

**COLORADO SCHOOL OF PUBLIC HEALTH  
FACULTY HANDBOOK  
PROCEDURES AND GUIDELINES**

▪

**APPOINTMENTS, EVALUATIONS, PROMOTION AND TENURE**

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## **A. INTRODUCTION**

This document describes the procedures that are used to evaluate candidates for appointment to the faculty of the Colorado School of Public Health (ColoradoSPH) as well as for promotion and tenure. It describes the standards which are used to evaluate progress and whether candidates meet the general criteria for tenure and/or promotion. The handbook is intended to assist faculty members by providing an overview of the components and processes associated with promotion and tenure. For a complete perspective and for the official procedures the reader is advised to review the following Regents Laws and Policies, the school's Bylaws, as well as the webpage of the Office of Faculty Affairs.

### **The Regent Laws, Article 5, Faculty**

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

### **University of Colorado Administrative Policy on Faculty Appointments**

<https://www.cu.edu/ope/aps/5060>

### **The Regents Policy 5D “Reappointment (to a tenure-track position), Tenure, and Promotion”**

<https://www.cu.edu/regents/policy/5>

### **The Administrative Policy Statement (APS 1022) “Standards, Processes and Procedures for Reappointment, Tenure, Promotion, and Post-Tenure Review”**

<https://www.cu.edu/ope/aps/1022>

### **The Bylaws of the Colorado School of Public Health**

[https://www.ucdenver.edu/docs/librariesprovider151/default-document-library/approved-bylaws-06-08-2016.pdf?sfvrsn=2211eb9\\_4](https://www.ucdenver.edu/docs/librariesprovider151/default-document-library/approved-bylaws-06-08-2016.pdf?sfvrsn=2211eb9_4)

### **The Office of Faculty Affairs**

<https://coloradosph.cuanschutz.edu/about-us/administrative-units/office-of-faculty-affairs/faculty-policies-procedures>

The responsibility for making the initial recommendation for appointment, continuation, promotion, or award of tenure of faculty members rests with the respective Department Chair. Department Chairs and individual faculty members are advised by the five Departmental Appointments, Promotions and Tenure Committees (DAPTCOs). Within the ColoradoSPH the ultimate responsibility for recommending faculty members for appointment, continuation, promotion, or award of tenure rests with the Dean. The Dean is advised by Department Chairs and the Appointments, Promotions and Tenure Committee (APT Committee). Within the ColoradoSPH, the responsibility for development and implementation of policies and procedures regarding appointment, continuation, promotion, and award of tenure rests with the Associate Dean for Faculty.

## B. APPOINTMENTS AND HIRING

### B.1. Types of Appointments

Several types of appointment within the ColoradoSPH exist:

Primary appointments: faculty with a primary appointment in a department within the ColoradoSPH can be appointed based on the following types:

- Tenure track
- Research track
- Clinical Teaching track
- Clinical Faculty (paid or volunteer)

Adjunct and secondary appointments:

- Adjunct appointments will be given as follows:  
Faculty with a primary appointment at a partner institution (CSU, UNC); faculty who held or have held a professorial rank at a comparable institution of higher education; faculty whose qualifications and experience warrant an adjunct appointment.
- Secondary appointments will be given as follows:  
Faculty with a primary appointment in another school within the University of Colorado.

Faculty Emeritus / Emerita Designation

The “emeritus/emera” status may be awarded to retired faculty after nomination by the primary unit; review and recommendation by the Dean and the Provost as well as approval by the Chancellor is required (see processes chapter C.7.)

### B.2. Appointment principles

- All faculty appointments should be consistent with the strategic planning objectives of the requisite Department and School.
- The hiring process should be open and transparent.
- At least one open and publicly announced lecture should be given by candidates seeking a primary appointment. Existing faculty will have the opportunity to review and comment on any potential new faculty appointments.
- An appropriate effort must be made to recruit a diverse faculty for each position and to promote a culture of inclusiveness.
- It is the responsibility of the Department Chair to thoroughly inform the candidate about the criteria for faculty promotion and appointment at the time of the initial appointment. If there are additional factors and/or qualifications that the particular department considers important for promotion, that information must be communicated to the faculty member both verbally and in writing.
- At the time of a faculty member’s initial appointment, the department shall provide electronic access to the School’s Faculty Handbook, the current Bylaws, the Regent’s Laws and Policies as well as the Faculty Handbook of the University.
- Each faculty member must be afforded ample opportunity to discuss these documents with the Department Chair and other officials of the School and the University.
- At the time of an initial appointment, and at the time of reappointment, promotion or change in tenure status, the Department Chair and the Dean or designee will provide the respective finalist or faculty member with a letter of offer containing the nature and terms of their appointment, including the salary, the type, duration, and conditions of the appointment. All new faculty appointments at the rank of Assistant Professor and above have to be approved by the Provost.  
A change in the tenure status has to be approved by the President and the Board of Regents.

### **B.3. Faculty Expectations**

The following expectations are considered **guidelines**. Individual faculty activities may vary from these with discussion and approval by the Department Chair. In general, senior faculty members are expected to shoulder a larger portion of the educational and service demands of the Department and School than are junior faculty members. This is intended to protect research time during a critical period of professional development.

#### **Expectations for Faculty Members with a Primary Appointment in the ColoradoSPH**

##### **TENURED/TENURE TRACK**

Tenured/tenure track faculty members are expected to act as course directors and to teach as needed in other courses. Participation in graduate student mentoring, on thesis committees, advising, and attendance at ColoradoSPH and departmental seminars is also expected. Significant participation in research activities that generate new knowledge is also expected. The balance of types of work will be determined on an individual basis during the appointment and/or annual evaluation process.

##### **Leadership and Service Expectations:**

Full-time faculty at the Associate and full Professor levels are expected to have a leadership role within the Department and School, and as such, will be expected to contribute significantly on departmental committees as well as to serve regularly on CU Denver | CU Anschutz committees and engage in community service. Assistant Professors will be expected to serve the Department and School on an ad hoc basis in one or more committees prior to promotion.

##### **Service to the Community:**

Faculty are expected to provide service to local, state, regional, national, and/or international organizations (through membership or leadership of community or agency boards, service-oriented learning activities for students, scientific organizations, review panels, etc.) on an annual basis. The amount and intensity will vary across individuals and will be considered in annual evaluations and promotion activities.

##### **RESEARCH TRACK**

Research track faculty members are expected to have their primary focus on research activities. They should mentor or serve on thesis committees for a small number of graduate students and provide occasional lectures as requested, but are otherwise not to have significant teaching responsibilities. The balance of types of work will be determined on an individual basis during the appointment and/or annual evaluation process.

##### **CLINICAL TEACHING TRACK**

Clinical Teaching Track faculty members are expected to devote a larger portion of their time to teaching and public health practice/clinical activity than faculty in the other tracks/series. This balance will vary across individuals. Faculty members in this track may also participate in research and scholarly activities, usually in the practice setting. The balance of types of work will be determined on an individual basis during the appointment and/or annual evaluation process.

##### **CLINICAL FACULTY**

Clinical faculty members include practitioners or other professionals who perform teaching, research or clinical services on a part-time (less than 0.5 FTE) or volunteer basis. Clinical faculty members are expected to contribute to the School in the form of teaching and mentoring students in the graduate and/or residency programs, giving seminars and Grand Rounds and serving on committees. They may also be involved in the School's collaborative research and scholarly activities with faculty and students, health services activities, clinical and/or public health activities, and community service.

Faculty whose professional home is one of the local health and hospital organizations, such as the Denver Health and Hospital Authority (DHHA), National Jewish Health, Kaiser Permanente, or Veterans Affairs (VA) Eastern Colorado Health Care System, and who want to build and pursue an academic career at the Colorado School of Public Health, will also be given Clinical appointments. For those Clinical Faculty the following expectations apply:

**Teaching expectations:**

Faculty members are expected to contribute to the educational mission of the ColoradoSPH. Specific expectations will be discussed with the Department Chair. Examples include acting as course director or co-director, providing occasional lectures, serving as preceptor for ColoradoSPH students, including MPH students, preventive medicine/occupational medicine residents, etc., and serving on MS/PhD thesis committees.

**Research/clinical activity expectations:**

Faculty members are expected to participate in or lead research and/or clinical activities largely based at their primary institution. This includes generation of peer-reviewed grants and contracts; publication of results of scholarly activity (such as papers, books, book chapters, computer and video formats) on a continuing basis; and/or clinical activity in public health or clinical practice. It is not possible to specify the quantity of each component, which shall be agreed upon with the Department Chair.

**Leadership and service expectations:**

Faculty members at the Associate or full Professor level will be expected to contribute on Department committees as well as to serve regularly on School committees and engage in community service.

However, if a professional at one of the local health and hospital organizations does not want to pursue an academic career or promotion, and if their commitment to the Colorado School of Public Health is more temporary in nature, such as teaching a class on a semester basis, the Department Chair may provide an adjunct appointment.

## **INSTRUCTOR/SENIOR INSTRUCTORS**

Instructor/Senior Instructors will have varying expectations depending on whether their position is primarily research, primarily teaching, or a combination of research and teaching. Expectations will be discussed between the faculty member and the Department Chair based on the position requirements. Changes to these expectations should be agreed upon by the faculty member and the Department Chair in writing.

### **Expectations for Secondary Appointments in the ColoradoSPH, with a Primary Appointment in another School of the University of Colorado Denver**

Faculty with a regular primary appointment in another CU Denver | CU Anschutz school or college (e.g. Medicine, Liberal Arts and Sciences, Business, Nursing) may be given a secondary appointment if: 1) the training, teaching and research activities of the faculty member align with the needs and interests of the department and School; 2) the faculty member agrees and meets the expectations below; 3) the appointment is supported by the ColoradoSPH Department Chair; and 4) the Department Chair of the primary CU Denver | CU Anschutz department concurs.

