

Department of Biology

**College of Letters, Arts and Sciences
University of Colorado Colorado Springs**

**Criteria, Standards and Evidence for Reappointment,
Promotion and Tenure**

July 1, 2020

INITIAL REAPPOINTMENT REVIEW

The candidate's total record, including teaching, scholarship and service, will be evaluated. The candidate must show sufficient potential of future success to justify reappointment. At this level of review, candidates will provide evidence of the initiation of systematic efforts to establish a strong program of teaching and research and demonstrate departmental citizenship. The Primary Unit Committee will decide if the candidate is (1) on track for tenure, (2) not yet on track for tenure, but could meet standards for tenure with appropriate corrections, or (3) not on track for tenure. It is the responsibility of the candidate to explain which track s/he is on.

TEACHING

The candidate will demonstrate potential to become an effective teacher and mentor. The candidate will submit a teaching statement, FCQ evaluations, and multiple forms of other evidence to demonstrate that this is the case (see Teaching Evidence). Commitment to teaching and mentoring, evidence of good interaction with students, satisfactory development of skill in presenting material, and coherent and organized lectures that are thoughtfully presented will be evident. Course content, level and size will be taken into consideration when evaluating FCQ data.

SCHOLARY WORK

The Biology department recognizes fundamental and applied research leading to new knowledge, and desires candidates who develop active research programs. At initial reappointment review, the candidate will have a well-designed research plan and the potential for continued development as a researcher. Initial experiments and possibly data collection will be underway. Progress toward publication may be evident by production of figures or tables, manuscript drafts, presentations at professional meetings, and/or articles submitted for publication (see Research Evidence for other examples).

SERVICE

The department recognizes service to the department, college, university and profession. The candidate must submit a service statement that outlines service responsibilities and time commitments. At the initial reappointment review, the candidate will participate in department activities, including attendance at faculty meetings, sharing in the departmental decision-making process, and participating in activities that contribute to the department's well-being (see Service Evidence for other examples).

COMPREHENSIVE REAPPOINTMENT REVIEW

The candidate's record in teaching, scholarship, and service will each be evaluated separately. The candidate must demonstrate sufficient progress toward tenure to justify reappointment. At this level, the candidate will have demonstrated merit as a teacher and scholar. Service contributions to the department and limitedly, to the college, community and profession, will also be evident. The Primary Unit Committee will decide if the candidate is (1) on track for tenure, (2) not yet on track for tenure, but could meet standards for tenure with appropriate corrections, or (3) not on track for tenure. It is the responsibility of the candidate to explain which track s/he is on.

TEACHING

The candidate will have made significant progress toward effective teaching and effective mentoring. Contributions to the breadth, depth and needs of the Department will also be evident. The candidate is required to submit a teaching statement and FCQ evaluations of teaching since the initial reappointment review. Course content, level and size will be taken into consideration when evaluating FCQ data. In addition, the candidate must submit multiple forms of evidence to demonstrate significant progress toward effective teaching, effective mentoring, and contributions to the breadth, depth and needs of the Department (for examples, see Teaching Evidence). Candidates seeking a future rating of excellent at the next level of review (*Promotion to Associate Professor and/or Awarding of Tenure*) will also demonstrate progress toward dedication to student learning, and progress toward achievements that further the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting. The committee(s) will evaluate these multiple measures of teaching evidence provided by the candidate to determine if s/he is (1) on track for tenure, (2) not yet on track for tenure, but could meet standards for tenure with appropriate corrections, or (3) not on track for tenure.

SCHOLARY WORK

The Biology department recognizes fundamental and applied research leading to new knowledge. At this level of review, the candidate will show significant progress toward developing an active research program based on his/her scholarly productivity and scholarly contributions since initial reappointment review. For a rating of "on track for tenure," this evidence will include at least one data-driven, quality publication in a peer-reviewed journal for which the candidate has made a significant contribution through research performed while at UCCS. In cases of co-authored or collaborative works, the candidate will supply an account of his/her role so that the candidate's work can be judged. The candidate must explain the significance of his/her contribution so that the committee can assess whether this peer-reviewed publishing benchmark has been met. External multiyear research awards may substitute for a peer-reviewed journal article. In addition, the candidate's record must also include other evidence of significant progress toward development of an active research program (see Research Evidence - e.g. refereed book chapters or editorials, conference presentations, grant applications and awards, review articles, nonpeer-reviewed publications, outside letters of evaluation, and/or evidence of successful student mentorship).

