RTP Standards and Criteria

Research, Teaching and Service

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(see footnote below)

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 SCHOLARLY/CREATIVE WORK*

	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.*
1	**Candidate has constructed focused, sustained, and programmatic empirical and non-empirical research and scholarship.** **Clarification of Terms:** o *Focused Research* –Research/ 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. experimental, quasi-experimental, ethnographic, case study, narrative, evaluative, or policy analysis and interpretation).	*Candidate provides evidence of…* Articulating and demonstrating *progress* towards establishing a clear, sustained, focused, programmatic record of empirical and non-empirical research/ scholarship that demonstrates a commitment to the SEHD and/or CU Denver mission and vision.	*Candidate provides evidence of…* An *emergent*, clear, sustained, focused programmatic record of empirical and non-empirical research/scholarship that demonstrates a commitment to the SEHD and/or CU Denver mission and vision.	*Candidate provides evidence of…* A *clear, in-depth, sustained, and impactful* programmatic record of empirical and non-empirical research/scholarship 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.*
	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 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 versus mid-tier outlets.	*Candidate provides evidence of…* A record of scholarly products which illustrates *a clear and ongoing presence and national 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 number that are empirical and linked to a programmatic	*Candidate provides evidence of…* A significant *majority* of publications that are peer reviewed, and a significant number that are empirical and linked to a	*Candidate provides evidence of…* A national level body of work that is captured in top-tier outlets (including books, chapters) with a significant number in top-tier, peer

		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			
		agenda.	programmatic agenda.	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 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.	*Candidate provides evidence of…* Publications reflect an ability 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.	*Candidate provides evidence of…* Publications reflect an ability 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, practitioners, directors, etc.).

	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.*
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 evidence that contributes to the field).	*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.
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.
7	**Candidate seeks internal and external funding to support research and scholarship.**	*Candidate provides evidence of…* Evidence of efforts to secure internal and external funding directed to	*Candidate provides evidence of…* Evidence of efforts to secure internal and external funding	*Candidate provides evidence of…* Ongoing, sustained efforts to secure internal and external

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.*
	research and scholarly activities (when available).	directed to research and scholarly activities (when available).	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 development work.	*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 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 reflect knowledge advancements in the field.	*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 integrate technology into the implementation of courses consistent with expectations at the program level.	*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, 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 exams, Performance-Based Assessments [PBAs]), accreditation, and	*Candidate provides evidence of…* *Leading* the (1) development, review, evaluation (i.e., comprehensive exams, Performance-Based Assessments [PBAs]), accreditation, and improvement of an	*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* *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.*
		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.	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).	
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.
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 professional development.	*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* *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.*
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.
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.
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 LEADERSHIP AND SERVICE*

NOTE: If a faculty member is compensated through salary and/or time for leadership and 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 leadership and service.

	Standards and Definitions	Tenure/Associate Professor *Standard for Meritorious*	Tenure/Associate Professor *Standard for Excellent*	Full Professor *Standard for Excellent*
1	**Candidate provides Leadership/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 lead 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.
2	**Candidate provides Leadership/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 Leadership/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 Leadership/Service to the community/ partners:**	*Candidate provides evidence of…* Participating in service to communities, partners, and/or individuals that improve education and human development as well as build support for the SEHD.	*Candidate provides evidence of…* 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.	*Candidate provides evidence of…* 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: SCHOLARLY/CREATIVE WORK 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 interpretations. Record of publications should: ▪ provide clear evidence of the focused research agenda; ▪ be generally uninterrupted.	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. Record of publications should: ▪ provide solid evidence of the focused research agenda; ▪ be generally uninterrupted.	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. 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 outlets.	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 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	A significant proportion of publications are in research-based outlets.	A significant proportion of publications are in research-based outlets.

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	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*
		chooses to publish about practice).	There is a clear trajectory of advancement or inclusion of top-tier 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**. Clarification of Terms: ○ 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).	Positive judgments by qualified peers through external letters. Invitations from peers, as well as more senior scholars, to participate 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. Early Career Award. Community or Business awards Publications chosen for recognition.	Positive judgments by qualified peers through external letters. Building a national reputation through activities such as invitations for: 　　Consulting 　　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.	Positive judgments by qualified peers through external letters. Clear documentation of recognition for programmatic agenda (e.g., contributions to theory, methodological 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. Career Award. Community or Business awards. Publications chosen for 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*
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. Lead efforts to create, revise and update course content within program. Participates in creating new course(s) aligned to program outcomes.	Participates in interdisciplinary collaboration regarding course content. Documents initiatives to bring innovation and creative approaches to teaching. Takes leadership in creating new courses aligned with program outcomes.	Mentors junior faculty in course development. Participates in interdisciplinary collaboration regarding course 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 activities (e.g. certificates, tracks, and/or minors).

	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'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. 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.). Collaborate with colleagues for professional development and/or improvement (i.e., sharing information, expertise, and resources with colleagues).	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. Use technology and diverse media (videos, software, etc.) where appropriate. Show innovation and creativity in teaching. Receive teaching awards. 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 resources with colleagues).	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 teaching improvement. Use technology and diverse media (videos, software, etc.) where appropriate. Show innovation and creativity in teaching. Receive teaching awards 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 resources with colleagues).