**Teaching expectations:**

Faculty members are expected to contribute to the teaching mission of the school, e.g., presentation of lectures, seminars or Grand Rounds; facilitation of small group learning (e.g., case study or journal club); supervision of an MPH, DrPH, or resident practicum or culminating experience, or participation in an MS or PhD thesis committee.

**Research expectations:**

Faculty members are expected to participate in research together with faculty members from the School, to facilitate collaborative research between organizations, and to identify research opportunities for students.

### Expectations of Faculty Members at Partner Institutions

Faculty members from one of the partner institutions CSU and UNC with adjunct appointment in one of the School's departments will be expected to contribute at a greater level than those with secondary appointments.

Per the Bylaws, faculty members at partner institutions are evaluated according to their institution's promotion and tenure policies, independent of the School. They are not eligible for tenure at the School. However, their appointment at the School will usually be at the same rank as held at the primary institution, following review and approval by the School's appointment and promotion process. The expectations of the appointment at the faculty member's home institution will determine the overall balance of teaching, clinical activity, research and leadership and service. Appointments for tenured faculty members at the partner institutions CSU and UNC will be indeterminate.

### Standards for Instructors Teaching in Graduate Programs

According to the Guidelines of the Higher Learning Commission, instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program. Please see also

<https://www.hlcommission.org/Document-Library/determining-qualified-faculty.html> and [http://download.hlcommission.org/FacultyGuidelines\\_2016\\_OPB.pdf](http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf)

If instructors or senior instructors do not possess a terminal degree, they may be appointed if their experience and special abilities meet the HLC standards of "tested experience." The "tested experience" requirement is met if instructors and senior instructors can demonstrate three years of experience outside of the classroom in real-world situations relevant to the discipline and content being taught. Accordingly, the Department Chair will specify in a letter of support to the Dean how the instructor / senior instructor meets this minimum standard. The Department Chair's letter together with the candidate's CV and the job description will be evaluated by the Dean for compliance. If an instructor or senior instructor with teaching responsibilities in graduate programs will be hired through a search, the job posting needs to outline in its minimum qualifications that candidates must either hold a terminal degree or meet the minimum standard for experience.

This standard establishes the minimum qualifications for teaching faculty. It does not preclude a department or campus from establishing more rigorous qualifications for their own teaching faculty (e.g., by requiring all instructors to have a terminal degree or to have four or five years of real-world experience).

## **B.4. Hiring**

### Department Initiated hiring

The Department Chair (or Center Director, or PI responsible for hiring), in consultation with departmental faculty, are responsible for determining the need for a new faculty member. Faculty hiring at the Instructor and Senior Instructor level as well as hiring of non-tenure track Assistant Professors need the approval of the Department Chair. Hiring decisions in the tenure track, regardless of rank, require approval of both the Department Chair and the Dean before a search can be opened. The Chair is responsible for authorizing a search committee and appointing its members following the CU Denver | CU Anschutz search committee guidelines (see “Search Process Guidelines” at <http://www.ucdenver.edu/about/departments/HR/FormsTemplatesProcesses/Pages/Processes.aspx>).

The search committee responsibilities are the following: a) advertising the position; b) evaluating applications; c) extending invitations for visits; d) scheduling interviews and lectures of applicants; e) soliciting comments from department faculty and others relevant to the position being considered, including, as appropriate, partner faculty and community members; f) forwarding recommendations to the Department Chair. The Department Chair may consult with the DAPTCO chair on the appropriate rank of the applicant.

Faculty may be hired at the rank of Instructor, Senior Instructor and Assistant Professor (regardless of track) by the Department Chair. The Chair is responsible for making an offer to the applicant, with approval of the letter of offer by the Dean. If the faculty member believes that such a rank is inappropriate, they may request review of rank by the APT Committee. If it is determined that a higher rank is appropriate, the procedures described below will be used.

For appointments at the rank of Associate Professor and Full Professor (regardless of track) the Department Chair will make a recommendation for further review by the APT Committee. For the award of tenure, additional levels of review are required (see page 22).

### Hiring for Administrative Positions

The process for searches and appointments at the executive level, such as Department Chair, Associate and Assistant Dean, follows the procedures of the School’s Bylaws, “Administrative Positions”.

### Applicant Initiated hiring

It is recognized that under certain circumstances, applicants may approach the School or individual departments for potential faculty positions. The process for evaluation and possible hiring will be as follows:

Potential applicants will be referred to the appropriate Department Chair. The Chair, in consultation with the departmental or center faculty will determine if the applicant meets a specific need. Regardless of the type of appointment or hiring circumstance, during the interview process, department faculty members will be made aware of the type and duration (if any) of financial commitment to the applicant prior to making an offer.

The Department Chair will be responsible for: a) reviewing the applicant’s dossier; b) extending an invitation to visit; c) scheduling interviews and lectures; d) soliciting comments from department faculty; e) determining the appropriate rank of the applicant, in consultation with the DAPTCO Chair. Thereafter, the procedures described above will be used.

## C. PERFORMANCE EVALUATIONS

### C.1. Annual Performance Review and Reappointment

Annual performance reviews for faculty with a primary appointment in the school follow the School's guidelines as outlined below and the annual instructions provided by CU Denver | CU Anschutz Human Resources at

<http://www.ucdenver.edu/about/departments/HR/FormsTemplatesProcesses/Pages/PerformanceManagement.aspx>. Annual performance reviews must be conducted by the Department Chair or designee and must be completed no later than March 1st of each year.

Part-time faculty (< 0.5 FTE) with a regular primary appointment in the ColoradoSPH will be evaluated annually (as for full-time faculty) with the terms of their employment taken into consideration with respect to the quantity of activity accomplished.

Faculty whose professional home is one of the local health and hospital organizations and who hold a clinical appointment will also undergo an annual faculty performance review.

The faculty member's performance in teaching, research, public health/clinical practice as well as leadership and service should be considered, along with the assigned workload and administrative and faculty governance service, as outlined in the Regent Policy (5.C.4) and as required by the University's Administrative Policy Statement, "Performance Ratings for Faculty (APS 5008)" <https://www.cu.edu/ope/aps/5008>.

Prior to meeting with the Department Chair or in some cases Center Director, each faculty member prepares, in advance, a summary of the last years' activities. This includes short-term goals for the next year, and longer-term goals for the next 2-3 years. Content will include: goals and self-evaluation of progress during the past year; research awards submitted and received; teaching activities and student mentoring; publications; departmental development activities; consulting; leadership and service; and other activities relevant to progress. The actual evaluation or ranking, the so called "Public Record Form", together with the updated curriculum vitae, will be kept annually in the ColoradoSPH's confidential personnel file of the faculty member. Each faculty member shall have access to the annual performance evaluation documents in their file.

The annual performance evaluation will be considered in the salary setting process, reappointment, promotion and/or tenure if applicable. The Department Chair will approve all reappointments and notify the faculty member about the terms and conditions of the reappointment.

### C.2. Mentorship and Mid-Term Review (aka Comprehensive Review)

Each new faculty member at the rank of Instructor and Assistant Professor, regardless of track/series, will be assigned a mentor at the time of initial appointment. This person (or combination of persons) is responsible for providing input to the faculty member about academic and career development. Mentors should be senior faculty members who are not responsible for the evaluation of the progress of the faculty member (e.g., not the Department Chair or Center Director). The mentor is expected to consult with the Department Chair on a regular and ad hoc basis, together with the faculty member, about progress toward promotion.

While the Department has a responsibility to provide these mentoring opportunities, faculty members have a responsibility for proactively seeking mentoring assistance. Faculty members who believe they are not getting adequate mentoring are responsible for bringing their situation to the attention of the Department Chair. If they are not satisfied with the mentoring opportunities the Department Chair provides, they should bring this concern to the attention of the Associate Dean for Faculty.



Approximately 3-4 years following the hiring of a new assistant professor in the tenure track, research track, or clinical teaching track, the DAPTCO will conduct a mid-term review (MTR). Faculty members from local health and hospital organizations with clinical appointments also undergo MTR. The purpose of the mid-term review is to determine whether the candidate is making satisfactory progress towards promotion to associate professor and, if relevant, toward tenure. The review is intended to be encouraging and nurturing, although it is necessarily evaluative. The comprehensive evaluation is intended to point out to the candidate their strengths and weaknesses, so that the strengths can be built upon and the weaknesses remedied. While DAPTCO may refer back to this mid-term review letter at the time that a faculty member applies for promotion and/or tenure, it is not considered part of the formal dossier.

#### PROCEDURES:

##### a) Notification by the Office of Faculty Affairs

In October of each year, the Office of Faculty Affairs informs the Department Chairs of the upcoming mid-term review cycle. Year 3 faculty can choose to be reviewed in year 3 or defer review until year 4. Year 4 faculty not reviewed in year 3 must be reviewed in year 4.

##### b) By March 1, The MTR candidate provides the following documentation to the Office of Faculty Affairs:

###### 1) Curriculum Vitae (CV):

The candidate provides an updated CV to the DAPTCO. The CV must include specifics about teaching, students, grants, publications, etc. conforming to the School's standard format (see Appendix B). The CV may also include work that is currently under review such as publications or a grant proposal.

###### 2) Additional Documentation: the candidate provides the following documentation in the areas of teaching, research, and/or public health practice (as applicable to appointment) and leadership and service. These sections should not repeat information that has been provided in the CV.

###### a. Documentation of Teaching:

- Narrative summary of teaching/advising/mentoring activity (1 page).
- The submission of at least one peer-evaluation of teaching is strongly encouraged
- Summary table of all course evaluations. (Please see Appendix C).
- Full course evaluations for three years or, if the faculty member has taught courses for fewer than three years, full course evaluations for all courses taught
- Supporting documents (if applicable) of the candidate's teaching accomplishment or scholarship, such as development of new instructional material, receipt of a teaching award, a course syllabus, letters or evaluations from students the candidate has supervised (e.g., MPH capstone students).