SERVICE

The department recognizes service to the department, college, university and profession. The candidate's service statement must outline service responsibilities and time commitments.

At comprehensive reappointment review, the candidate will provide evidence demonstrating regular participation in department meetings and committees. Service to the college, university and profession, and collegiality in interactions with students, faculty, staff and administration are expected. Leadership roles will carry more weight than participation and membership.

PROMOTION TO ASSOCIATE PROFESSOR AND/OR AWARDING OF TENURE REVIEW

The candidate's record in teaching, research, and service will be evaluated separately. The Primary Unit Committee (PUC) will vote on each of the three categories (teaching, research and service) as "not meritorious", "meritorious", or "excellent" to determine if promotion to associate professor and/or tenure will be awarded. Further review by the Biology Department Chair or Biology faculty will not be required at any level of review, regardless of whether or not the Department Chair served on the PUC. The candidate must receive a rating of excellent in either teaching or research, and be rated meritorious (or higher) in the remaining areas to be promoted to associate professor and awarded tenure.

TEACHING

The candidate is required to submit a teaching statement and FCQ evaluations of teaching since the initial reappointment review. Course content, level and size will be taken into consideration when evaluating FCQ data. For a rating of meritorious, the candidate must submit sufficient evidence to demonstrate effective teaching and effective mentoring, and contributions to the breadth, depth and needs of the Department. Candidates seeking a rating of excellent must meet the requirements for meritorious, demonstrate dedication to student learning, and document achievement that furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting. The committee will evaluate both qualitative and quantitative measures of teaching evidence provided by the candidate. It is the responsibility of the candidate to explain why their body of work is meritorious or excellent.

A rating of **meritorious** will require that the candidate provides evidence of:

- 1) Effective teaching within the classroom
- 2) Effective mentoring
- 3) Contributions to the breadth, depth and needs of the department

A rating of **excellent** will require that the candidate:

- 1) Meets the meritorious standards listed above
- 2) Demonstrates dedication to student learning, and
- 3) Documents achievement at the campus, local, national, and/or international level that furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting.

SCHOLARLY WORK

The Biology department recognizes fundamental and applied research leading to new knowledge, and desires candidates who develop active research programs. The candidate will be evaluated based on his/her scholarly productivity and scholarly contributions since beginning the tenure-track appointment. In cases of co-authored or collaborative works, the candidate will supply an account of his/her role so that the candidate's work can be judged. This evaluation will also include three external letters of evaluation from tenured scholars in the candidate's field(s) of research to reach judgement.

For a rating of meritorious, the candidate must show evidence of an active research program at UCCS. This evidence must include at least two data-driven, quality publications in peer-reviewed journals for which the candidate has made a significant contribution through research performed while at UCCS. The candidate must explain the significance of his/her contribution so that the committee can assess whether this peer-reviewed publishing benchmark has been met. For meritorious, the candidate's record must also include other evidence of scholarly productivity and contributions characteristic of an active research program (see Research Evidence - e.g. refereed book chapters or editorials, conference presentations, grant applications and awards, review articles, nonpeer-reviewed publications, and/or evidence of successful student mentorship). External multiyear research awards may substitute for peer-reviewed journal articles.

A rating of excellent will require at least four data-driven publications in peer-reviewed journals for which the candidate has made a significant contribution through research performed while at UCCS. The candidate must explain the significance of these publications and why they make a significant scholarly contribution to the field. Evaluations of significance will be guided by the justification laid out by the candidate, outside letters of evaluation, and research awards. Exceptional quality of scholarly work may be considered to raise an evaluation in cases where the quantity specified has not been met. External, multiyear grant awards may substitute for peer-reviewed journal articles. For a rating of excellent, the candidate's record must also include other evidence of scholarly productivity and contributions characteristic of an active research program (see Research Evidence).

SERVICE

The department recognizes service to the department, college, university and profession. The candidate's service statement must outline service responsibilities and time commitments.

A rating of meritorious requires regular participation in department meetings, regular participation in department committees, and other service to the department, college, university and profession. The quality and quantity of all contributions will be evaluated. Collegiality in interactions with students, faculty, staff and administration is expected. A rating of excellent requires meeting the standards of meritorious together with multiple service contributions to the college, campus, community, or profession. Leadership roles will carry more weight than participation and membership.

