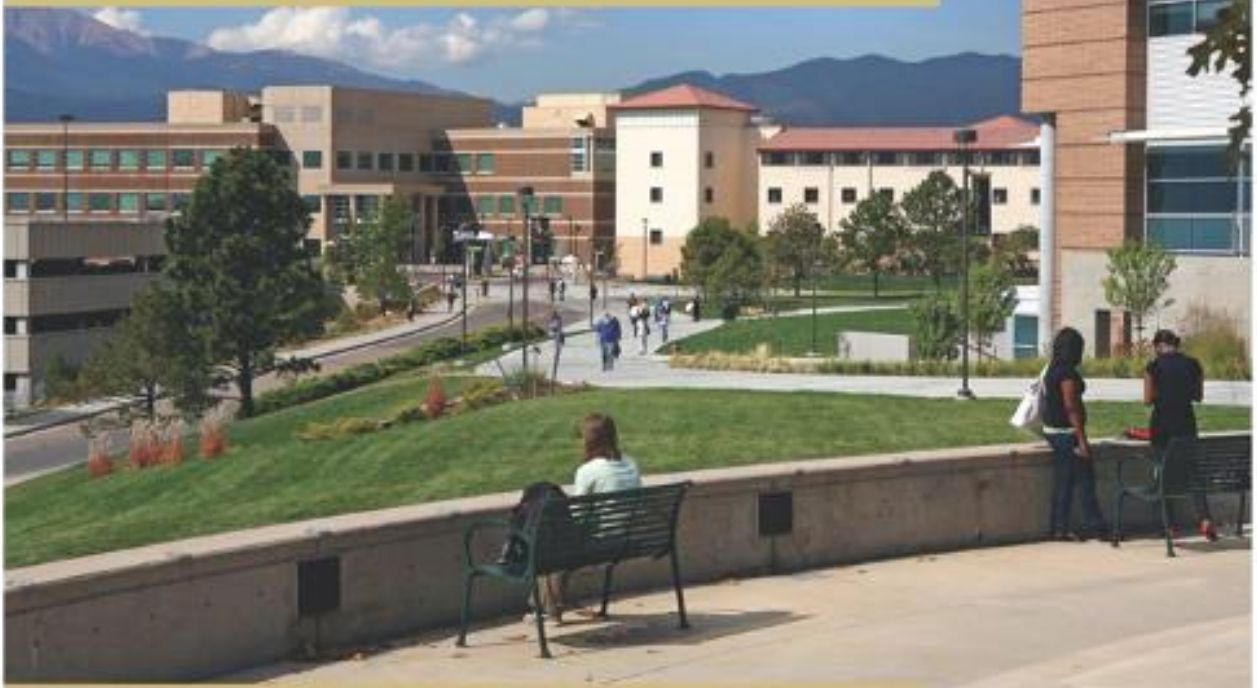


UCCS College of Education
UNIVERSITY OF COLORADO COLORADO SPRINGS



Reappointment, Promotion, and Tenure Criteria

Equity
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OUR COMMITMENT TO THE
FUTURE >>
STUDENT IMPROVEMENT AND DEVELOPMENT

February, 2024



College of Education

Reappointment, Promotion, and Tenure Criteria

Department of Counseling and Human Services Department of Leadership, Research and Foundations Department of Teaching and Learning

College Criteria for Faculty Evaluation

As a comprehensive college and a professional school, the College of Education (COE) at the University of Colorado Colorado Springs (UCCS) assesses the influence of the teaching, scholarly/creative work, and leadership/service of its faculty on the profession and its constituents. Such influence will be validated by both practitioners and scholars within the field who translate research into practice. The following criteria were developed and adopted by COE faculty and are reviewed periodically as needed. Except where noted, examples under each criterion are not rank ordered. Faculty members are expected to achieve a balance among the categories of evidence with an emphasis on teaching and scholarly/creative work. A common expectation for the distribution of effort for full-time tenured and tenure-track faculty members in the College of Education is 40% teaching, 40% scholarly/creative work, and 20% leadership/service.

Various levels of review use these criteria as a guide and framework to make a professional judgment about the candidate's record within the policies of the Regents of the University of Colorado.

These criteria referred to as "Quality Indicators" for Teaching, Scholarly/Creative Work, and Leadership/Service are to be considered guidelines for the general review of candidates. The criteria are based on appropriate and current standards of professional performance in the disciplines represented in the college. Each candidate's case will be reviewed and judged on its individual merits and circumstances. These "Quality Indicators" should be used as a guide and framework to make a professional judgment about the candidate's record consistent with respect to the specific field of the candidate's expertise and current practice of their broader profession. The items listed here as the "Quality Indicators" of Teaching, Scholarly/Creative Work, and Leadership/Service are examples that are neither all-inclusive nor individually required. The quality indicators contain a series of examples of evidence. Examples of evidence within each category of quality indicators do not constitute an exhaustive list and, except where noted, are not rank ordered. Judgments regarding any item and the record as a whole should not be reduced to just quantitative counting but should reflect professional judgments of the quality of the works presented.

These criteria are to be considered guidelines for the general review of candidates toward reappointment, promotion, tenure, and post-tenure review in the College of Education at the University of Colorado Colorado Springs. Tenure-track faculty members within the College of Education may choose to use these criteria or those under which they were hired. Individuals under consideration for full professor will use the most recent criteria.