###### b. Documentation of Research:

- Narrative summary of research goals and activities (1 page).
- Supporting documents (if applicable) of the candidate's research or scholarly work, such as a research grant proposal, receipt of a research award, or invitation to join a local, state or national research group or collaborative.

###### c. Documentation of Public Health / Clinical Practice:

- Narrative summary of public health practice/clinical practice activities (1 page).
- Supporting documents (if applicable) of the candidate's public health/clinical practice, such as a program evaluation, receipt of a public health or clinical award, or invitation to serve on a public health board or committee or to moderate a state meeting.

d. Documentation of Leadership & Service

- Narrative summary of leadership and service to one's discipline and profession (1 page).
- Supporting documents (if applicable) of the candidate's leadership and service to the university, profession and community, such as receipt of a school or community service award or invitation to serve on the board of a community organization.

3) Publications

Three most important publications relevant to teaching, research or public health/clinical practice (depending on appointment and focus), with a brief statement describing the significance and relevance of each publication.

It is strongly recommended that the candidate reviews their dossier with their mentor in advance of submission, to ensure that the information is complete and adequately describes the candidate's accomplishments and trajectory.

c) Mid-term review by DAPTCO

Each DAPTCO will develop specific procedures for the review. Following discussion, DAPTCO provides a written evaluation letter to the candidate, with copies to their confidential personnel file, mentor, and Department Chair.

SCHEDULE:

In order for every junior faculty member to have a comprehensive review during the probationary period, in sufficient time for them to improve their record prior to evaluation for promotion and/or tenure, the MTR, including the written evaluation letter by the DAPTCO, shall be completed by the end of June of the junior faculty member's third or fourth year.

### **C.3. Promotion and Tenure Reviews (see also Section D)**

Performance evaluation criteria for promotion and tenure are periodically reviewed and approved by the Executive Council and the Faculty Senate of the School to ensure reasonable consistency across the School's departments. Tenure criteria are subject to approval by the dean and provost. Performance evaluations for promotion and tenure shall be conducted for all faculty members, in accordance with the University's Administrative Policy Statement (APS 1022) "Standards, Processes and Procedures for Reappointment, Tenure, Promotion, and Post-Tenure Review" <https://www.cu.edu/ope/aps/1022>.

Candidates are entitled to see review committees' letters of evaluation but may not see letters from external evaluators, which are treated as confidential. Upon the completion of the review process, the candidate should be informed of the outcome as expeditiously as possible.

Expectations for part-time faculty (<50% time) will be proportionate to the faculty member's time commitment to the Department. Promotion of part-time faculty will be consistent with the rules of the School for full-time faculty, but the schedule for promotion will be extended proportionately to account for less than full-time service (see also D.2. The Promotion Clock).

### **C.4. Review of Faculty from local Health and Hospital Organizations with Clinical Appointments**

Faculty members with clinical appointments and whose professional home is one of the local health and hospital organizations will undergo the same review process, using the same procedures, as primary ColoradoSPH faculty, including mid-term and promotion reviews by the appropriate DAPTCO. Criteria will be the same as those specified for primary fulltime faculty and will specifically reflect the expectations

agreed upon with the Department Chair at the initial appointment. However, these faculty members are not eligible for tenure. The Department providing the clinical appointment will be responsible for the review of these faculty members within the School.

### C.5. Post-Tenure Review

Tenure is granted with the expectation of continued professional growth and ongoing productivity in teaching, scholarly/creative work, public health practice (if applicable), and leadership and service. Every tenured faculty member has a duty to maintain professional competence. Post-tenure Review (PTR) helps to ensure this occurs. 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.

In accordance with University policy, each tenured faculty member will receive a comprehensive peer review and evaluation at least once every 5 years after the award of tenure by an ad hoc PTR committee. This evaluation will be conducted in accordance with existing PTR procedures and as outlined under **IX.**

**Post-Tenure Review** in the UCD Administrative Policy Statement (APS 1022) “Standards, Processes and Procedures for Reappointment, Tenure, Promotion, and Post-Tenure Review” at <https://www.cu.edu/ope/aps/1022>.

The responsibility for implementing post-tenure reviews rests with the Department Chair. The Department Chair will give a copy of the written report of the PTR committee to the faculty member. This report shall also become part of the faculty member's personnel file. Such evaluation will be considered in the annual performance evaluation and salary setting process.

#### PROCEDURES:

##### a) Notification by the Office of Faculty Affairs (October)

The Office of Faculty Affairs notifies the Department Chair of faculty members who need to undergo Post-Tenure review.

##### b) Convening of and post-tenure review by PTR committee (January – April)

- The Department Chair convenes an ad hoc committee consisting of three tenured faculty members at or above the rank of the person being reviewed.
- Committee members may be from other departments/schools if that is important to the appointment of a full and unbiased committee.
- It is the Department Chair’s responsibility to evaluate and appropriately act on any reported conflicts of interest. The faculty member is informed of the committee members selected and is asked whether any conflict of interest exists. On being asked to serve, prospective PTR committee members are also asked to declare any conflicts of interest.
- Once the PTR committee has been composed, the Department Chair must invite one committee member to serve as chair for the PTR review.
- The PTR committee chair’s responsibilities include convening the committee and drafting the review letter.
- Faculty members undergoing PTR shall not, in that year, serve on a PTR committee.
- The PTR committee may meet in person or virtually; there are no specific requirements as to process. The PTR committee chair will decide how to proceed.

### c) PTR Report, Standards and Criteria

- The committee reviews the dossier provided by faculty member and provides a written report to the Department Chair and Associate Dean for Faculty.
- The report must evaluate the faculty member's performance in each of the areas of teaching, scholarly/creative work, public health practice/clinical activity (if applicable), and leadership and service, and rate each area as "outstanding," "exceeding expectations," "meeting expectations," "below expectations" or "failing to meet expectations." The report must include these ratings and shall provide a narrative explanation of that evaluation.
- The Department Chair will provide their own assessment of the findings of the PTR, addressed to the Dean. The Faculty member will be informed of the outcome of the PTR and receive from the Department Chair, copies of the written report from the PTR Committee and the letter submitted to the Dean.
- When a Department Chair undergoes PTR, the Associate Dean for Faculty will provide the letter to the Dean with their own assessment and informs the Department Chair of the outcome. The Dean will provide a summary report of all PTRs and forward the results to the Provost.

### d) Documentation

By March 1, PTR candidates provide the following documentation to the Department Chair and the Office of Faculty Affairs:

- Full, updated CV (see Appendix B)
- Self-evaluative statements of the faculty member's area/s of focus (teaching, scholarly/creative work, public health practice / clinical activity, as well as leadership and service); [suggested length 1 page each].
- Summary of teaching evaluations (see Appendix C)
- Students' evaluations of teaching
- Peer-review of teaching
- Three relevant publications
- Annual evaluations (most recent 5 years)
- Last post-tenure review or last promotion recommendation (Dean's letter)
- 5-year professional plans: past and upcoming 5-year-plans [suggested length 1-2 pages; please see template].

### e) Schedule:

ColoradoSPH faculty reviews should be completed by May 1 of the relevant fiscal year, prior to the start of the new promotion and tenure cycle.

## C.6. Review of Faculty with Adjunct and Secondary Appointments

Faculty members with primary appointments at partner institutions (CSU, UNC) will undergo annual evaluations at their home institution. In addition, their participation and accomplishments within the context of the ColoradoSPH will be reviewed every three years by the Department Chair with a formal evaluation in the year before the appointment expires.

Faculty members with secondary appointments in the ColoradoSPH will be informally reviewed every three years by the Department Chair. Faculty members not meeting expectations will be informed by the Department Chair that their appointment will be discontinued and the reason for its discontinuation.

### **C.7. Review of Faculty nominated to “Emeritus / Emerita” Designation**

Retired and retiring faculty shall be eligible to be considered to retain their academic title with the designation emeritus or emerita. The nomination and review process may start during the year prior to the date of retirement or at any time following the date of retirement and follows the Administrative Policy [https://www.ucdenver.edu/docs/librariesprovider284/default-document-library/1000/1011---faculty-emeritus-emerita-designation.pdf?sfvrsn=5125f9ba\\_2](https://www.ucdenver.edu/docs/librariesprovider284/default-document-library/1000/1011---faculty-emeritus-emerita-designation.pdf?sfvrsn=5125f9ba_2)

#### Process

- a. The Department Chair (head of the primary unit) submits a nomination letter as well as the candidate’s CV to the Associate Dean for Faculty. The AD informs the Dean and requests a review by the Appointments, Promotion and Tenure (APT) Committee.
- b. Upon review, the APT Committee submits a written recommendation to the Dean.
- c. The Dean reviews the APT recommendation and submits a letter of recommendation and the candidate’s CV to the Provost / Vice Chancellor for Academic and Student Affairs.
- d. The Provost reviews the Dean’s recommendation and the candidate’s CV, and, upon positive evaluation, forwards both for review and approval to the Chancellor.
- e. The Chancellor will notify candidate. The Chancellor’s decision is final. If the Chancellor approves the designation, the effective date may be no earlier than the day following the faculty member’s retirement date.

### **C.8. Non-reappointment**

In the event of a decision not to reappoint, promote or grant tenure the candidate shall be so informed in writing expeditiously by the Department Chair.

If an Assistant Professor is not recommended for reappointment, or when the probationary period has expired for an Assistant Professor who is not recommended for promotion to Associate Professor or whose proposed promotion is not supported, the faculty member will be provided by the Department Chair with notice in writing that their appointment will not be renewed.

Faculty members with limited appointments employed by the University of Colorado for 1 year or less are provided 3 months’ notice; faculty members with limited appointments employed by the University of Colorado 1-3 years are provided 6 months’ notice; and faculty members with limited appointments employed by the University of Colorado more than 3 years are provided 12 months’ notice (see also the administrative policy [1029 - Standards for Notice of Non-Renewal for Faculty Other Than Those with Tenured or at-will Appointments \(ucdenver.edu\)](#))

The same notice will be provided to faculty members holding indeterminate appointments unless otherwise specified in their letter of offer.