	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*
			Use of teaching videos as evidence of reflective practice.	Use of teaching videos as evidence of reflective practice.
5	**Candidate provides quality Advising and Mentoring.**	Be available and accessible for student advising.	Be available and accessible for student advising.	Be available and accessible for student advising.
		Provide timely and accurate information.	Provide timely and accurate information.	Provide timely and accurate information.
		Be up to date on program changes and status.	Be up to date on program changes and status.	Be up to date on program changes and status.
		Knowledge of and sharing relevant resources.	Knowledge of and sharing relevant resources.	Knowledge of and sharing relevant resources.
		Show a record of success with students' perceptions of advising.	Contribute to effective advisement SYSTEMS and RESOURCES (handbooks, websites, collaborative online forums, listservs, online forms, checklists, etc.).	Contribute to effective advisement SYSTEMS and RESOURCES (handbooks, websites, collaborative online forums, listservs, online forms, checklists, etc.).
		Work with doctoral students by serving on their committees.	Show a record of success with students' perceptions of advising.	Show a record of success with students' perceptions of advising.
		Direct independent studies.	Work with doctoral students by serving on their committees when possible.	Work with doctoral students by serving on their committees when possible.
		Guide students for post-degree jobs/doctoral programs/etc.	Direct independent studies.	Direct independent studies.
		Assist alumni in their professional development.	Guide students for post-degree jobs/doctoral programs/etc.	Guide students for post-degree jobs/doctoral programs/etc.
		Engage with doctoral or masters students in co-presenting, co-publishing, grantsmanship.	Assist alumni in their professional development.	Assist alumni in their professional development.

	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*
			Create and/or support student groups.	Create and/or support student groups.
			Seek funding to support student involvement in research and service.	Seek funding to support student involvement in research and service.
			Collaborate with part-time faculty to ensure quality instruction.	Collaborate with part-time faculty to ensure quality instruction.
			Possible: Collaborate with students on publishing, presenting.	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).
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.	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	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

	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*
		Participates in practitioner action research.	training.	training.
		Professional honors and awards.	Participates in practitioner action-research**.**	Participates in practitioner action research.
		Awards from local, state, or national organizations for intellectual contributions to the field.	Professional honors and awards.	Professional honors and awards.
		Community or Business awards.	Awards from local, state, or national organizations for intellectual contributions to the field.	Awards from local, state, or national organizations for intellectual contributions to the field.
		Publications chosen for recognition.	Community or Business awards.	Community or Business awards.
			Publications chosen for recognition.	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 (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,	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, 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.).	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 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.

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, and other organizational activities.	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	Positive judgments by qualified peers through external letters. Clear documentation of recognition for programmatic agenda

APPENDIX C: LEADERSHIP AND SERVICE CRITERIA AND EXAMPLES

Note: If a faculty member is compensated through salary and/or time for leadership and service activities those activities should be clearly documented as such and taken into consideration when evaluating the quantity of leadership and 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 Leadership/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 meetings, orientations, and student admissions meetings]).	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 groups, revises student handbooks, plans student meetings [e.g., group advisory meetings, orientations, and student admissions meetings]).	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. 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 Leadership/Service to university.**	Participates on at least one university committee or involves themself in university work (e.g., review of internal grants). Attends commencement. **Possible**: Volunteer for undergraduate activities (e.g. recruitment, research symposia).	Participates more than one university committee or involves themself in university work and initiatives (e.g., reviewing internal grants, participating in accreditation activities, serving as Marshal at commencement. Attends commencement. Volunteer for undergraduate	Assumes multiple leadership positions on university committees or involves themself in university work and initiatives (e.g., reviewing internal grants, special project assignments, serving as Marshal at commencement). Attends commencement. Volunteer for undergraduate activities (e.g. recruitment, research symposia),

	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*
		Supports Dean's development activities.	activities (e.g. recruitment, research symposia). Supports Dean's development activities.	Supports Dean's development activities.
3	**Candidate provides Leadership/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). Serves as a journal reviewer. Serves as a member of a review board. Serves on an executive board of professional organizations committees or panels.	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 journals. Serves as a guest editor or co-editor of a journal. Evaluates state or federal grant proposals, conferences, or book proposals. Takes lead in the organization of conferences. Serves as a chair of professional organization boards. Holds service awards or recognition.	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 journal. Evaluates state or federal grant proposals, conferences, or book proposals. Assumes leadership roles in the organization of conferences. Chairs professional organization boards. Takes leadership positions in national professional organizations. 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 Leadership/Service to the community/ partners:**	Leads workshops Consults with community organizations/partners. Participates in advocacy efforts. Provides pro bono professional services related to your academic discipline. Participates on a community organization/school board.	Leads workshops Consults with community organizations/partners. Participates in advocacy efforts. Provides pro bono professional services related to your academic discipline. Participates on a community organization/school board.	Organizes and leads workshops Consults with community organizations/partners. Participates in advocacy efforts. Provides pro bono professional services related to your academic discipline. Participates on a community organization/school board.