Each department within the College is committed to providing quality teaching, scholarly/creative work, and leadership/service to department, college, university, the profession, and the community. The College also recognizes the importance of attending to and embodying principles of diversity, equity, inclusion, and accessibility (DEIA) in all areas. The College of Education recognizes the impact of teaching beyond the classroom. Such impact can be demonstrated in the areas of Scholarly/Creative Work, Teaching, and Leadership/Service. The College of Education recognizes the inextricable link between teaching and scholarly/creative work. As such, quality indicators of teaching that have impact beyond the classroom may also be counted as indicators of scholarly/creative work.

These criteria have been developed according to the standards as outlined in the *Rules of the Regents*.

Teaching Quality Indicators

Regents' policy requires that each unit use at least three indicators for teaching evaluations for RPT decisions. Faculty Course Questionnaires (FCQs) must be used as one of these. In order to maintain a sense of balance amongst different quality indicators, the ratings of FCQs will comprise 30% of a Faculty Member's rating. In the following pages, the policy includes specific details about what it means to meet various categories of expectation in teaching for different ranks.

1. Student perceptions of the usefulness of course/program content. Examples of evidence include:
 - faculty course evaluations
 - student letters
 - student surveys
 - follow-up studies of graduates

2. Influence of the course/program content on students' learning. Examples of evidence include:
 - student projects
 - pre- and post-tests
 - faculty course evaluations
 - comprehensive examinations
 - course syllabi
 - student portfolios
 - student surveys

3. Influence of instructor's teaching practice on students' learning. Examples of evidence include:
 - faculty course evaluations
 - peer evaluations
 - student portfolios
 - student letters
 - practicum evaluations
 - follow-up studies
 - student surveys
 - scholarship of learning that addresses student outcomes

4. Influence of the course/program content on students' practice. Examples of evidence include:
 - supervisor evaluations
 - students' self-evaluations
 - faculty course evaluations
 - video recordings
 - student portfolios
 - student initiation of new models
 - serving as a site professor at a P-12 school or community site

- employer surveys
5. Advising and/or mentoring relationships with students developed over time to improve professional practice. Examples of evidence include:
 - master's or doctoral thesis supervision
 - master's research project supervision
 - undergraduate research
 - independent studies
 - student letters
 - student portfolios
 - supervision of internship experience
 - serving as a site professor at a P-12 school or community site
 6. Successful demonstration of efforts by the faculty member to assess and improve the quality of their teaching. Examples of evidence include:
 - implementation of alternative assessment strategies
 - changes in teaching practice
 - faculty course evaluations
 - peer observations
 - implementation of technological instructional strategies
 - course or program development or revision
 7. Professional reputation in teaching that translates research into practice and/or develops new knowledge in the faculty member's field. Examples of evidence include:
 - external reviews
 - status on committees which translate research into practice or develop new knowledge
 - letters from colleagues
 - invited presentations or speeches
 8. Successful collaboration with colleagues that results in program success in meeting and exceeding state and national standards within the faculty member's field. Examples of evidence include:
 - leadership and/or participation in the design, alignment, and improvement of program curriculum
 - leadership, participation, and/or contribution to the development. Design, alignment, and improvement of programs delivered online
 - leadership and/or participation in the development of folios for learned society recognition
 - leadership, participation, and/or contribution to processes and activities relative to state reauthorization and national accreditation
 - serving as a site professor at a P-12 school or community site
 9. Development as a teaching professional based on past performance and the development

of a plan and focus for teaching. Examples of evidence include:

- continuously improving course evaluations
- professional development plan
- student letters
- annual reviews
- department chair letter
- peer observations

10. The work of any faculty member serving in an administrative capacity, who works on curriculum reform, development, or accreditation or otherwise assists other faculty or faculty groups with any items listed above, may count in the category of Teaching Quality Indicators.

11. Influence of teaching practice impact beyond the classroom. Examples include:

- presentations regarding teaching strategies, practices, and/or teaching technologies and their implementation to the department, college, or campus
- presentations regarding teaching strategies, practices, and/or teaching technologies and their implementation to communities of interest
- examples of how others have adopted or implemented teaching strategies or practices promoted by the faculty member
- creative work that translates teaching into practice
- creating work that translates teaching into practice via such as media presentations, workshops, or professional development
- citations in publications or reported in the media regarding implementation or attempts to implement practices and or teaching technologies promoted by the faculty
- evidence provided by alumni or employers of the success of graduates of the faculty member's students
- success of graduates in performance on credentialing exams or exit exams
- activities such as coaching, mentoring, and supervising other faculty, instructors, or teachers or students
- scholarly research and publication on teaching, learning, or supervision
- honors, awards, and recognitions related to teaching, learning, or supervision
- grants in support of teaching, learning, or supervision
- Invitations to consult, give workshops, or advise in relation to teaching, learning, or supervision
- serving as a visiting or invited scholar at another institution
collaborative work with practitioners in the field to translate research into practice, such as curriculum development (including curriculum implementation), or efforts to link local practice with national or state trends or standards in education

Scholarly/Creative Work Quality Indicators

In the College of Education, teaching and scholarly/creative work are of equal importance. The following quality indicators contain a series of examples of evidence. Examples of evidence within each category of the scholarly/creative work quality indicator are not rank ordered. However, more emphasis is placed on scholarly/creative work quality indicator category 1 (*peer-reviewed scholarship*) than scholarly/creative work quality indicator categories 2 and 3. Similarly, more emphasis is placed on quality indicator 4 (success in grants) than indicator 5 (grant applications). In the following pages, the policy includes specific details about what it means to meet various categories of expectation in scholarly/creative work for different ranks.