If a candidate so requests, the Dean or Chancellor or their representative shall, in a confidential conversation, advise the candidate of the reasons that contributed either to a recommendation not to reappoint or grant tenure, or to the reversal at any level of a department's recommendation to promote or award tenure.

## D. PROMOTION AND TENURE

### D.1. Promotion at the Instructor and Senior Instructor Level

#### Instructor/Senior Instructor as Terminal Position

This category of Instructor is for faculty members who are not eligible for or who do not wish to pursue a position as Assistant Professor. Faculty members in this category usually have their master's degree or its equivalent and should be otherwise well qualified to teach, conduct research or participate in public health-related practice activities at the ColoradoSPH. Faculty members in this position are eligible for consideration for promotion to Senior Instructor.

#### Instructor as a Career Development Position

This category of Instructor is a temporary early career development position for individuals with terminal degrees who desire to become Assistant Professors in either the tenure, research or clinical teaching track, but have not yet demonstrated readiness for consideration as an Assistant Professor. Faculty members in this category have a terminal degree or its equivalent and are working toward establishing independent research and funding if the goal is the tenure or research track. Faculty members whose goal is to build a career in the Clinical Teaching track are working toward establishing independent teaching and / or public health practice /clinical activity. Faculty members are expected to remain at the rank of Instructor / Sr. Instructor no longer than two years, though exceptions for cause may occur and must be approved by the Department Chair and Dean or designee. During this time, the faculty member will work with their assigned mentor to pursue their career goals as outlined above. Teaching is required for Instructors in the clinical teaching track. Teaching will be allowed, encouraged and financially supported, dependent on the availability of funds, but is not required for research instructors. Instructors may be considered for an Assistant Professor position if the department opens such a position (e.g., research track or clinical teaching track) or initiates a search (tenure track position). The decision to offer an Assistant Professor position to an Instructor should be based on the needs of the Department and School, as well as on the faculty member's future goals and demonstrated abilities, including the potential for excellence in teaching, research, or public health practice/clinical activity.

#### Promotion of Senior Instructors without a terminal degree

Under exceptional circumstances, faculty members at the rank of Senior Instructor who do not hold a terminal degree in their field may be considered for an Assistant Professor position, if the department opens such a position (e.g., research track or clinical teaching track) or initiates a search (tenure track position). Eligibility: Full-time appointment at the rank of Senior Instructor for five years in the School. Candidates must have a Master's degree. The faculty member must be aware that once appointed to an Assistant Professor position, s/he is subject to all applicable rules of the School including the necessity to be promoted to Associate Professor within the seven-year time frame.

Criteria: The Department Chair may consider either 1) "Equivalence of training" to the terminal degree, or 2) "Exceptional performance." Equivalence of training should be interpreted as demonstrated abilities and promise for achieving promotion, consistent with a person holding the terminal degree. Performance criteria for promotion are described below. Please see University of Colorado Administrative Policy 5060 on Faculty Appointments: <https://www.cu.edu/ope/aps/5060>.

### D.2. The Promotion Clock and Timing of Tenure Application

The Department Chair will discuss promotion and/or tenure (if applicable) guidelines and expectations at each annual evaluation with a faculty member at all ranks below Professor, regardless of track/series. Activities will be evaluated against the criteria for promotion in the School Bylaws (see below), policies and procedures and any additional guidelines or clarifications. Applications for promotion and/or tenure are

initiated by the Department Chair. With the faculty member's agreement, this recommendation will be forwarded to the DAPTCO.

#### Promotion to the Associate Professor rank and above

The review process for promotion to Associate Professor in the tenure track, clinical teaching track, and research track must begin no later than the beginning of the seventh academic year of service as Assistant Professor. This seven-year probationary period is also described as the "Promotion Clock." Review for promotion may occur earlier should the faculty member meet the specified criteria.

The seven-year probationary period will be prorated based on the percentage effort of the faculty member. Formal leave taken by the faculty member will not be counted in the seven-year probationary period. Please see also "Parental and Family Medical Leave with Tenure Clock Stoppage"

[http://www.ucdenver.edu/faculty\\_staff/faculty/faculty-affairs/policies-forms/Pages/default.aspx](http://www.ucdenver.edu/faculty_staff/faculty/faculty-affairs/policies-forms/Pages/default.aspx)

Faculty members who are not promoted to Associate Professor during the seventh year at the rank of Assistant Professor will be given one year's notice of non-renewal.

#### Hiring date and promotion clock

The following guidelines apply to Assistant Professors in the tenure track, research track and clinical teaching track:

- Faculty whose appointment started July 1 through October 31 are treated as if they were appointed on July 1 of that year. Example: If the appointment start date is 10/1/2009, the promotion clock starts on 7/1/2009.
- Faculty whose appointment started November 1 through June 30 of the following year are treated as if they were appointed July 1 of the following year. Example: If the appointment starts on 12/1/2009, the promotion clock starts 7/1/2010.

Faculty who have held an appointment at the rank of Assistant Professor at a different university and who were recruited to the Colorado School of Public Health may choose to count up to a maximum of three years toward their probationary period. They are not required to do so. (Please see "University of Colorado Administrative Policy 1022: <https://www.cu.edu/ope/aps/1022>). The same regulation applies to faculty who previously held an appointment at the University of Colorado at the rank of Assistant Professor and who return to the Colorado School of Public Health.

#### Extension requests

An extension to the seven-year probationary period of up to three years may be granted as follows: a) with written concurrence of the Department Chair, any Assistant Professor may submit a letter to the Dean of the School or their designee (e.g., Associate Dean for Faculty) requesting up to a three-year extension and stating the circumstances that justify such an extension; b) the APT Committee then will be asked to review the faculty member's curriculum vitae, along with such other documentation as may be deemed appropriate, and provide a written evaluation of the faculty member's readiness for promotion; and c) on receiving the APT report, the Dean will make a final decision. The request for an extension must be submitted prior to the start of the scheduled review cycle for promotion by the Appointments, Promotion and Tenure Committee. Valid reasons for an extension might include interruption of one's career because of illness or family obligations, significant change in career focus, assumption of major administrative, teaching or research responsibilities, etc. If an extension is not approved by the Department Chair, the faculty member may appeal to the Dean. An individual granted an extension to the probationary period shall not be subject to additional, teaching, research, public health practice/clinical activity or leadership and service requirements, above or beyond those normally required in order to qualify for promotion.

### Timing of application for tenure

Tenure track faculty who are employees of the University of Colorado in the academic ranks of Associate Professor or Professor are eligible for consideration for an award of tenure. Tenure track faculty members may be, but are not required to be, considered for the award of tenure at the same time as they are being considered for promotion to Associate Professor or Full Professor. Consideration for promotion and the award of tenure are separate processes. There will be no maximum time limit for the award of tenure; however, the faculty member who is turned down for tenure at the level of the Dean may not be reconsidered for three years.

The review process for tenure may occur at the beginning of the seventh academic year of service as Assistant Professor or at a later date. If the faculty member's accomplishments warrant, tenure may be awarded by the Board of Regents in less than seven years (Please see University of Colorado Administrative Policy 1022, at <https://www.cu.edu/ope/aps/1022>). If a Department Chair wishes to initiate an application for one of their faculty members to be considered for tenure before the beginning of the seventh academic year of service as Assistant Professor, it is strongly recommended that the Chair discuss the circumstances they believe warrant early award of tenure, in advance, with the Associate Dean for Faculty and the Chair of the APT Committee.

### **D.3. Performance Criteria for Promotion to Associate and Full Professor and for Award of Tenure**

Promotion is awarded based on meritorious and/or excellent performance and evidence of scholarship in the areas of teaching, research, and/or public health/clinical practice, and meritorious or excellent performance in leadership and service, as described in the ColoradoSPH Bylaws. These criteria are in compliance with the University of Colorado Regents criteria. Brief summaries of these criteria are presented in tabular form below, according to academic track and rank.

Faculty being considered for promotion from Associate to Full Professor in any track will be required to demonstrate evidence of scholarship in one or more areas of performance (teaching, research, public health practice/clinical activity), as specified below. Scholarship implies creativity, leadership, reputation, and impact on one's field. Examples of scholarship in teaching, research, and public health practice/clinical activity are provided in the school's Faculty Handbook, Appendix D. Appendix D provides detailed, though not exhaustive, examples of meritorious and excellent performance as well as evidence of scholarship in each of the areas noted here.

Criteria for award of tenure are described and presented in tabular form below (see D.3.b.).

#### **D.3.a) Performance Criteria for Promotion in the Tenure Track**

##### Promotion from Assistant to Associate Professor

A. <b>Excellence in one</b> of the following:	and	B. <b>Meritorious in three</b> of the following, including the one already indicated as excellent in A.
Teaching		Teaching
Research		Research
Public Health Practice/ Clinical Activity		Public Health Practice/Clinical Activity
		Leadership and Service



### Promotion from Associate to Full Professor

<b>A. Excellence in two of the following, with evidence of Scholarship in at least one of the two:</b>	<b>and</b>	<b>B. Meritorious/Excellence in three of the following, including the two indicated as Excellent in A.</b>
Teaching		Teaching
Research		Research
Public Health Practice/ Clinical Activity		Public Health Practice/Clinical Activity
		Leadership and Service

### **D.3.b) Performance Criteria for the Award of Tenure**

Viewed broadly, given that CU Anschutz is a public institution and a recipient of public funds, tenure is an important tool granted by the public whereby the University may work to advance the social good through extending the frontiers of knowledge and transmitting that knowledge to students, to the community of scientists and scholars, and to the public. More specifically, tenure is viewed as an essential element in the guarantee of academic freedom, which is required to meet the School's mission. All candidates for an award of tenure in the School will have demonstrated significant accomplishments in scholarly endeavor, which is synonymous with the generation of new knowledge. A recommendation of tenure based on excellence in research work with scholarship shall include evidence of impact beyond the institution. A recommendation for tenure based on excellence in teaching with scholarship shall include multiple measures of teaching evaluation and 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. To receive tenure, the faculty member's record must demonstrate:

A. Excellence with evidence of Scholarship in one of the following:	and	B. Meritorious/Excellence in at least the first three of the following: including the one indicated as Excellent in A:
Teaching		Teaching*
Research		Research*
		Leadership and Service*
		Public Health Practice/Clinical Activity

While public health practice/clinical activity is a criterion for promotion and may be considered in tenure recommendations (please see APS 1022), neither public health practice nor clinical activity is a criterion considered for tenure under Regent Law 5.b.4.