PROMOTION TO FULL PROFESSOR REVIEW

To be promoted to the rank of Professor (also referred to as “Full Professor”), “an individual will have the terminal degree appropriate to their field or its equivalent. In addition, the candidate must have: (a) a record that, taken as a whole, may be judged to be excellent; (b) a record of significant contribution to graduate and/or undergraduate education, unless individual or departmental circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other; and (c) a record since receiving tenure or promotion to Associate Professor that indicates substantial, significant, and continued growth, development, and accomplishment in teaching, research/creative work, and leadership and service.” The Primary Unit Committee will also use external letters from full Professors in the candidate’s field(s) of research to help reach judgement. If the candidate’s goals or performance objectives changed during the period under review, reasons for the change will be explained (e.g., change in differentiated workload, change in administrative duties, etc.).

TEACHING

For promotion to Full Professor, the candidate will provide evidence of continued growth, development and accomplishment as a teacher. The candidate is required to submit a teaching statement and FCQ evaluations of teaching since promotion to associate professor. Course content, level and size will be taken into consideration when evaluating FCQ data. Multiple means of evidence of effective teaching and effective mentoring at the undergraduate and/or graduate level are also required (refer to Teaching Evidence for examples). Continued contributions to the breadth, depth and needs of the Department are expected.

SCHOLARLY WORK

The successful candidate will demonstrate substantial, significant and continued growth, development, and accomplishment as a scholar since tenure. Evidence that the candidate continues to maintain an active, productive research program at UCCS is required. This evidence must include three data-driven, quality publications in peer-reviewed journals for which the candidate has made a significant contribution through research performed while at UCCS. These three publications must have been produced after promotion to associate professor, and within the five year period prior to applying for promotion to full professor. The candidate’s record must also include other evidence of continued scholarly productivity and contributions characteristic of an active, productive research program since promotion to Associate Professor (see Research Evidence for examples). External multiyear research awards may substitute for peer-reviewed journal articles. Evaluations of significance will be guided by the justification laid out by the candidate. Exceptional quality of scholarly work may be considered to raise an evaluation in cases where the quantity specified has not been met.

SERVICE

The Biology Department recognizes service to the department, college, campus, community and profession. In evaluating service both the quality and quantity of service contributions will be considered. Substantial, significant and continued growth, development, and accomplishment in service since tenure must be demonstrated. Excellence in service may include professional recognition outside the UCCS university setting (memberships on significant professional and scientific committees, councils, boards, review panels, etc), development of a college center that

contributes to research or teaching activities, participation and leadership in important faculty assignments or committees, and outside industrial, government or K-12 activities that serve those external to UCCS.

POST-TENURE REVIEW

Recognizing the many different ways in which post-tenure faculty contribute to the University, we define “meeting expectations” for purposes of post-tenure review as consisting of three elements, each of which must be met: 1) having achieved a rating of “meeting expectations” or higher on each of the annual merit reviews included in the time period under review, 2) having met most of the goals of the faculty member’s current professional plan, and 3) having submitted an acceptable professional plan which indicates an ability to achieve “meeting expectations” or higher ratings in the future. If a faculty member is deficient in meeting this standard, the committee shall consider the total record of the faculty member during the review period to determine whether strengths in some time periods or some activities compensate for the deficiency such that a rating of “meeting expectations” is still appropriate. Ratings of “exceeding expectations” or “outstanding” will be awarded for exceeding these standards. If goals and performance objectives were changed during the period under review, reasons for the change should be explained (e.g., change in differentiated workload, change in administrative duties, etc.).

TEACHING EVIDENCE

This is not meant to be an exhaustive list, or a list of requirements that need to be checked-off. Instead, the following items are suggestions that the Biology department could consider.