1. Professional publications that report research, translate research into practice, and/or develop new knowledge or perspectives. These publications should influence peers, practitioners or the profession and may be published or accepted for publication. Examples of evidence include:
 - articles in peer-reviewed journals
 - invited publications (peer-reviewed)
 - peer-reviewed books
 - peer-reviewed textbooks
 - peer-reviewed book chapters
 - peer-reviewed online publications
2. Non-peer reviewed professional publications that translate research into practice or develop new knowledge, or perspectives which influence peers, practitioners, or other targeted audiences. These may be published, accepted for publication, or submitted for review. While important to the faculty member's record, this category is not considered to be as influential as those in Indicator 1. Examples of evidence include:
 - books
 - online publications
 - book chapters
 - textbooks
 - articles in journals
 - articles in newsletters
 - curriculum materials
 - editorials
 - monographs
 - critical reviews
 - technical reports
 - policy related materials
3. Conference presentations that disseminate research into practice or develop new knowledge, or perspectives which influence peers, practitioners, or other targeted audiences. Examples of evidence include (these are rank ordered *within* the category):
 - peer-reviewed conference presentations or papers (e.g., educational sessions, panels, posters, roundtables, etc.)

- non-peer reviewed conference presentations or papers (e.g., educational sessions, panels, posters, roundtables, etc.)
4. Success in competitive grant procurement for research or programs that translate research or improve service through dissemination of innovative practice. Examples of evidence include (these are rank ordered *within* the category):
 - serving as Principal Investigator (PI) or Co-Principal Investigator (Co-PI) on externally funded awards
 - serving as Principal Investigator (PI) or Co-Principal Investigator (Co-PI) on internally funded awards
 - grant evaluation
 - obtaining funding and research opportunities for students
 5. Application for grants
 - seeking grants as Principal Investigator (PI) or Co-Principal Investigator (Co-PI)
 - seeking funding and research opportunities for students
 - seeking external or internal funding for undeserved or at risk populations
 6. Prominence as a professional researcher or for professional expertise. Examples of evidence include:
 - editorship of a professional journal
 - service as a referee for articles or papers in conference proceedings
 - service as a referee for journals that have substantial influence on the constituents of the faculty member's field
 - collaborative work with a funding agency to develop new research areas, calls for proposals, or assist with the distribution of funding
 - collaborative work with practitioners in the field to translate research into practice, such as curriculum development (including curriculum implementation), or efforts to link local practice with national or state trends or standards in education
 - presentations at professional conferences that translate research into practice or develop new knowledge or perspectives
 - development and implementation of curricula and/or programs reflecting innovative practice and current research
 - circulation rates of publications
 - citation rates for one's publications
 7. Professional reputation that translate research into practice or develop new knowledge in the faculty member's field. Examples of evidence include:
 - reviews of scholarly research, papers, presentations, articles, and/or books
 - letters of commendation from peers which speak to professional prominence.
 - elected offices in professional organizations that support the translation of research into practice or develop new knowledge in the faculty member's field
 8. The work of any faculty member serving in an administrative capacity, who works on grant development for the College or otherwise assists faculty or faculty groups with any

items listed above, may be considered in the category of Scholarly/Creative Work Quality Indicators.

Leadership and Service Quality Indicators

Leadership and service to the department and college. Leadership and service in category one is expected to continue as faculty take on additional leadership and service responsibilities in other categories. In the following pages, the policy includes specific details about what it means to meet various categories of expectation in leadership and service for different ranks.

1. Examples of evidence of leadership and service to the department and college include:
 - college committee leadership
 - college committee membership
 - college search committee chair or member
 - college committee member or chair for faculty evaluation
 - service as department chair, associate chair, program coordinator, director, assistant dean, or associate dean contributing to the work of the department and college (e.g., attending department meetings, summits, open forums, college faculty and staff meetings)
 - serving as a member of department committees, college standing committees, *ad-hoc* task forces, search committees, etc.
 - serving as a member of the primary unit committee or dean's review committee for Reappointment, Tenure, and Promotion in the College of Education
 - providing leadership to department committees, college standing committees, *ad-hoc* task forces, search committees, etc.
 - chairing the primary unit committee or dean's review committee for Reappointment, Tenure, and Promotion in the College of Education
 - leadership, participation, and/or contribution to processes and activities relative to state reauthorization and national accreditation
 - serving in an administrative capacity while working on curriculum reform, development, or accreditation, or otherwise assisting other faculty or faculty groups with assessment and accreditation efforts
 - initiating and executing external partnerships (e.g., contracts, agreements, MOU's) with external partners
 - attending and/or participating in program/department and/or college graduation celebrations, as well as the university graduation/commencement in December/May.

2. Professional leadership and service to the university campus. Where appropriate, faculty are encouraged to share relevant issues with members of their department and college. Examples of evidence include:
 - leadership in faculty governance, such as serving as an elected member on Faculty Assembly
 - participation in faculty governance, such as offices held or service on the campus Faculty Assembly Executive Committee
 - campus committee or task force leadership
 - campus committee or task force membership

