purpose of

	Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
				teaching improvement.
		Use technology and diverse media (videos, software, etc.) where appropriate.	Use technology and diverse media (videos, software, etc.) where appropriate.	Use technology and diverse media (videos, software, etc.) where appropriate.
		Utilizes the University's professional development resources (i.e., Center for Faculty Development, CU Online trainings, etc.).	Show innovation and creativity in teaching. Receive teaching awards.	Show innovation and creativity in teaching. Receive teaching awards
		Collaborate with colleagues for professional development and/or improvement (i.e., sharing information, expertise, and resources with colleagues).	Utilize the University's professional development resources (i.e., Center for Faculty Development, CU Online trainings, etc.). Collaborate with colleagues for professional development and/or improvement (i.e., sharing information, expertise, and	Utilize the University's professional development resources (i.e., Center for Faculty Development, CU Online trainings, etc.). Collaborate with colleagues for

	Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
			resources with colleagues). Use of teaching videos as evidence of reflective practice.	professional development and/or improvement (i.e., sharing information, expertise, and resources with colleagues). Use of teaching videos as evidence of reflective practice.
5	**Candidate provides quality Advising and Mentoring.**	Be available and accessible for student advising. Provide timely and accurate information. Be up to date on program changes and status. Knowledge of and sharing relevant resources. Show a record of success with students' perceptions of advising. Work with doctoral students by	Be available and accessible for student advising. Provide timely and accurate information. Be up to date on program changes and status. Knowledge of and sharing relevant resources. Contribute to effective advisement SYSTEMS and RESOURCES (handbooks, websites, collaborative online forums, listservs, online	Be available and accessible for student advising. Provide timely and accurate information. Be up to date on program changes and status. Knowledge of and sharing relevant resources. Contribute to effective advisement SYSTEMS and RESOURCES (handbooks, websites, collaborative online

	Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
		serving on their committees. Direct independent studies. Guide students for post-degree jobs/doctoral programs/etc. Assist alumni in their professional development. Engage with doctoral or masters students in co-presenting, co-publishing, grantsmanship.	forms, checklists, etc.). Show a record of success with students' perceptions of advising. Work with doctoral students by serving on their committees when possible. Direct independent studies. Guide students for post-degree jobs/doctoral programs/etc. Assist alumni in their professional development. Create and/or support student groups. Seek funding to support student involvement in research and service.	forums, listservs, online forms, checklists, etc.). Show a record of success with students' perceptions of advising. Work with doctoral students by serving on their committees when possible. Direct independent studies. Guide students for post-degree jobs/doctoral programs/etc. Assist alumni in their professional development. Create and/or support student groups. Seek funding to support student involvement in research and service.

	Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
			Collaborate with part-time faculty to ensure quality instruction. Possible: Collaborate with students on publishing, presenting.	Collaborate with part-time faculty to ensure quality instruction. Development of doctoral students, if appropriate, who go on to accept positions in higher education/research organizations. Mentor junior faculty. Collaborate with students on publishing, presenting. Mentor students to teach.
6	**Candidate seeks funding to support instruction**.	Evidence of efforts to secure internal and external funding intended to advance teaching or program activities (e.g. personnel preparation, program development or improvement or technical assistance).	Evidence of efforts to secure internal and external funding intended to advance teaching or program activities (e.g. personnel preparation, program development or improvement or technical assistance).	Evidence of efforts to secure internal and external funding intended to advance teaching or program activities (e.g. personnel preparation, program development or improvement or technical assistance).

	Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
7	**Candidate has impact on practice in community, state-wide and/or nationally.**	Present at practitioner conferences. Provide workshops and/or training. Participate in creating and sustaining partnerships relevant to program. Impact on K-12 teaching. Participates in practitioner action research. Professional honors and awards. Awards from local, state or national organizations for intellectual contributions to the field.	Present at practitioner conferences. Provide workshops and/or training. Be an external program reviewer. Write a textbook to impact practice. Be invited to conduct a workshop or training. Participates in practitioner action-research**.** Professional honors and awards. Awards from local, state or national organizations for intellectual contributions to the field.	Present at practitioner conferences. Provide workshops and/or training. Be an external program reviewer. Write a textbook to impact practice. Be invited to conduct a workshop or training. Participates in practitioner action research. Professional honors and awards. Awards from local, state or national organizations for intellectual contributions to the

	Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
		Community or Business awards.	Community or Business awards.	field.
		Publications chosen for recognition.	Publications chosen for recognition.	Community or Business awards.
				Publications chosen for recognition.
8	**Candidate *may* engage in the scholarship of teaching.** **Note: Published inquiry on teaching may be listed in the research section of dossier as well.**	Includes Scholarship of teaching as part of teaching record. Scholarship demonstrates a commitment to SEHD and CU Denver mission and vision**.** Record of publications provides clear evidence of the focused research agenda. Record of instructional products	Scholarship of teaching is included as part of the overall teaching record. Scholarship demonstrates a commitment to SEHD and CU Denver mission and vision. Programmatic nature of the work is clear. conceptual and/or theoretical frameworks that serve as a foundation to the work is clear and,	Scholarship of teaching is included as part of the overall teaching record; Scholarship demonstrates a commitment to SEHD and CU Denver mission and vision. Programmatic nature of the work is clear, in-depth, and impactful. Record provides consistent

Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
	(e.g., chapter supplements, online materials, handbooks, modules, etc.). Positive judgments by qualified peers through external letters. Invitations to participate in material development. Invitations to present at conferences, meetings and other organizational activities.	Record of publications provides solid evidence of a focused research agenda. Record of instructional products instructional products (e.g., chapter supplements, online materials, handbooks, modules, etc.). Judgments by qualified peers through external letters Building a national reputation through activities such as invitations for: - Consulting - Invitations for upper level (Symposia, colloquia, keynote) presentations on teaching	evidence of focused scholarship of teaching over time. Record of scholarly products illustrates a clear and ongoing presence and national reputation demonstrating significant impact. A clear majority of products document the impact of the program of research. Positive judgments by qualified peers through external letters. Clear documentation of recognition for programmatic agenda

APPENDIX C: SERVICE CRITERIA AND EXAMPLES

Note: If a faculty member is compensated through salary and/or time for service activities those activities should be clearly documented as such and taken into consideration when evaluating the quantity of service activities.

	Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
1	**Candidate provides Service to school**.	Participates in organizational activities at the program and school levels (e.g., committee membership, ad hoc task forces). Participates in program evaluation for continuous improvement. Participates in the life of the program (e.g., sponsors/ advises student groups, revises student handbooks, plans student meetings [e.g., group advisory	Exhibits leadership across organizational activities at the program or school levels (Chairs committees, committee membership, serves as Affiliate Chair, leads ad hoc or task force work). Takes lead in program evaluation for continuous improvement. Takes lead in life of the program (e.g., sponsors/ advises student	Has a sustained record of exhibiting leadership across multiple organizational activities at the program or school levels (Chairs committees, committee membership, serves as Affiliate Chair, leads ad hoc or task force work). Has a sustained record of leadership in program evaluation for continuous improvement activities at the program and school levels.

	Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
		meetings, orientations, and student admissions meetings]).	groups, revises student handbooks, plans student meetings [e.g., group advisory meetings, orientations, and student admissions meetings]).	Has a sustained record of leadership in the life of the program (e.g., sponsors/ advises student groups, revises student handbooks or plans student meetings [e.g., group advisory meetings, orientations, and student admissions meetings]).
2	**Candidate provides Service to university.**	Participates on at least one university committee or involves his/herself in university work (e.g., review of internal grants). Attends commencement. **Possible**: Volunteer for undergraduate	Participates more than one university committee or involves him/herself in university work and initiatives (e.g., reviewing internal grants, participating in accreditation activities, serving as Marshal at commencement Attends commencement.	Assumes multiple leadership positions on university committees or involves his/herself in university work and initiatives (e.g., reviewing internal grants, special project assignments, serving as Marshal at commencement). Attends commencement.

	Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
		activities (e.g. recruitment, research symposia). Supports Dean's development activities.	Volunteer for undergraduate activities (e.g. recruitment, research symposia), Supports Dean's development activities.	Volunteer for undergraduate activities (e.g. recruitment, research symposia), Supports Dean's development activities.
3	**Candidate provides Service to the profession.**	Service to local or state level professional organizations (could also be at the national level) or initiatives (e.g. board member for professional organization; participation on state level task forces or committees, coordination of conferences). Serves as a member of a national or international professional organization board(s).	Provides service to national or international professional research community (e.g. serves as a program reviewer, member of an award committee, contributes to a national newsletter, acting as chair of a committee). Serves as discussant or chair for research conferences. Reviews manuscripts for	Provides service to national or international professional research community and organizations (e.g., acting as chair/president of organizations and/or committees). Serves as discussant, chair, or reviewer for conferences. Reviews manuscripts for journals. Serves on an editorial board of a

	Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
		Serves as a journal reviewer.	journals.	journal.
		Serves as a member of a review board.	Serves as a guest editor or co-editor of a journal.	Evaluates state or federal grant proposals, conferences, or book proposals.
		Serves on an executive board of professional organizations. committees or panels.	Evaluates state or federal grant proposals, conferences, or book proposals.	Assumes leadership roles in the organization of conferences.
			Takes lead in the organization of conferences.	Chairs professional organization boards.
			Serves as a chair of professional organization boards.	Takes leadership positions in national professional organizations.
			Holds service awards or recognition.	Holds service awards or recognition.

	Standards and Definitions	Tenure/Associate Professor *Examples for meeting the Criteria for Meritorious*	Tenure/Associate Professor *Examples for meeting the Criteria for Excellent*	Full Professor *Examples for meeting the Criteria for Excellent*
4	**Candidate provides Service to the community/ partners:**	Leads workshops	Leads workshops	Organizes and leads workshops
		Consults with community organizations/partners.	Consults with community organizations/partners.	Consults with community organizations/partners.
		Participates in advocacy efforts.	Participates in advocacy efforts.	Participates in advocacy efforts.
		Provides pro bono professional services related to your academic discipline.	Provides pro bono professional services related to your academic discipline.	Provides pro bono professional services related to your academic discipline.
		Participates on a community organization/school board.	Participates on a community organization/school board.	Participates on a community organization/school board.

APPENDIX B: STUDENT COMMITTEE APPEAL PROCEDURE AND HONOR CODE

School of Education and Human Development

Student Committee Appeals Process

Purposes

One purpose of the Student Committee (SC) is to review students' academic appeals regarding retention, disenrollment, dismissal and other academic matters such as grade appeal, academic dishonesty, or honor code issues. The committee assumes an impartial and unbiased stance toward all participants in the academic appeal process, and focuses on adherence to university policy and basic standards of fairness and professionalism. Appeals are heard by this committee at the written request of an SEHD student. Appeals may originate from students in any degree or licensure program in the SEHD to which the student has been admitted.   The SC's decision will be communicated to the student, faculty involved in the decision under appeal, the Associate Dean who oversees the program, and the Dean.   The SC's decision will be considered final unless the student chooses to appeal directly to the Dean according to the procedures outlined below.

Committee Composition

The committee is composed of faculty members from multiple SEHD programs and one SEHD staff representative. Typically, faculty members serve for two years, with the possibility of continuing to serve longer.   Each year a committee chair is elected from the members of the SC. The chair directs regular SC meetings and, in conjunction with the Director of Academic Services and/or his/her designee, advises students and faculty on SC policies and procedures and schedules the committee for appeal hearings.