MERITORIOUS

Effectiveness Within Classroom

Teaching statement

Effective course materials (e.g. clearly defined learning goals/objectives, course expectations, organization)

Student evaluations of teaching (FCQ scores are mandatory)

Formal and informal student and alumni evaluations

Peer teaching evaluations (using Peer Observation Rubrics)

Assessment activities to inform on one's teaching practices (e.g. pre/post surveys, formative assessments, mid-course evaluations)

Effective Student Mentoring

Involvement of students in research-related projects (e.g. Masters and Honors theses, undergraduate research projects,)

Student accomplishments (e.g. awards and other outstanding achievements, posters, talks, student authorships on publications, pursuit of graduate education or careers)

Student advising

Faculty advisor of student interns, externs and service-learners

Contributions To The Breadth, Depth And Needs Of The Department

Thesis committee memberships

New course development

Department assessment activities or program review

Collaborative teaching or instructional activities

Participation in student recruitment activities

EXCELLENT

Significant Student Dedication

Exceptional student FCQ evaluations

Exceptional pedagogy (e.g. course materials, evaluations of teaching, quality of student work)

Classroom teaching innovations (*including online course development, Quality Matters review, active learning approaches, innovative assessments or assignments*)

Official recognition for teaching accomplishments

Seeks funding or collaborations to enhance teaching practices

Pedagogical development grants

Design of public outreach materials based on expertise

Publications on pedagogical methods

Engagement in public fora on pedagogy (syllabus sharing, e.g.)

Development of interdisciplinary programs or degrees

Authorship of textbook or other instructional materials

Evidence demonstrating use of publications for instruction outside our institution

Demonstrated Achievement At The Campus, Local, National, And/Or International Level Which Furthers The Practice And/Or Scholarship Of Teaching And Learning Beyond One's Immediate Instructional Setting. *The immediate instructional setting refers to the place where regular assigned teaching occurs (in the classroom, laboratory, field, online, etc.).*

Peer-reviewed publications with student authors
Conferences/workshop presentations
Conference/workshop presentations by candidate's students
Review articles
Newsletter and Editorial contributions
Teaching- or scholarship-related consultation
Outreach activities
Textbook, lab manual, and other published courseware materials

RESEARCH EVIDENCE

This is not meant to be an exhaustive list, or a list of requirements that need to be checked-off. Instead, the following items are suggestions that the Biology department could consider.

Publications

- peer-reviewed journal articles
- peer-reviewed books
- peer-reviewed textbooks
- peer-reviewed book chapters
- peer-review review articles
- books
- book chapters

Presentations

- attendance at conferences, symposia, clinics, on local, regional, national or international levels
- invited talks
- poster presentations
- abstracts in conference proceedings

Grants and Contracts

- submitted internal and external grant or contract proposals
- positive grant reviews
- grant or contract proposals funded

Successful Student Mentorship

- student presentations at professional conferences
- student publications
- student research awards, grant proposals and funding awards
- student research grant submissions and/or funding

Works in Progress

- manuscripts in review or under revision
- grants under review without a decision
- IRB or IACUC approved projects in data collection or analysis phases

SERVICE EVIDENCE

Service to the Department

**requirements for Meritorious*

*Regular participation in department meetings

*Regular participation in committees

Committee leadership roles

Informal student advising

Program coordinator, associate chair, department chair

Faculty teaching or research/scholarship mentor

Representation at college, campus, university, professional or community events (e.g., major/minor fair, student recruiting or orientation events, health fairs, etc.)

Service to the College

College committee participation; leadership roles

Faculty assembly participation; leadership roles

Associate Dean, Dean

Mentoring faculty in teaching or research/scholarship/creative works

Regular participation in college graduation ceremonies

Service to the University

Faculty representative assembly participation

Leadership in faculty governance (administrative associate, or other appointed administrative position)

University committee

Service to the Profession

Board membership, community service projects, and presentations

Counseling and consulting

Committee offices, committee membership and participation

Conference committees

Governance of community, regional, national and/or international professional organizations

Editorship

Reviewer (e.g. abstracts, articles, conference proceedings, journal, granting agency, textbook)

Professional Reputation

reviews of research, papers, presentations, articles, and/or books from peers at the local, state, national, or international levels

letters of commendation from peers at the local, state, national, or international levels

elected offices in professional organizations

**College of Letters, Arts, and Sciences
Department of Biology RPT Criteria
Version History**

Version 1: Initial Version

Approved by the Biology tenured/tenure track faculty, 6/28/2020. Vote: 7 - 1 in favor

Approved by Interim Dean Rex Welshon, 4/25/2020

Approved by Provost Tom Christensen, 6/29/2020

Effective date, 7/1/2020