- service in campus leadership as a director, administrative associate, faculty fellow or other appointed administrative position
3. Professional leadership and service to the university system. Where appropriate, faculty are encouraged to share relevant issues with members of their department and college. Examples of evidence include:
 - leadership in faculty governance, such as offices held or service on the University Faculty Council Executive Committee
 - participation in faculty governance, such as offices held or service on the University Faculty Council Executive Committee
 - leadership in faculty governance, such as chairing or co-chairing a committee/subcommittee or as a member of the Executive Committee of Faculty Council
 - university committee or task force leadership
 - university committee or task force membership
 - service in campus leadership as a director, administrative associate, or other appointed administrative position
 4. Professional leadership and service. Examples of evidence include:
 - professional service related to the University or College of Education mission, such as board membership, community service projects, and presentations
 - professional service, such as committee offices, committee membership, and task force membership
 - professional practice related to the University or College of Education mission, such as counseling, consulting, or direct service
 5. Professional leadership and service to the community and professional organizations. Examples of evidence include:
 - professional service, such as committee offices, committee membership, task force membership, or conference committees
 - professional practice related to the University or College of Education mission, such as counseling, consulting, or direct service
 - professional service and leadership in the governance professional organizations
 6. Generally, leadership roles in service activities are considered more influential than serving as a member in a particular endeavor.
 7. Demonstration of impact beyond the classroom by service activities or committees related to sharing teaching practices or technology skills with groups internally or externally to the university.

The items listed here as the *College of Education's Teaching, Scholarly/Creative Work and Leadership/Service Quality Indicators* are a list of suggestions that are neither all-inclusive nor individually required.

**Department of Counseling and Human Services
Department of Leadership, Research and Foundations
Department of Teaching and Learning**

Committee Structure for Reappointment, Promotion and Tenure

Primary Unit Evaluation Committee

The Primary Unit Committee (PUEC) consists of tenured faculty members in the department who are not serving on the Dean's Review Committee (DRC) or the Vice Chancellor's Review Committee (VCRC). The PUEC should consist of at least four members recommended by the department chair and approved by the Dean of the College of Education annually for faculty reviews, including:

- Two tenured faculty members, where possible, from the department including one who chairs the committee
- One tenured faculty member from another COE department
- One tenured faculty, where possible, from the department or one tenured faculty member from another college selected by the candidate and approved by the department chair

Department chairs will consider input from the faculty members being reviewed and may consult with other college faculty regarding the external members of the PUEC. For the fourth committee member, the candidate will consult with the department chair to determine if that person will be either a tenured faculty member from the department or a tenured faculty member from another college. The Dean has final approval of the composition of the Primary Unit Evaluation Committee.

As permitted in APS 1022, the faculty of the College of Education have voted to not have a vote of the primary unit faculty after the recommendation of the PEUC as a step in the reappointment, promotion, and tenure process. Additionally, the faculty have voted to comply with the following criteria that "Only members of the primary unit with the rank of full professor may vote on decisions to promote a faculty member to the rank of full professor or hire a faculty member at the rank of full professor."

Dean's Review Committee

The Dean's Review Committee (DRC) should consist of at least four members appointed by the Dean of the College annually for faculty reviews. The Dean will consider input from the faculty regarding the composition of members of the DRC, including:

- Three tenured faculty members (*full professors when possible*), one of whom chairs the committee, from the College of Education not on a Primary Unit Evaluation Committee or on the Vice Chancellor's Review Committee (VCRC).
- One tenured faculty member from another college (*full professor when possible*).

All members of the DRC must be tenured and hold the rank of full professor to vote on decisions to promote a faculty member to the rank of full professor or hire a faculty member at the rank of full professor.

Vice Chancellor's Review Committee (VCRC)

A full professor recommended by the Dean with input from the faculty and approved by the Provost for a three-year term.

**Department of Counseling and Human Services
Department of Leadership, Research and Foundations
Department of Teaching and Learning**

Standards for Successful Reviews

Workload

Departments are strongly discouraged from assigning pre-tenured faculty into roles that require non-standard workloads due to the detrimental impact such assignments may have on their ability to develop a record of teaching, scholarly/creative work and leadership/service that is required for tenure and promotion. Faculty members on the tenure track are strongly discouraged from seeking differentiated workloads because of this potential detrimental impact. Similarly, tenured faculty working toward promotion to full professor, as well as their colleges and units, should keep in mind the potentially detrimental impact of a differentiated workload on faculty progress toward promotion.

Campus policy 200-001 states, "...for tenure, faculty must be deemed meritorious in all applicable categories and excellent in either teaching (or librarianship) or scholarly/creative work as defined by the primary unit criteria." In the years prior to tenure and promotion to associate professor, careful assignment of annual workload is critical. Similar care must be given to workload assignments prior to promotion to full. Finally, consideration for workload must align with the latest policies.

Initial Reappointment Review

The first step in the tenure process at the University of Colorado Colorado Springs is the Initial Reappointment Review. Tenure-track faculty members will work with their department chairs to develop a set of goals that will lead toward a successful Initial Reappointment Review. The Initial Reappointment Review typically takes place in the second year.

At the initial reappointment review level, candidates will be given a rating of:

- on track for tenure
- not yet on track for tenure but could meet standards for tenure with appropriate corrections, or
- not on track for tenure

The committee members will conduct a recorded vote that reflects the overall opinion regarding initial reappointment review in each of the three categories.

Teaching

Emphasis will be placed on the teaching contribution of the individual. Tenure-track faculty members in the College of Education should demonstrate that their courses reflect current practice, are coherently organized, thoughtfully presented, and that they deal with significant areas in the field of education. Furthermore, faculty members will demonstrate a commitment to

teaching, evidence of which may include professional interaction with students, responsiveness to rational student perspectives, concern with curriculum, and satisfactory development of skills in presenting material. Improvement and innovations in teaching methods and in curriculum development and contribution to the department will be taken into consideration. Beyond the required FCQs, tenure-track faculty members are required to present documentation of at least two additional means of teaching evaluation. See the College of Education's Teaching Quality Indicators for examples.