### D.3.c) Performance Criteria for Promotion in the Research Track

#### Promotion from Assistant to Associate Professor

Excellence in:	and	Meritorious in one of the following:
Research		Leadership and Service
		Public Health Practice/Clinical Activity
		Teaching

#### Promotion from Associate to Full Professor

Excellence with evidence of Scholarship in:	and	Meritorious in one of the following:
Research		Leadership and Service
		Public Health Practice/Clinical Activity
		Teaching

### D.3.d) Performance Criteria for Promotion in the Clinical Teaching Track

#### Promotion from Assistant to Associate Professor

A. <b>Excellence in one</b> of the following:	and	B. <b>Meritorious in two</b> of the following, including the one indicated as Excellent in A.
Teaching		Teaching
Public Health Practice/ Clinical Activity		Public Health Practice/Clinical Activity
		Leadership and Service
		Research

#### Promotion from Associate to Full Professor

A. Excellence with evidence of Scholarship in one of the following:	and	B. Meritorious in two of the following, including the one indicated as Excellent in A.
Teaching		Teaching
Public Health Practice/ Clinical Activity		Public Health Practice/Clinical Activity
		Leadership and Service
		Research

## **D.4. Promotion of Clinical Faculty, CSU/UNC Faculty, and Faculty with Secondary Appointments**

### **A. Promotion of Clinical Faculty from local Health and Hospital Organizations**

**Faculty members whose professional home is one of the local health and hospital organizations** and who wish to pursue an academic career will be reviewed using the same promotion criteria as described above for faculty with a primary appointment within the ColoradoSPH. Additional information about the promotion schedule, the process, and the dossier are outlined on pages 26-29.

### **B. Promotion of Other Clinical Faculty**

#### **Promotion from Clinical Assistant to Clinical Associate Professor**

Promotion from Clinical Assistant to Clinical Associate Professor requires that the faculty member meet the criteria for Associate Professor described in the School's Bylaws (Types of Appointments. Clinical Associate Professor). The faculty member whose contributions merit consideration for appointment or promotion to the rank of Clinical Associate Professor must show substantial ongoing contributions to the department. Contributions include but are not limited to teaching, serving on committees and as a research mentor, giving seminars and Grand Rounds, and taking an active role on departmental committees and meetings. Collaborative research/scholarly activity with departmental faculty and/or students, health services administrative activity, public health practice/clinical activity and community service will be considered. The faculty record, taken as a whole, must demonstrate success in the above-mentioned areas.

#### **Promotion from Clinical Associate to Clinical Professor**

Promotion from Clinical Associate to Clinical Professor requires that the faculty member meet the criteria for Professor described in the School's Bylaws (Types of Appointments. Clinical Professor). The faculty member whose contributions merit consideration for appointment or promotion to the rank of Clinical Professor must show outstanding ongoing contributions to the department. Contributions include but are not limited to teaching, serving on committees and as a research mentor, giving seminars and Grand Rounds, and taking an active role on departmental committees and meetings. Collaborative research/scholarly activity with departmental faculty and/or students, health services administrative activity, public health practice/clinical activity and community service will be considered. The faculty record, taken as a whole, must be judged to be excellent and indicates substantial, significant and continued growth and development and accomplishment in the above-mentioned areas.

### **C. Promotion of CSU / UNC Adjunct Faculty and Faculty Members with Secondary Appointments**

**Adjunct Faculty members with primary appointments at partner institutions (CSU, UNC)** will be reviewed for their participation and accomplishments within the context of the School. Following promotion at CSU or UNC, a written request for promotion by the CSU or UNC Program Director may be made to the School, through the appropriate department of the School. With the approval of the appropriate Chair and concurrence by the Dean, the School will promote those faculty to the same rank. Tenured faculty members from CSU and UNC will receive indeterminate appointments. The following documentation is required: Partner University promotion approval letter and updated CV from the faculty member.

**Faculty with secondary appointments** in the ColoradoSPH will be reviewed by the DAPTCO (if promotion is to senior rank). Full CV and letter from ColoradoSPH Department Chair are required.

## D.5. Promotion from Research Associate to Senior Research Associate

### I. Criteria

<b>Excellence in:</b>
Research*
Leadership and Service

\* Recognition by the University as an “outstanding researcher” in their field (CU/AMC Policy).

It is anticipated that the candidate’s research reputation and their leadership and service will be demonstrated primarily at the University level, although this does not preclude demonstration of these criteria at state, national or international levels.

### II. Process:

- Candidate and Center Director/PI/Other Supervisor (hereafter referred to as “Supervisor”) agree on submission of official promotion request.
- Candidate submits the following materials to their Supervisor and, subsequently, to the Office of Faculty Affairs (OFA):
  - CV abstract, based on ColoradoSPH format (Appendix A)
  - Full CV, based on ColoradoSPH format (Appendix B)
  - Statements of research and leadership & service (please see “The Dossier” in ColoradoSPH Faculty Handbook)
  - Supporting documents that demonstrate recognition by the University (or beyond) as an outstanding researcher, such as letters from collaborating scientists or community leaders, School or University research awards, leadership of a statistics or data science core, or invitations to present about their area of research expertise to other departments, schools or campuses of the University or other institutions.
  - Supporting documents relevant to leadership and service.
  - Three most important publications with annotated cover page indicating the candidate’s contributions.
- Supervisor submits to the OFA:
  - Letter of justification and support explaining how the candidate meets criteria
  - New job description to reflect responsibilities as Senior Research Associate.
- OFA reviews materials and creates dossier for submission to Department Chair
- Department Chair
  - Reviews dossier and provides their endorsement addressed to the ColoradoSPH Appointments, Promotions and Tenure (APT) Committee
- APT Committee Review
  - Reviews and votes on appropriateness of promotion. APT Committee provides brief letter of recommendation addressed to the Dean explaining how the candidate meets the criteria.
- Dean’s Review
  - If approved, Faculty Recommendation Form / Letter of Offer to be signed by the Dean.

## D.6. Promotion from Instructor to Senior Instructor

### I. Instructor series

#### A. Criteria:

Promotion to Senior Instructor requires meeting at least one of the following:

- 1) specialized expertise in a particular area of teaching, research, or public health practice, for instance:
    - outstanding teaching abilities as demonstrated by student or peer evaluations
    - teaches a course requiring advanced, specialized knowledge to teach
    - expertise in mentoring as demonstrated by outstanding mentee accomplishments
    - expertise in advanced, specialized statistical method
    - lead, senior or highly placed author on highly cited, impactful papers
    - serves as expert consultant to public health agency, organization or initiative
  - 2) demonstrated effective leadership in teaching, research, or public health practice, for instance:
    - development of a new program curriculum
    - research project leadership (e.g., supervisory responsibilities or management of a research program)
    - membership on a board or committee that oversees a public health program or organization
- and demonstrated leadership and service, for instance:
- service on departmental committees
  - Informal consultation with colleagues on matters related to the design of research, development of research proposals, analyses of data for reports and publications, review of draft manuscripts prepared for publication, etc.
  - Consultations or independent initiatives to serve a program, department, school, or university apart from membership on committees or task forces.
  - Participating in diversity and inclusion, unconscious bias, harassment prevention or other relevant workshops or trainings.

### II. Research Instructor Series

#### B. Criteria:

Promotion to Senior Research Instructor requires to meet at least one of the following:

- 1) specialized expertise in a particular area of research, for instance:
    - expertise in advanced, specialized statistical method
    - lead, senior or highly placed author on highly cited, impactful papers
  - 2) demonstrated effective leadership in research, for instance:
    - research project leadership (e.g., supervisory responsibilities or management of a research program)
- and demonstrated leadership and service, for instance:
- service on departmental committees

- Informal consultation with colleagues on matters related to the design of research, development of research proposals, analyses of data for reports and publications, review of draft manuscripts prepared for publication, etc.
- Consultations or independent initiatives to serve a program, department, school, or university apart from membership on committees or task forces.
- Participating in diversity and inclusion, unconscious bias, harassment prevention or other relevant workshops or trainings.

### **III. Process:**

- Candidate and Department Chair or other Supervisor (Center Director or PI) agree on submission of official promotion request.
- Candidate submits the following materials to the Department Chair or Supervisor and, once finalized, the OFA:
  - Full CV, based on ColoradoSPH format (Appendix B)
  - A 1-2 page narrative summary describing (1) specialized expertise or leadership in teaching, research, or public health practice, as applicable, and (2) leadership & service, relevant to the promotion criteria.
- Department Chair or Supervisor submits to the OFA:
  - Letter of justification and support explaining how the candidate meets criteria
  - Job description to reflect responsibilities as Senior Instructor/Senior Research Instructor.
  - Funding distribution, suggested salary, FTE.
- OFA requests letter of endorsement from Department Chair for promotions submitted by Supervisors.
- AD for Faculty reviews materials and appropriateness for promotion. OFA drafts letter of offer.
- Dean's review, and if approved, LOO to be signed by the Dean.