Student Academic Appeals

The SC hears appeals that relate directly to academic issues. These issues may include, but are not limited to:

- dismissal from an SEHD degree program;
- grade appeals and problems related to course grades;
- appeals related to comprehensive examinations or activities and qualifying examinations or activities;
- academic honor code issues.

The SC might refer non academic appeals to other avenues of appeal, including, but not limited to:

- sexual harassment or discrimination of any kind - CU Denver Civil Rights Officer;
- financial concerns - Bursar's Office or Financial Aid;

- student conduct - Student Code of Conduct;
- teacher licensure - Colorado Department of Education;
- other, or more general concerns - CU Denver Ombuds Office.

When appeals are reviewed by the committee, only materials directly relevant to the appeal will be considered. The student and the faculty member or members involved in the appeal should keep documentation of and materials related to the appeal for a period of five years from the beginning of the semester in which the issue(s) relevant to the appeal began. An official file of all materials will be kept by the SEHD (see "Retention of Academic Appeals Materials" below).

Faculty Participants in Student Academic Appeals

Faculty participants in the academic appeal process are those faculty members who have been part of the decision making process under appeal, witness(es) to student/faculty discussions, administrators and other CU Denver officials as required for purposes of clarity, safety and procedural propriety. Other examples of participants include a course instructor or instructors, program area faculty, internship supervisors, and program teams.

Student Participants in the Student Academic Appeals Process

Student participants in the academic appeals process are the student who has filed an appeal for the SC to review and another person to accompany the grievant to *Appeal Level 3*(if applicable). The other person may be a friend, colleague, classmate or faculty member, but not a member of the SEHD staff.

Academic Appeal Procedures

Appeal Level One--Initial Decision

1. The first step in an appeal is for the student to meet with the faculty member or members who made the decision the student wishes to contest. Issues pertaining to the student's grade or performance, evaluation criteria for decision making or differences of opinion that exist should be discussed in an attempt to work through the disagreement. This first step of meeting with faculty member(s) should take place as soon as possible after the precipitating decision and in no case later than 30 days after the end of the term in which this decision took place. All such initial meetings should be attended by at least one additional (neutral) CU Denver faculty member or administrator who will serve as observer and note-taker.

Appeal Level Two--Student Committee Review

2. If the issue remains unresolved after the student/faculty member meeting, the student may appeal to the SC through a written request submitted to the chair of the SEHD SC within 30 days after the meeting with faculty member(s) outlined in Appeal Level 1 above. Academic Services may offer advice to the student regarding how to compose and file the appeal. The written appeal must be in the form of a letter submitted by the student to the SC Chair describing the complaint in detail. The letter should answer these questions:

   a. **What is the term/year you are appealing?** Note: Appeals should be submitted within one semester following the occurrence of the academic issue being appealed. See number 4 below.

   b. **What, exactly, is being appealed?** Clearly provide the course number and title for a grade appeal or the specific program for retention, dismissal, or honor code appeal.

   c. **What are your specific objections to the decision under appeal?** Refer to specifics on the course syllabus or to specific program or SEHD policies and procedures, handbooks, forms and signed documents.

   d. **What is the rationale for your objections?** Provide a succinct narrative which clearly indicates why you believe the decision under appeal was not appropriate. Refer to the available materials (e.g. syllabi, policies and procedures documents) as appropriate in providing your rationale. Focus specifically on your individual appeal and refrain from referring to other students or faculty.

   e. **What changes do you request and what are your specific reasons to support your request?** Indicate clearly what you believe would be a fair resolution to the issue under appeal.

3. As noted above, the letter of appeal should be submitted within 30 days following the meeting with the faculty member or members outlined in the first level of the appeal process. The SC chair will review the appeal letter and request further information if necessary, and, if he/she deems the appeal to be within the purview of the committee, will forward the letter to SC committee members and the Associate Dean responsible for the program to which the student was admitted. If the letter is submitted between the end of the spring and the beginning of the fall semester, the letter will be reviewed at the first SC meeting in the fall semester. Academic appeals will be reviewed and responded to during the months of September through November and February until the first week in May.