Scholarly/Creative Work

Tenure-track faculty members in the College of Education will present evidence of scholarly/creative work potential and progress toward publication. This might include copies of drafts of work in progress or submitted for publication, and/or contributions to grant proposals.

Leadership and Service

Tenure-track faculty members will contribute to leadership and service upon joining the faculty at UCCS. The faculty member should strive to prioritize leadership/service contributions within the department and college and may choose to engage in leadership/service beyond the college level.

For a rating of *not yet on track for tenure but could meet standards for tenure with appropriate corrections*, the committee will provide the candidate with actionable steps for correction.

For a rating of *not on track for tenure*, the committee will provide a rationale for the decision and actionable steps for correction.

Criteria for Initial Reappointment Review

Quality Indicators for Teaching, Scholarly/Creative Work, and Leadership/Service are to be considered guidelines for the general review of tenure-track faculty toward reappointment. The criteria are based on appropriate and current standards of professional performance in the disciplines represented in the College of Education. Each faculty member's case will be reviewed and judged on its individual merits and circumstances. These Quality Indicators should be used as a guide and framework to make a professional judgment about the faculty member's record consistent with respect to the specific field of the faculty member's expertise and current practice of the Education profession broadly defined. The items listed in this document as the Quality Indicators of Teaching, Scholarly/Creative Work, and Leadership/Service are a list of suggestions that are neither all-inclusive nor individually required. The quality indicators contain a series of examples of evidence within each category and are not rank ordered. Judgments regarding any item and the candidate's record should not be reduced to just quantitative counting but should reflect professional judgments of the quality of the works presented.

As permitted in APS 1022, the faculty of the College of Education have voted to not have a vote of the primary unit faculty after the recommendation of the PEUC as a step in the reappointment, promotion, and tenure process.

Comprehensive Reappointment Review

The second step in the tenure process at the University of Colorado Colorado Springs is the Comprehensive Reappointment Review. Tenure-track faculty members should work with their department chairs to develop a set of goals that will lead toward a successful Comprehensive Reappointment Review. The Comprehensive Reappointment Review typically takes place in the fourth year.

At the comprehensive reappointment review level, candidates will be given a rating of:

- on track for tenure
- not yet on track for tenure but could meet standards for tenure with appropriate corrections, or
- not on track for tenure.

The committee members will conduct a recorded vote that reflects the overall opinion regarding the comprehensive reappointment review in each of the three categories.

Teaching

Emphasis will be placed on the teaching contribution of the individual. Tenure-track faculty should demonstrate that their courses reflect current practice, are coherently organized, and thoughtfully presented, and that they deal with significant areas in the field of education. Furthermore, tenure-track faculty will be expected to demonstrate a commitment to teaching, evidence of which may include professional interaction with students, responsiveness to rational student perspectives, concern with curriculum, and satisfactory development of skills in presenting the material. Improvement and innovations in teaching methods, curriculum development, and contribution to the department will be considered.

For a rating of *on track for tenure*, faculty members must demonstrate that they are making reasonable progress toward tenure in teaching as measured by the required Faculty Course Questionnaires (FCQs) and at least two other indicators from those listed in the College of Education's Teaching Quality Indicators.

For a rating of *on track for tenure*, candidates with stronger teaching records may additionally show that they are making reasonable progress at the time of tenure in terms of effective teaching as indicated by FCQs and multiple examples of other evidence of effective teaching, and dedication to student learning as delineated in the College of Education's Teaching Quality Indicators. Relevant factors regarding the courses taught, such as class size, course difficulty, delivery mode, courses being a mandatory requirement, etc., may be considered in the judgment of performance.

For a rating of *not yet on track for tenure but could meet standards for tenure with appropriate corrections*, the committee will provide the tenure-track faculty with actionable steps for correction.

For a rating of *not on track for tenure*, the committee will provide tenure-track faculty with a rationale for the decision.

Scholarly/Creative Work

For a rating of *on track for tenure*, faculty members must demonstrate that they are presenting a balance of scholarly/creative work that indicates a greater emphasis on items which are peer reviewed (Indicator 1), edited, or are deemed to have a greater impact as delineated in the College of Education's Scholarly/Creative Work Quality Indicators.

Faculty members must demonstrate that they are making reasonable progress in scholarly/creative work by presenting multiple scholarly activities, compiled and documented from those listed in the College of Education's Scholarly/Creative Work Quality Indicators. These activities should include items that are peer reviewed or are deemed to have an appropriate professional impact such that the faculty member appears to be making reasonable progress toward tenure.

For a rating of *on track for tenure*, candidates with stronger scholarly/creative works records may additionally show that they are making reasonable progress toward tenure in terms of effective scholarly/creative works as indicated by peer reviewed and multiple examples of other evidence of effective scholarly/creative works as delineated in the College of Education's Teaching Quality Indicators.

For a rating of *not yet on track for tenure but could meet standards for tenure with appropriate corrections*, the committee will provide the tenure-track faculty with actionable steps for correction.

For a rating of *not on track for tenure*, the committee will provide the tenure-track faculty with a rationale for the decision with actionable steps for correction.

Leadership and Service

For a rating of *on track for tenure*, candidates are expected to have begun initial efforts in appropriate types and levels of leadership/service contribution as listed in the College of Education's Leadership/Service Quality Indicators. Faculty members must have met their growing commitment and obligations to the department, and college, and provide evidence that they have begun to contribute to leadership/service to the university, community, or profession.