## **D.7. Levels of Review**

### **First Level Review**

First Level Review occurs at the School level. After the departmental review conducted by the Departmental Appointments, Promotions and Tenure Committee (DAPTCO) and the review by the Department Chair, the promotion and/or tenure dossier will be reviewed by the school-wide Appointments, Promotions and Tenure Committee (APT Committee), aka "First or Dean's Level Review." The dossier review concludes with the Dean's assessment and letter to the candidate. While the Provost and Provost's advisory committee (VCAC) do not review 'promotion only' dossiers that have been unanimously approved at the School level, the Provost officially approves all faculty promotions to senior ranks to include new offer letters.

### **Second Level Review**

In the case of a tenure application, the "Second Level Review" takes place at the Campus level. It includes the review by the Vice Chancellor's Advisory Committee (VCAC) as well as the review by the Provost and the Chancellor.

### **Third Level Review**

The tenure application process continues with the "Third Level Review" of the President whose positive recommendation will be forwarded to the Board of Regents. The Regents will make a final decision on the award of tenure.

### Dissenting Votes at the School level and Provost Review

Promotion requests with dissenting votes are subject to Second Level Review. Should either the APT Committee or the Dean disagree with the recommendation of the DAPTCO, the Dean shall communicate the nature of this disagreement with the Department Chair. The DAPTCO shall then reconsider its original recommendation and return its reconsidered judgment to the Dean for their consideration and that of APT. The recommendation of the Dean, the results of the votes of the DAPTCO and APT, and the comprehensive dossier on the candidate shall be forwarded together to the Provost. Where differences of opinion between the DAPTCO, the APT, and/or the Dean have occurred and have not been resolved, each party in the disagreement shall submit a brief statement outlining the areas of disagreement and the reasons for its recommendation in that context.

### Disapproval of Tenure at the Second or Third Level Review

For procedures in the case of a negative tenure recommendation by either the Chancellor or the President, please see APS 1022 "Standards, Processes and Procedures for Reappointment, Tenure, Promotion, and Post-Tenure Review, at <https://www.cu.edu/ope/aps/1022>.

## **A. Departmental Review – The Departmental Appointments, Promotions and Tenure Committee (DAPTCO)**

Applications for promotion and/or tenure are typically initiated by the Department Chair.

The initial review of a faculty member's qualifications for promotion to Associate Professor or Professor (regardless of track), or for award of tenure, is performed by the DAPTCO, in consultation with the Chair of the faculty member's department. In university policy, this is the "Primary Unit Evaluation Committee."

Promotions to the rank of Instructor, Senior Instructor and Assistant Professor in the research and clinical teaching track are made directly by the Department Chair.

Having reviewed and discussed all relevant information regarding a candidate, the DAPTCO will vote and provide a written evaluation to the Department Chair and the Associate Dean for Faculty to either support or to reject the proposed faculty promotion or award of tenure in accordance with the School's criteria.

Based on the DAPTCO's evaluation the Department Chair will then provide their own letter summarizing the professional experience, achievements, and departmental role of the candidate to the Associate Dean for Faculty for submission to the Chair of the Appointments, Promotions and Tenure Committee (APT) together with the faculty member's dossier.

If the Department Chair does not wish to support the recommendation for promotion or tenure of an individual who is already in the department, this decision shall be disclosed to the faculty member in a letter fully stating the reasons for the decision. In such a case, the faculty member may submit to the Associate Dean for Faculty all credentials, supporting documents and other appropriate information regarding their promotion, as described above, and request review by the DAPTCO, which shall also have access to all relevant documents.

In the event that the DAPTCO recommends promotion or tenure without the concurrence of the Department Chair, the DAPTCO shall forward the appropriate documents to the Associate Dean for Faculty along with a letter stating why the Department Chair does not concur. The Associate Dean for Faculty will review the proposed change in status and will have access to all relevant departmental records.

## **B. First or Dean's Level Review – The Appointments, Promotions and Tenure Committee (APT Committee)**

The APT Committee receives from the Office of Faculty Affairs all information relevant to the candidate's promotion or tenure to support the recommendation and requests any additional information from any source until, in its judgment, the submitted information is deemed adequate. When the petition for

promotion or tenure is made by the individual faculty member without the support of the Chair, it is the responsibility of that faculty member to collect and present to the Associate Dean for Faculty all appropriate information. This information will then be forwarded to the APT Committee by the Associate Dean for Faculty.

Having reviewed and discussed all relevant information regarding a candidate, the APT committee will vote and provide a written evaluation to either support or to reject the proposed faculty promotion or award of tenure. A subcommittee of at least five tenured members of the APT committee employed by the University will make recommendations concerning tenure. This recommendation will be conveyed to the Dean for first level review.

If any differences of opinion between the DAPTCO, the Department Chair, the APT Committee, and/or the Dean have not been resolved, each party in the disagreement shall submit to the Provost a statement outlining the areas of disagreement and the reasons for its recommendations (please see also page 23).

### **C. Second Level of Review (Level of the Provost and Chancellor) and Third Level Review (Level of the President)**

The Dean submits to the Provost their own recommendation along with the results of the votes of the DAPTCOs and the APT Committee, and the complete documentation of the qualifications and accomplishments of, and letters of references on behalf of, the candidate.

Completion of the Second Level of Review by the Provost and the Chancellor of the University of Colorado Denver, and of the Third Level of Review by the President of the University, shall occur as outlined the Regents APS 1022 “Administrative Policy Statement: Standards, Processes and Procedures for Reappointment, Tenure, Promotion, and Post-Tenure Review” <https://www.cu.edu/ope/aps/1022>. A detailed schedule and description of each step is given below.

## **D.8. Conflict of interest and Reviewer Participation Guidelines**

### **Definition:**

A conflict of interest exists when a personal, financial or other consideration may adversely affect, positively or negatively, a committee member’s ability to participate objectively in meetings or deliberations related to a recommendation regarding promotion or tenure. Professional disagreements or conflicts that are a natural extension of academic discourse or organizational processes are not considered conflicts of interest that would preclude participation in a promotion or tenure decision.

The ColoradoSPH places emphasis on team science and has a relatively small faculty. Hence, many faculty members collaborate on projects, courses and other activities, and know each other well. Collaborative work alone does not indicate a conflict of interest. Rather, a conflict of interest requires that the relationship be such that the committee member is unable to participate objectively in the review process.

### **Procedure:**

A member of a Department, the DAPTCO, the APT, or the VCAC should recuse themselves from the promotion and tenure review process when they perceive a conflict of interest with the candidate.

In the case of a Department Chair who perceives that they have a conflict of interest regarding promotion or tenure for a faculty member, the Chair should communicate this conflict to the Associate Dean for Faculty. The Associate Dean for Faculty may, in consultation with the Department Chair, assign another



knowledgeable senior faculty member, who is at least the same rank for which the candidate is applying, to provide the evaluation and rating of the candidate's accomplishments normally provided by the Chair.

A faculty member who serves as Chair of the DAPTCO, and who has applied for promotion or award of tenure themselves, should not chair nor attend the meeting at which their promotion or tenure application is reviewed. In this case, the Department Chair should assign an Acting DAPTCO Chair. As a minimum requirement, the Acting Chair should conduct the relevant review meeting. The assignment of Acting Chair may include the full promotion review period of the Department, from the preliminary promotion review through the final DAPTCO review and vote on all promotion and tenure cases. The terms of the assignment of Acting Chair should be outlined in each DAPTCO manual of operations.

A candidate for promotion or tenure may object to the participation of a colleague in the review process only if a conflict of interest has been documented previously via an official complaint made to the Associate Dean for Faculty and to the Dean. A written request to prevent an individual from participating in the review process should be made by the candidate or their Chair to the Associate Vice Chancellor for Academic Affairs by April 1 of the review year. If the Associate Vice Chancellor agrees to the candidate's request, the colleague in question will be excluded from the personnel review and inform the appropriate parties. A candidate for promotion or tenure who perceives a potential conflict of interest with a colleague that may adversely affect the decision regarding their promotion or tenure should seek advice and guidance from the Associate Dean for Faculty in advance of the deadline noted.

## **D.9. TIMELINE FOR APPOINTMENT, PROMOTION & TENURE REVIEW**

### **Documents and Process**

This timeline incorporates University and Campus policy as outlined in [APS 1022](#), [CAP 1021](#), and CAP 1049.

### **A. FACULTY MEMBERS WITH PRIMARY APPOINTMENTS IN THE COLORADO SCHOOL OF PUBLIC HEALTH**

#### **JANUARY-FEBRUARY**

##### **List of appointment/promotion/tenure candidates**

- Department Chairs inform the Office of Faculty Affairs (OFA) and DAPTCO Chairs about faculty going up for promotion with or without tenure and about outside hires at senior ranks with or without tenure.
- OFA informs faculty who undergo appointment, promotion and/or tenure review about the timeline, documents, and process.

#### **APRIL 15**

##### **Partial Dossier**

- The candidate submits a partial dossier electronically to the OFA by April 15, to include the following documents:
  - a. CV Abstract
  - b. Current and full CV
  - c. Statements of teaching, research, public health practice/clinical activity (as applicable), and leadership & service
  - d. Summary of teaching evaluations and the actual course evaluations of all courses taught as course director in the past 3-5 years.
  - e. Three most important publications accompanied by an annotated cover page describing the candidate's substantial contribution to each article and the contribution to science of each publication.
- OFA ensures all documents are complete and sends it to the relevant Department Chair, who will share it with a senior faculty reviewer selected by the Chair.

#### **APRIL/MAY**

##### **Review of Partial Dossier by Department Chair and Senior Faculty Member**

- The Department Chair and the selected senior faculty member each review the candidate's partial dossier for appropriateness for promotion and/or tenure. The senior faculty member should be well qualified to assess the candidate's partial dossier and preferably from the candidate's home department. The senior faculty member must be at a higher rank than the candidate and in the tenure track for tenure track promotions. If the application is for the award of tenure, only tenured senior faculty members are eligible to serve as reviewers of the partial dossier. For promotion candidates in the research track and clinical teaching track, the senior faculty member may be in the same track.
- The senior faculty member communicates their support for or opposition to promotion or tenure to the Department chair.
- The Department Chair and senior faculty member provide written feedback to the candidate aiming to improve or strengthen the partial dossier.
- Should the Department Chair and the senior faculty member disagree on readiness for promotion or tenure, the case may be referred to the Associate Dean for Faculty for an

assessment. The AD for Faculty will communicate their support for or opposition to promotion or tenure to the Department chair.