4. The faculty member or members named in the student's appeal will be notified of the student's appeal and provided with a copy of the student's appeal letter. The faculty member or members will respond to the appeal in a written statement to the SC within 14 days of their receipt of the notification of appeal. Exceptions to this 14-day limit may be allowed in special circumstances if the SC deems appropriate. Additionally, all parties involved in the appeal may receive copies of all submitted documentation pertaining to this case on a need-to-know basis as determined by the SC chair.

5. The student's written appeal request (containing all required information) and faculty response will be reviewed by the SC at their next regularly scheduled meeting. The SC chair may ask for additional materials as needed.

6. If students or faculty member/members fail to provide requested information in writing, the SC will proceed based on the available evidence.

7. The SC will reach a decision based on the documentation. The SC's decision will be communicated in writing to the student, faculty member/members, and Dean within 14 days of the SC decision. If deemed appropriate by the SC, a formal appeal hearing may be scheduled for the next regular meeting time of the SC. A majority vote of the SC is necessary in order to schedule a formal appeal hearing

Appeal Level Three--Student Committee Formal Hearing

8. At the appeal hearing, the student and the faculty member/members both have the opportunity to make a 20-minute (maximum) oral presentation.

9. During the appeal hearing, SC members may request further information or ask questions.

10. The student and faculty member/members may bring one advocate to the appeal hearing. This individual may listen, take notes and advise the student but may not present to the committee. Advocates may be faculty, classmates, students or friends, but may not be staff members of SEHD. In addition, the SC may also request the presence of any administrators and/or other university officials as required for purposes of clarity, safety and procedural propriety.

11. The SC will review all information and render a timely decision. In most cases, and depending on their scheduled meetings, the SC will reach a decision within 40 days after the appeal hearing. Neither the student nor the faculty member or members involved in the appeal may be present, or consulted by, the SC during these deliberations.

12. The student and faculty member or members will be notified by letter within 45 days of the concluding decision of the SC. A copy of this decision will be forwarded to the Dean of the SEHD.

Appeal Level Four--Dean, School of Education & Human Development

The student or faculty member's next level of appeal is the Dean of the SEHD. Appeals materials provided to the SC will be shared with the Dean. The Dean may also request additional information as needed. This appeal to the Dean must occur within 30 days of the SC decision.

Student Committee composition for formal appeal hearings

- A SEHD Associate Dean serves as the non-voting committee convener during the formal appeal hearing.

- A majority of voting members or their appointed substitutes must be present for the formal appeal hearing.

- The student, the faculty member/members and the SC may each have one non-voting representative at the appeal hearing. This representative may listen and advise but not participate in the presentations to the committee. The representative may not be a staff member of SEHD. In addition, the SC may request the presence of any administrators and/or other university officials as required for purposes of clarity, safety and procedural propriety.

- Both the involved faculty member/members and the student may be present during the entire appeal hearing.

- If a SC member has extensive knowledge of the case or the student (e.g. is a member of the decision team which is being appealed or is the student's advisor) he or she will be asked to recues him or herself from the appeal hearing.

- Appeal hearings may be video or audio taped only if all parties at the hearing agree to this procedure. Requests for video or audio taping must be made in writing, addressed to the SC committee chair and received at least one week before a hearing is scheduled. The chair will

contact participants for a yes or no vote and alert all participants of the outcome of the vote prior to the meeting.

Retention of Academic Appeal Materials

SEHD responsibilities

All materials related to an academic appeal, including written statements from students and faculty, written decisions by the SC and requests for materials from the Dean of the SEHD and the CU Denver Graduate School will be housed in a secure confidential file in the Academic Services Office. This official file will be maintained under the name of the student originating the appeal. The official file will be retained for at least five years.