For a rating of *not yet on track for tenure but could meet standards for tenure with appropriate corrections*, the committee will provide the tenure-track faculty with actionable steps for correction.

For a rating of *not on track for tenure*, the committee will provide the tenure-track faculty with a rationale for the decision with actionable steps for correction.

Criteria for Comprehensive Reappointment Review

Quality Indicators for Teaching, Scholarly/Creative Work, and Leadership/Service are to be considered guidelines for the general review of tenure-track faculty toward comprehensive reappointment review. The criteria are based on appropriate and current standards of professional performance in the discipline. Each tenure-track faculty's case will be reviewed and judged on its individual merits and circumstances. The Quality Indicators identified in this document should be used as a guide and framework to make a professional judgment about the tenure-track faculty's record consistent with respect to the specific field of the tenure-track faculty's expertise and current practice of the Education profession, broadly defined to include all departments represented in the College of Education. The items listed in this document as Quality Indicators of Teaching, Scholarly/Creative Work, and Leadership/Service are a list of suggestions that are neither all-inclusive nor individually required. Examples given under each criterion are not rank-ordered. Judgments regarding any item and the candidate's records should not be reduced to just quantitative counting but should reflect professional judgments of the quality of the works presented.

As permitted in APS 1022, the faculty of the College of Education have voted to not have a vote of the primary unit faculty after the recommendation of the PEUC as a step in the reappointment, promotion, and tenure process.

Tenure and/or Promotion to Associate Professor Review

The third step in the tenure process at the University of Colorado Colorado Springs is the Tenure and/or Promotion to Associate Professor Review. Typically, tenure and promotion to associate professor happen concurrently. Typically, this takes place during the seventh year.

Teaching

Emphasis will be placed on the teaching contribution of the individual. Tenure-track faculty should demonstrate that their courses reflect current practice, are coherently organized, and thoughtfully presented, and that they deal with significant areas in the field of education. Furthermore, tenure-track faculty will be expected to demonstrate a commitment to teaching, evidence of which may include professional interaction with students, responsiveness to rational student perspectives, concern with curriculum, and satisfactory development of skills in presenting material. Improvement and innovations in teaching methods and in curriculum development and contribution to the department will be taken into consideration.

For a *meritorious* rating, tenure-track faculty must demonstrate effective teaching performance as measured by the required Faculty Course Questionnaires (FCQs) and at least two other indicators from those listed in the College of Education's Teaching Quality Indicators. Relevant factors regarding the courses taught, such as class size, course difficulty, delivery mode, courses being a mandatory requirement, etc., may be considered in the judgment of performance.

For a rating of *excellent*, the tenure-track faculty will generally present greater emphasis on multiple measures of teaching evaluation and demonstrated achievement which furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting.

Scholarly/Creative Work

For a *meritorious* rating, the tenure-track faculty must demonstrate merit in scholarly/creative work by presenting multiple scholarly activities compiled and documented from those listed in the College of Education's Scholarly/Creative Work Quality Indicators. These activities should include items that are peer reviewed or are deemed to have an appropriate professional impact.

For a rating of *excellent*, the tenure-track faculty will present a balance of scholarly activities indicated in the rating of *meritorious* with greater emphasis on items which are peer reviewed, edited (indicator 1), or are deemed to have a greater impact.

Leadership and Service

For a *meritorious* rating, in addition to meeting their primary obligations to department, university, and/or community leadership and service, tenure-track faculty should also have contributed leadership and service to the profession as listed in the College of Education's Service Quality Indicators.

A rating of *excellent* requires meeting leadership and service responsibilities within the department and leadership roles or multiple service contributions to the department, college, university, community, or profession. In evaluating leadership/service, both the quality and quantity of leadership/service contributions will be considered.

Guidelines for Committee Consideration

Tenure-track faculty must demonstrate *meritorious* performance in each of the three areas of teaching, scholarly/creative work, and leadership/service, **and** demonstrate *excellence* in either teaching or scholarly/creative work.

As permitted in APS 1022, the faculty of the Departments of Counseling and Human Services, Leadership Research and Foundations, and Teaching and Learning in the College of Education have voted not to have a vote of the primary unit faculty as a step in the reappointment, promotion, and tenure process.

Criteria for Promotion to Associate Professor

Quality Indicators for Teaching, Scholarly/Creative Work, and Leadership/Service are to be considered guidelines for the general review of candidates toward promotion. The criteria are based on appropriate and current standards of professional performance in the discipline. Each candidate's case will be reviewed and judged on its individual merits and circumstances. Quality Indicators presented in this document should be used as a guide and framework to make a professional judgment about the candidate's record consistent with respect to the specific field of the candidate's expertise and current practice of the Education profession. The items listed as Quality Indicators of Teaching, Scholarly/Creative Work, and Leadership/Service are suggestions that are neither all-inclusive nor individually required. Except where noted,

examples given within each criterion are not rank-ordered. Judgments regarding any item should not be reduced to quantitative counting but should reflect professional judgments of the quality of the works presented.

As permitted in APS 1022, the faculty of the College of Education have voted to not have a vote of the primary unit faculty after the recommendation of the PEUC as a step in the reappointment, promotion, and tenure process.

Promotion to Full Professor Review

To be promoted to the rank of professor (also referred to as “Full Professor”), an individual should have the terminal degree appropriate to their field or its equivalent, and a record that, taken as a whole, may be judged to be excellent, with significant contribution to graduate and undergraduate education, unless individual or departmental circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other. The record, since receiving tenure or promotion to Associate Professor, indicates substantial, significant, and continued growth, development, and accomplishment in teaching, scholarly/creative work, and leadership/service.