- For candidates applying for **tenure**, the AD for Faculty will also provide a partial dossier review (in addition to Chair and senior faculty member reviews) and give feedback to the Chair and to the candidate.
- The Department chair will make a final decision in support of or opposition to promotion or tenure and communicate it to the candidate.
- The candidate has the right to proceed further with the promotion/tenure process, even if the Department Chair recommends that the candidate should not proceed.
- The Department Chair shall communicate the final decision about whether the candidate will proceed with their application for promotion and/or tenure to the Office of Faculty Affairs.

## JUNE

### **Re-Submission of revised Partial Dossier**

- The Candidate re-submits the partial dossier to the OFA including revisions and updates. The revised Partial Dossiers are due to OFA by June 15.

### **List of External Reviewers**

#### **a) Faculty with primary appointments at ColoradoSPH:**

- The candidate shall be given the opportunity to suggest possible evaluators and/or indicate specific scholars whom the candidate feels should be excluded from consideration because their evaluations might be prejudiced.
- For the candidate's dossier, at least six external letters of evaluation are required, with at most two selected from the candidate's list. At least three of the six letters must be provided by faculty members at institutions outside the University of Colorado System. The additional letters may be provided by members of the faculty at other CU System campuses or other schools or colleges on the Anschutz Medical Campus.
- The following criteria should be taken into consideration when identifying potential reviewers:
  - a) External reviewers from outside the University of Colorado system should be at peer or higher-ranked institutions. They should be tenured associate professors or professors. For promotion to professor, the external reviewers should be tenured professors. Exceptions may be made when external reviewers have specialized expertise.
  - b) Reviewers must be able to provide an impartial and evaluative review of the candidate's qualifications and accomplishments. They should provide an overall balanced view of the candidate and a range of perspectives.
  - c) They should not be a past collaborator or co-worker or co-author in the past 3 years, PI on a grant that is currently funding the candidate or be currently funded by a grant held by the candidate; a past mentor, advisor, dissertation director or supervisor; nor a relative or close personal friend.
  - d) Professional colleagues who may be biased (for or against) the candidate, or not able to give a fair, honest assessment of the candidate's accomplishments, should not be asked to serve as external reviewers.
- The Department Chair provides a final list of 10 possible external reviewers (including at most two selected from the candidate's list), with full contact information, to the OFA by June 15. Providing the names of 10 external reviewers allows for refusals and cancellations by potential reviewers.

#### **b) Outside Hires with or without tenure**

- In accordance with Administrative Policy Statement 1022, "If a candidate for tenure is a new hire, and at the time the letter of offer was issued, the individual held a tenured position at

another institution, the letter(s) of recommendation for hire may be used in the tenure evaluation process in place of the external evaluation letters typically required. If necessary, additional letters may be requested in the tenure evaluation process.”

- In accordance with CAP 1021, if the candidate is not currently tenured at another institution or if the letter(s) of recommendation for hire are not used, the primary unit will obtain three external letters of evaluation, with two of the external reviewers selected by the department chair and one selected by the candidate.

#### **c) Candidates from local health and hospital organizations**

- Arm’s lengths letters are not required for promotion (aka “modified dossier”). Instead, the candidate’s supervisor or higher-level position from their home institution, provides a letter of evaluation.

#### **Initial Contact: Arm’s Length / External Reviewers**

- The Department Chair or OFA contacts the selected external reviewers in order to make sure that they are available and willing to provide a letter of evaluation.

### JULY

#### **Solicitation of Letters of Evaluation**

- In the name of the Associate Dean for Faculty, the OFA solicits letters of evaluation; the partial dossier is made available to referees. The letters are due by September 1.

### SEPTEMBER 1

#### **Candidate: Submission of Full Dossier to OFA**

- The candidate submits electronically the final, full dossier to the OFA for distribution to the DAPTCOs.
- The final dossier should include the following documents.
  - a. CV Abstract
  - b. Updated, comprehensive Curriculum Vitae.
  - c. Statements for teaching, research, public health practice/clinical activity (as appropriate), and leadership and service.
  - d. Summary of teaching evaluations and the actual course evaluations of all courses taught as course director in the past 3-5 years. Supporting documents (optional).
  - e. Three most important publications with a brief description of the candidate’s substantial contribution to each article and the contribution to science of each publication.
- Updates (e.g., adding a newly received grant) to the dossier after distribution to the DAPTCO for review are not permitted.

### SEPTEMBER – OCTOBER

#### **OFA: Submission of Full Dossiers to the DAPTCOs and Department Chair**

- OFA sends full dossiers including external letters of evaluation to the DAPTCOs and Department Chairs.

#### **DAPTCO review and submission of DAPTCO recommendation**

- The DAPTCOs review, discuss and vote on the appropriateness of appointment, promotion and/or tenure.
- The DAPTCO Chair explains in written form to the Department Chair how the candidate meets the criteria for the proposed rank in each area (as applicable), reports the vote in each applicable area and provides an overall recommendation and vote. The DAPTCO Chair letter is

forwarded to the Department Chair and OFA. Upon review by the AD for Faculty the DAPTCO letter is added to the dossier.

- The candidate has the right to proceed with the APT review, even if the DAPTCO recommendation is against promotion or tenure. In such cases, the DAPTCO recommendation is made available to the Associate Dean for Faculty, and the Department Chair will discuss the case with the Associate Dean.
- The candidate has the right to withdraw his/her application at any time prior to the DAPTCO vote.

#### **Department Chair's review and submission of recommendation**

- Based on the recommendation of the DAPTCOs and the letters of evaluation, the Department Chair writes their own letter of support, addressed to the Chair of APT and provided to OFA.
- OFA adds the Department Chair's letter to the dossier, which is sent to APT.

### **NOVEMBER – JANUARY**

#### **APT review and submission of APT recommendation**

- APT discusses and votes on appropriateness of promotion and/or tenure. The APT Chair explains in written form to the Dean how the candidate meets the criteria for the proposed rank or tenure in each area (as applicable), reports the vote in each applicable area and provides an overall recommendation and vote.
- The APT Chair also informs the Department Chair about the outcome of the APT recommendation and vote.
- Upon review by the AD for Faculty, the APT recommendation is added to the dossier which is forwarded to the Dean for his own review and assessment.
- The candidate has the right to proceed with the application, even if the APT recommendation is against promotion or tenure.
- The candidate has the right to withdraw their application at any time prior to the APT vote.

### **FEBRUARY – APRIL**

#### **Dean's review and report**

- The Dean reviews the dossiers including external, DAPTCO, Chair and APT letters and makes recommendations for all candidates.
- Dean's recommendations for the award of tenure with or without promotion, and for outside hire with award of tenure, must be completed by mid-February, to be forwarded to the Office of the Provost.
- Dean's recommendations for promotion only and for outside hires without tenure should be completed no later than April. The Dean's letter is shared with both the Department Chair and the candidate, as well as the Associate Dean for Faculty.

### **MARCH-JUNE**

#### **a) Promotion without tenure**

- May-June: Based upon the Dean's recommendation, the candidate will receive a letter of offer with the new terms. The OFA submits the letter of offer together with the Personal Matter Report (PMR) to the Office of the Provost. The Provost reviews the letter of offer and signs the PMR.
- June 1 or July 1: Approved promotions take effect.

**b) Promotion with tenure; award of tenure only; outside Hire with tenure; dissenting votes on promotion**

- March 1: The OFA submits the full dossiers, including the recommendations of DAPTCO, Chair, APT, and the Dean, or in the case of dissenting votes the committee(s) and/or Dean's statements of disagreement, to the Office of the Provost.
- March-April: Vice Chancellor's Advisory Committee for Reappointment, Tenure and Promotion (VCAC) reviews and votes on the cases. The VCAC sends recommendations to the Provost with the results of the reviews.
- May: The Provost reviews the dossiers, including the VCAC recommendations. Upon approval, the Provost recommends the award of tenure to the Chancellor and informs the candidates in written form. For procedures in the case of disapproval by the Provost, please see APS 1022, VII.
- The Chancellor will review the documents and prepare a Request for Action for the President.
- June: All positive recommendations for tenure are forwarded to the President for review and approval prior to submission to the Board of Regents (BOR). The President signs the Request for Action and forwards it together with the dossier to the BOR. For procedures in the case of disapproval by either the Chancellor or the President, please see APS 1022, VII.
- The BOR makes the final decision on the award of tenure including for outside hires with tenure. Only the BOR has the power either to award tenure or to rescind a tenured appointment.
- The Provost informs the candidates and the Dean about the final decision by the BOR.
- July 1: Tenure applications approved by the Regents take effect.

## D.10. The Candidate's Dossier

It is the responsibility of the candidate to provide the required documentation. It should be concise and well-organized. Unless otherwise noted, the documentation should cover the candidate's entire academic career, regardless of the site or time at which the work was done. Candidates are encouraged to meet with the Department Chair, their assigned mentor, the DAPTCO chair, or the Associate Dean for Faculty for help in preparing the documentation. Candidates are also encouraged to attend the promotion 101 meetings.

The dossier shall include:

- CV abstract (see attached template)
- Full CV (see attached template)
- Summary and Documentation of teaching, research, and/or public health practice/clinical activity (as appropriate to appointment), as well as leadership and service (see attached "Examples").
- Three most important publications with a brief description of faculty member's substantial contribution to each publication and the contribution to science of each publication.