Student responsibilities

The student is responsible for keeping copies of all written materials submitted to both the faculty member and members and those submitted to the SC. It would be appropriate for the student to keep records of times, dates, content of conversations and suggested solutions discussed during the process of trying to resolve the problem.

Faculty responsibilities

The faculty member or members should keep copies of all written materials related to student appeal. This would include student letters, responses, and course or program documents related to the appeal. It is also recommended that faculty members keep records of times, dates, content of conversations and suggested solutions discussed during the process of trying to resolve the problem with a student.

School of Education & Human Development Student Honor Code

The School of Education & Human Development is committed to the Honor Code of the University of Colorado Denver.

A university's reputation is built on a standing tradition of excellence and scholastic integrity. As members of the CU Denver academic community, faculty and students accept the responsibility to maintain the highest standards of intellectual honesty and ethical conduct in completing all forms of academic work and internships associated with the University.

SEHD Student Honor Code

Education at CU Denver is conducted under the honor system. All students entering an academic program should have developed the qualities of honesty and integrity, and each student should apply these principles to his or her academic and subsequent professional career. All students are expected to achieve a level of maturity which is reflected by appropriate conduct at all times. The type of conduct which violates the School of Education & Human Developments Student Honor Code may include but is not limited to the following:

Academic Dishonesty

1. Plagiarism
2. Cheating
3. Fabrication, falsification and deception
4. Multiple submissions
5. Misuse of academic materials
6. Complicity

Violation of any University of Colorado Denver or School of Education & Human Development policy

7. Intoxication
8. Unprofessionalism
9. Disruptive or disorderly conduct or any violation of the Student Code of Conduct

Academic Dishonesty

Students are expected to know, understand, and comply with the ethical standards of the University. In addition, students have an obligation to inform the appropriate official of any acts of academic dishonesty by other students of the University. Academic dishonesty is defined as a student's use of unauthorized assistance with intent to deceive an instructor or other such person who may be assigned to evaluate the student's work in meeting course and degree requirements.

Plagiarism

Plagiarism is the use of another person's distinctive ideas or words without acknowledgment. The incorporation of another person's work into one's own required appropriate identification and acknowledgment, regardless of the means of appropriation. The following are considered to be forms of plagiarism when the source is not noted:

1. Word-for-word copying of another person's ideas or words.
2. The mosaic (the interspersing of one's own words here and there while, in essence, copying another's work).
3. The paraphrase (the rewriting of another's work, yet still using their fundamental idea or theory).
4. Fabrication of references (inventing or counterfeiting sources).
5. Submission of another's work as one's own.
6. Neglecting quotation marks on material that is otherwise acknowledged.

Acknowledgment is not necessary when the material used is common knowledge.

Cheating

Cheating involves the possession, communication, or use of information, materials, notes, study aids or other devices not authorized by the instructor in an academic exercise, or communication with another person during such an exercise. Some examples of cheating include:

1. Copying from another's paper or receiving unauthorized assistance from another during an academic exercise or in the submission of academic material;

2. Using any electronic, or digital, or technological or other device when its use has been disallowed;
3. Collaborating with another student or students during an academic exercise without the consent of the instructor.

Fabrication, Falsification and Deception

Fabrication involves inventing or counterfeiting information, e.g., creating results not obtained in a study or research. Falsification, on the other hand, involves deliberately altering or changing results to suit one's needs in an experiment or other academic exercise. Deception is providing false information or knowingly withholding information.

Multiple Submissions

This is the submission of academic work for which academic credit has already been earned, when such submission is made without instructor authorization.

Misuse of Academic Materials

The misuse of academic materials includes, but is not limited to, the following:

1. Stealing or destroying library or reference materials or computer programs;
2. Stealing or destroying another student's notes or materials, or having such materials in one's possession without the owner's permission;
3. Receiving assistance in locating or using sources of information in an assignment when such assistance has been forbidden by the instructor;
4. Illegitimate possession, disposition, or use of examinations or answer keys to examinations.
5. Unauthorized alteration, forgery, or falsification;
6. Unauthorized sale or purchase of examinations, papers, or assignments.