Teaching

The faculty member should demonstrate that their courses reflect current practice, are coherently organized, thoughtfully presented, and that they deal with significant areas in the field of education. Furthermore, the faculty member will be expected to demonstrate a commitment to teaching, evidence of which may include professional interaction with students, responsiveness to rational student perspectives, concern with curriculum, and satisfactory development of skills in presenting the material. Improvement and innovations in teaching methods, curriculum development, and contribution to the department will be considered.

For a *meritorious* rating the faculty member must demonstrate continued growth in effective teaching as measured by the required Faculty Course Questionnaires (FCQs) and at least two other indicators from those listed in the College of Education’s Teaching Quality Indicators. Relevant factors regarding the courses taught, such as class size, course difficulty, delivery mode, courses being a mandatory requirement, etc., may be considered in the judgment of performance.

For a rating of *excellent*, the faculty member must additionally demonstrate continuing above-average performance in teaching and other evidence of effective teaching, and dedication to student learning as delineated in the College of Education’s Teaching Quality Indicators.

Scholarly/Creative Work

For a *meritorious* rating, the faculty member must demonstrate continuing productivity in scholarly/creative work by presenting multiple scholarly activities compiled and documented from those listed in the College of Education’s Scholarly/Creative Work Quality Indicators. These activities must include items that are peer reviewed.

For a rating of *excellent*, the faculty member will continue to present a balance of scholarly activities indicated in the rating of *meritorious* with greater emphasis on items that are peer reviewed (Indicator 1).

Leadership and Service

For a rating of *meritorious* the faculty member must provide evidence of leadership/service contributions to the department, college, university, community, or profession as delineated in the College of Education's Faculty Leadership and Service Quality Indicators. In evaluating faculty leadership/service, both the quality and quantity of contributions will be considered.

A rating of *excellent* requires meeting leadership/service responsibilities and leadership roles or multiple leadership/service contributions to the department, college, university, community, or profession. In evaluating faculty leadership/service, both the quality and quantity of contributions will be considered.

Guidelines for Committee Consideration of the Record as a Whole

The faculty member's record as a whole must be evaluated to be excellent. The record must demonstrate "substantial, significant, and continued growth, development, and accomplishment in teaching and working with students, research, scholarly/ creative work, and leadership/ service since receiving tenure or promotion to Associate Professor. Consideration and weighting of ratings in all categories should be given, in terms of productivity, for changes to responsibilities as documented in Faculty Responsibility Statements (FRS; *if applicable*).

As permitted in APS 1022, the faculty of the College of Education have voted to not have a vote of the primary unit faculty after the recommendation of the PEUC as a step in the reappointment, promotion, and tenure process. The College of Education further voted to have Full Professors serve on both the primary and Dean's review committees for the review of promotion to full professor.

Appeal and Grievance Rights (per APS 1022)

A. Administrative Appeal of Decisions Regarding Tenure

1. Within 10 business days of receipt of notification, a candidate denied tenure by the chancellor may request a third-level review by the president. The only grounds for a presidential review are: (1) procedural errors of sufficient magnitude that they may have affected the outcome; (2) factual errors of sufficient magnitude that they may have affected the outcome; (3) the material violation of the Laws of the Regents or Regent Policy; or (4) some combination of these grounds.
2. The president may determine there are no grounds for appeal and uphold the chancellor's decision. In this circumstance, the case is closed.
3. If the president determines there are grounds for an appeal:
 - a. The president may remand the case to the campus to rectify errors and require the chancellor to then revise or reaffirm the original recommendation.
 - b. The president may overrule the campus decision and recommend tenure to the Board of Regents.
 - c. The president may convene a faculty advisory committee to review the case. The committee may issue a recommendation on tenure or recommend action to rectify errors. If the committee makes a recommendation on tenure, it shall base its recommendation on the dossier

available to the chancellor at the time the chancellor issued a decision. Ultimately, the president shall either make the final decision to uphold the chancellor's decision to deny tenure or shall recommend tenure to the Board of Regents.

B. Grievance Rights

1. If a candidate is denied reappointment, promotion, or tenure and believes that there have been serious procedural or factual errors in the case, or the denial occurred through the material violation of the Laws of the Regents or Regent Policy, the candidate may submit a grievance to the Faculty Senate grievance committee in accordance with Regent Policy 5.G – Faculty Grievance.
2. A grievance may not be filed until all available administrative appeals have been exhausted.
3. While procedural errors per se may entitle the candidate to proper reconsideration as herein provided, such errors may not be used as the justification for personnel recommendations not otherwise justified on the basis of performance.
4. The Faculty Senate grievance committee shall not substitute its judgment about an individual's merit for that of other committees and administrators.

Post-Tenure Review

Per APS 1022, “post-tenure review (PTR) is a summative evaluation over a five-year review period. The purposes of PTR are to facilitate continued faculty development and to ensure professional accountability to the university community, the Board of Regents, and the public.” Quality Indicators for Teaching, Scholarly/Creative Works, and Leadership/Service are to be considered guidelines for the evaluation of a faculty member's application for post-tenure review. The criteria are based on appropriate and current standards of professional performance in the discipline. Each faculty member's case will be reviewed and judged on its individual merits and circumstances. These Quality Indicators should be used as a guide and framework to make a professional judgment about the faculty member's record consistent with respect to the specific field of the candidate's expertise and current practice of the Education profession. The items listed in this document as Quality Indicators of Teaching, Scholarly/Creative Work, and Leadership/Service are a list of suggestions that are neither all-inclusive nor individually required. Examples given under each criterion are not rank-ordered. Judgments regarding any item and the record as a whole should not be reduced to quantitative counting but should reflect professional judgments of the quality of the works presented.

As permitted in APS 1022, the faculty of the College of Education have voted to not have a vote of the primary unit faculty after the recommendation of the PEUC as a step in the reappointment, promotion, and tenure process.

Standards and processes for post-tenure review of faculty are governed by Article V of the Laws of the Regents. These are further delineated in a series of CU Administrative Policy Statements. Campus guidance is supplied in UCCS Policy # 200-01.

Processes for Post-Tenure Review

1. As the Primary Unit, the College of Education faculty will be responsible for the primary review of all faculty at post-tenure review.
2. The Dean of the College of Education (or Dean's designee) will inform each faculty who is required to have a post-tenure review of the review procedures and timeline for review.
3. The Dean of the College of Education will be empowered by the faculty to select a committee that is appropriate (per ranking) to perform the post-tenure review of all candidates who are to be reviewed in a given year. Reviewed faculty will be consulted on potential committee members. Post-tenure review committees will consist of tenured faculty. If there are many faculty undergoing post-tenure review in a given year, multiple committees may be constituted. A post-tenure review committee will have at least three members. The committee will have the majority of its members from the College of Education; however, members from other academic units may be selected when their area of expertise allows for sound judgment of the candidate's record and when an insufficient number of tenured faculty are present in the College of Education. Post-tenure review members cannot review faculty who have provided a post-tenure review for that committee member in the same year.
4. The chair of the post-tenure review committee is responsible for conducting the review, writing the report, and providing feedback to the reviewed faculty member. A copy of the written performance evaluation will be made available in a timely manner to the candidate.
5. The following materials, submitted in one dossier, will be examined by the post-tenure review committee:
 - annual performance evaluations for the previous 5 years
 - current curriculum vita
 - set goal(s) from the current post-tenure review cycle (or Professional Plan)
 - a new, updated goals (or Professional Plan for the next 5 years)
 - a copy of any differentiated workload agreements and Faculty Responsibility Statements (FRS) for the five-year period as appropriate.
 - FCQ summary sheets
 - post-sabbatical report (if taken during the review period)
 - additional materials selected by the faculty member which are appropriate evidence for demonstrating meeting the departmental criteria
6. The post-tenure review committee will review submitted materials and provide a report that summarizes the academic achievements of the faculty member, rates the faculty member's academic accomplishments, describes the major accomplishments, and explains the rationale of the committee rating for this five-year period. Specifically, the committee must rate the faculty member's performance in the areas of teaching, scholarly/creative work, and leadership/service. The committee will provide an evaluation of the faculty as *outstanding*, *exceeding expectations*, *meeting expectations*,

below expectations, or failing to meet expectations. The report will also provide a summative evaluation of the work using the aforementioned ratings. This will include a summary of the committee's findings regarding the faculty member's adherence to the previous set goal(s; or Professional Plans); meeting the department's standards; conclusions about the faculty member's productivity and contributions to the university in teaching, scholarly/creative work, and leadership/service; and will remark on the feasibility of the new set goals (or Professional Plans) for allowing the faculty member to meet the departmental standards at the next review. All committee members will be given an opportunity to see the report summarizing their deliberations and decision prior to submission to the reviewed faculty member and the department chair.

7. If the reviewed faculty member disagrees with the post-tenure review committee's rating, the faculty member will file a grievance with the department chair. The faculty member will explain in writing the areas of disagreement. The department chair will constitute a faculty committee with three tenured College of Education faculty members to review the grievance. The committee will review the grievance and the candidate's materials. If the committee agrees with the grievant and rules that the original review was not conducted properly, the committee will conduct a new review and will write a new evaluation letter. If the committee disagrees with the grievant and rules that the original review was conducted properly, the evaluation from the original committee will be submitted to the department chair.
8. A copy of the report will be given to the department chair, who will review the materials and will approve the new set goals (or Professional Plan). The chair will submit the post-tenure review report to the dean. If the department chair or the post-tenure review committee does not approve of the new set goals, the faculty member will be asked to revise the plan before submission to the dean. The department chair would typically not write an additional letter for the post-tenure review.
9. In the event that the Dean disagrees with the decision of the post-tenure review committee, the Dean will initiate a discussion about the disagreement with the department chair. The chair will then call a meeting of the post-tenure review committee to reconsider the decision. The chair will write a letter summarizing the results of the faculty's reconsideration.
10. If a faculty member receives a summary rating of *below expectations* or *fails to meet expectations*, in any of the evaluated areas of teaching, scholarly/creative work, and leadership and service (and, where indicated in primary unit criteria, other activities relevant to the specific unit such as professional practice), the faculty member must agree to a Performance Improvement Agreement (PIA). If the goals of the PIA are not met, an extensive review will be conducted, and a development plan will be written using the PIA process detailed in APS 5008.
11. If criteria are revised, faculty will be evaluated under the criteria in place when they submitted their most recent set goals (or Professional Plans). A faculty member may elect to be evaluated under new criteria.

12. Administrative Policy statements.¹

¹ Any processes not directly addressed will use the campus and university processes and guidelines as outlined in the appropriate Regents Laws and Policies, and CU.

College of Education RPT Criteria Version History

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