Complicity in Academic Dishonesty

Complicity involves knowingly contributing to another's acts of academic dishonesty.

Intoxication

This is defined as being under the influence of drugs or alcohol in any University setting, classroom setting, practicum/internship, professional development school/site, computer lab or shared student space that compromises the student's ability to learn and participate in educational activities, interferes with the learning process of other students and/or customers and clients of the School of Education & Human Development. Students who have difficulties with alcohol and/or other substances may seek assistance from services available on campus such as the CU Denver Student/Community Counseling Center.

Unprofessional Behavior

Any conduct including electronic communications, both on and off campus, that interfere with the student's ability to maintain professional standards as defined in program handbooks, professional codes of ethics, University policies or procedures or reflects poorly on the student, School of Education & Human Development or University is prohibited.

Disruptive or Disorderly Conduct

Disruptive or disorderly conduct in any University setting or partner setting, such as the disregard of rights of faculty, staff, administration and peers, threatening behaviors in any medium of communication and sexual harassment are examples of disruptive and disorderly conduct and a violation of the University Code of Student Conduct is prohibited. The Code of Student Conduct can be found by visiting the Office of Community Standards and Wellness website at www.ucdenver.edu/life/services/standards.

All proceedings concerned with academic dishonesty are confidential to the extent permitted by law.

A student accused of academic dishonesty has the right to:

- admit to the charges and accept the penalty imposed by the instructor. If the student admits to the charges, the faculty member will invoke an appropriate penalty, which could include the issuance of a failing grade in the course. If the faculty member believes further action is warranted, then the faculty member may request a hearing of the Academic Ethics Committee, which will determine if further action is necessary;
- dispute the charges or the penalty by following the Student Academic Appeal process.

Procedures for faculty encountering academic dishonesty

In order to facilitate the accusation process, it is suggested that faculty members include in their syllabi a statement concerning their policy on matters of academic dishonesty.

A. A faculty member who suspects that a student may be guilty of academic dishonesty should react quickly. S/he should gather as much evidence as possible as rapidly as possible: e.g. gathering names of and impressions from potential witnesses, listing potential references that may have been plagiarized, or retaining any hard copies of evidence, such as "cheat sheets" or tests that might have been copied and/or copied from. S/he should commit as many details of the incident to writing as quickly as possible as details regarding an incident can be quickly forgotten.
B. When a faculty member has evidence suggesting that a student is guilty of academic dishonesty, the student should be confronted with the evidence at a meeting, preferably held in the faculty member's office within five (5) working days of the discovery of the alleged incident.
C. After the meeting described above, the faculty member should determine the appropriate penalty for the act of dishonesty. This penalty, as determined by the faculty member, may be a failing or zero grade for the assignment in question or a failing grade in the course. The penalty should be consistent with any information published in the faculty member's syllabus. If the faculty member feels that issuance of a failing grade is an insufficient penalty, then the faculty member may request a formal meeting the Associate Dean over SEHD academic program.
D. After determining the appropriate penalty, the faculty member should present the student with a written letter describing the alleged violation. Copies of this letter should be given to the student's faculty advisor, the Associate Dean of academic programs and a copy should be place in the student's file housed within the Student Services Center.

This letter must include:

   o a detailed description of the incident that resulted in the allegation of academic dishonesty;
   o a statement of the penalty that will be imposed on the student;
   o attachment: The SEHD Student Academic Appeal Process

Procedures for faculty that encounter violations of policies other than academic dishonesty

Violations of the student honor code that are unrelated to academic dishonesty should also be considered serious and reported to the School of Education & Human Development Associate Dean for Academics. The appropriate offices including campus police, CU Denver Office of Community Standards and Wellness and other appropriate offices may be contacted to report the violation. Consequences and outcomes will be determined by the appropriate parties given the severity of the offense.