### Summary and Documentation of Teaching (with Scholarship, if applicable)

It is recognized that teaching takes many forms. Among these are independent teaching of courses (sole responsibility for course content); team teaching of courses; teaching of seminars; advising students regarding course work and requirements; and guiding the research of master's and doctoral students and post-doctoral fellows. This section should include the following:

- Narrative summary of teaching/advising/mentoring activity (i.e., teaching statement, 1-2 pages), highlighting teaching philosophy, approach and any special accomplishments. This section should not repeat information already provided in the CV.
- Course evaluations for all courses taught as a course director in the past 3-5 years.
- Summary of all course evaluations. Please see 'Appendix C' of the Faculty Handbook.
- Receipt of teaching awards
- Optional
  - Course syllabi (detailed course material is not required)
  - Solicited and unsolicited letters from students and peers, especially for documenting excellence in teaching.
- Documentation of scholarly teaching activities (if applicable):
  - Examples of scholarly teaching activities include:
    - Development of innovative educational materials
    - Innovative methods of teaching
    - National reputation as an innovative educator
    - Educational leadership

### Summary and Documentation of Research (with Scholarship, if applicable)

This section should include the following:

- Narrative summary of research goals and activities (i.e., research statement, 1-2 pages), highlighting any special accomplishments. This summary should state the focus of independent research inquiry and/or the candidate's specific contribution to collaborative work. This section should not repeat information already provided in the CV.
- Receipts of research awards

- Optional:
  - Citations in scientific journals
  - Solicited or unsolicited letters from colleagues and collaborators

Documentation of scholarly research activities:

- Examples of scholarly research activities include:
  - Research leadership
  - Impact of research program
  - Regional /national / international recognition for research

#### Summary and Documentation of Public Health/Clinical Practice (with Scholarship, if applicable)

This section should be included only if the candidate is involved in public health or clinical practice. This section should not repeat information already provided in the CV.

- Narrative summary of public health practice/clinical practice activities (i.e., public health/clinical practice, 1-2 pages), highlighting any special accomplishments. This section should not repeat information already provided in the CV.
- Receipts of public health/clinical awards

Documentation of scholarly activities in public health/clinical practice (if applicable)

- Examples of scholarly activities in public health/clinical practice include:
  - National / international reputation in public health / clinical practice
  - Innovative procedures for the practice of public health / clinical practice
  - Relevant opinions of colleagues and others

#### Summary and Documentation of Leadership and Service

This section should include the following items:

- Narrative summary of leadership and service to one's discipline and profession at the level of the department, ColoradoSPH, and University, as well as at a local, state, regional, national and international level, highlighting any special accomplishments.
- Narrative summary of professional or other leadership and service to the community, highlighting any special accomplishments and awards. This section should not duplicate the summary provided for public health/clinical practice.
- This section should not repeat information already provided in the CV, but rather should describe and place these activities into context.

#### Three most important publications

- Reprints of any publications (not to exceed three). Articles should be selected for which the candidate has made a significant contribution. Generally, this would show the candidate as either first or senior author.
- In all cases, the candidate should provide a brief description of their substantial contribution to each publication and the contribution to science of each publication.



## Appendix A

### CURRICULUM VITAE – ABSTRACT

**NAME**

**CURRENT RANK**

**EDUCATION**

School

Date

Degree

**PROFESSIONAL EXPERIENCE**

(Academic Appointments – List Current Appointment First)

Rank

Institution

Dates

**TEACHING ACTIVITIES**

Summarize major classroom teaching, student mentoring, and other teaching activities and responsibilities

**RESEARCH ACTIVITIES (if applicable)**

Summarize major research activities and responsibilities.

**PUBLIC HEALTH / CLINICAL PRACTICE ACTIVITIES (if applicable)**

Summarize major public health or clinical practice activities and responsibilities.

## **PUBLICATIONS**

1.) Number of original articles in peer-reviewed journals (TOTAL):

First-author:

Senior-author:

Other co-author:

2.) Number of books:

3.) Number of other publications (scholarly reviews, symposium papers, editorials, book chapters, and proceedings):

4.) Number of published or presented scientific abstracts (TOTAL):

Refereed abstracts:

Un-refereed abstracts:

5.) Letters-to-the-editor, technical reports, other publications:

6.) Unpublished works (papers, submitted manuscripts, course syllabi, quality improvement projects, patient education materials, case studies or other creative work) available for review in written or electronic format:

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## **LEADERSHIP AND SERVICE, PROFESSIONAL SOCIETY MEMBERSHIPS AND HONORS**

Summarize major leadership and service activities and responsibilities. Do not duplicate the section on Public Health / Clinical Practice.

## Appendix B

### CURRICULUM VITAE

#### **Current Position**

- Include title(s), professional address, and email
- Do not include birth date or Social Security Number

#### **Education**

- In chronologic order, list institutions attended and degrees (begin with college or university)
- Include internship, residency, fellowships, post-doctoral training
- Do not include CME or other courses taken; this information may be highlighted in a teacher's or public health practitioner's / clinician's portfolio

#### **Academic appointments and positions**

- List these chronologically (including dates)
- Include full-time and part-time, primary and adjunct faculty positions

#### **Professional positions**

- List positions chronologically
- Include military service, if applicable
- May list consulting positions

#### **Honors and awards**

- Graduate school honors and distinctions
- Clinical, teaching, research or service awards
- Elected and honorary society memberships
- Honorary fellowships

#### **Professional Affiliations**

- List organizations (and dates)
- Include offices held and other leadership positions

#### **Professional Leadership and Service**

- Group (as appropriate) under headings: Departmental, school, university, local/community, state, national and international
- Include academic, community, state, national and international service, committees, tasks forces, boards and commissions
- Note leadership positions, key responsibilities

#### **Licensure and board certification**

- Include dates of state certification, board certification and recertification
- Do NOT list medical license numbers

#### **Inventions, intellectual property and patents held or pending, if applicable**

#### **Review, Referee and Editorial Activities**

- Service on editorial board (Include dates)
- Grant review committees and study sections
- Service as ad hoc reviewer for journals, professional societies or scientific meetings (State dates, journals, meetings)

#### **Invited Lectures, Presentations, Workshops**

- As list lengthens, may divide into headings: Local, regional, national, international
- Do not include here publications or scientific abstract presentations

### Teaching record

- Education / Training Grants: List all grants awarded. List active grants first, completed second, pending third. Include title, funding agency, one-sentence summary of purpose of award, period of funding, amount of funding, and candidate's role (principal or co-investigator, consultant, etc.)
- Courses developed and taught. List course numbers and dates, number of students, extent of responsibility (course developer, sole instructor, co-instructor, occasional lecturer).
- Advising. A cumulative and dated list of formal advisees should be presented in chronological order. Advisor roles should be drawn from the list below, listing all that apply:

MPH    Academic advisor  
          Capstone advisor

MS      Academic advisor  
          Master's project or thesis advisor  
          Examination committee member

PhD     Academic advisor  
          Dissertation advisor/mentor/chair  
          Examination committee member

- Other teaching activities. List teaching/educational activities such as continuing education, outreach, and development of instructional materials.
- Key administrative positions, such as training program director, and dates.
- All supporting details should be provided in separate teaching portfolio.

### Research and/or Public Health Practice Record

- Research and/or Public Health Practice Grants: List all grants awarded. List active grants first, completed second, pending third. Include title, funding agency, one-sentence summary of purpose of award, period of funding, amount of funding, and candidate's role (principal or co-investigator, consultant, etc.)

### Bibliography:

- Include, in separate sections, the following items:
  - Papers published in peer-reviewed journals (may include in-press articles)
  - Non-Peer reviewed articles
  - Books and chapters in books
  - Other publications, non-published documents, reports, research or policy papers, lay press articles (must be complete and available for review)
  - Other "products of scholarship" (software, CD's, case simulations, videos, etc.)
  - Competitive scientific abstracts published or presented at scientific meetings. List meeting, journal reference and type of abstract (plenary, oral or poster).
  - Non-competitive scientific abstracts published or presented at scientific meetings. List meeting, journal reference and type of abstract (plenary, oral or poster).
- Within each section, number all publications (beginning with the earliest) and list in order of publication
- Underline your name (or highlight in bold) as it appears in author list
- For co-authored articles a statement indicating the role of the candidate in the publication may be included but is not required. Specifically, note participation in conceptualization, grant writing, implementation, analysis, manuscript writing.
- Identify manuscript published with student(s), fellow trainee(s) (\*)

## Appendix C

Summary of Course Evaluations (SAMPLE)			
Rating System: 5 = Excellent 1 = Poor			
		Overall Course Quality	
Course Title	Year	Median	Mean
<i>For instance:</i> EHOH6614 Occupational & Environmental Health	2010	5	4.7
...	2010	...	...
...	...	...	...
EHOH6620 Risk Analysis and Decision Making	2015	...	...
...	2016	...	...
		Overall Teaching Quality	
...			
Course Title	Year	Median	Mean
<i>For instance:</i> EHOH6628 Health Protection/Health Promotion in the Workplace	2006	Not asked on evaluation	
...	2010	5	4.9
...	...	...	...
EHOH6670 Global Health Research Ethics	2015	...	...
...	2016	...	..

## Appendix D

### Examples of Meritorious and Excellent Performance in the Conduct of Faculty Responsibilities

This document provides examples of efforts, activities, and achievements that are reflected in typical dossiers of individuals meeting the criteria for “meritorious” or “excellent” performance in teaching, research, public health practice, and leadership & service. It also provides examples of scholarship in the above areas. Its purpose is to illustrate various levels and patterns of accomplishment for use by faculty preparing dossiers for promotion and/or tenure, the department chairs and mentors advising them, and members of the review committees that will be examining and recommending actions based on the dossiers. The document supplements the more general instructions provided by the School with respect to the contents of a dossier for promotion and/or tenure. The examples presented here also are intended to provide clarification of CSPH standards for those reviewing potential promotions at the level of the Vice Chancellor.

Although the examples provided here do not address differences in levels or types of activities meeting the criteria of “meritorious” and “excellent” for the respective faculty ranks (Assistant Professor, Associate Professor, etc.), the general expectation is that performance at each successively higher level will reflect continuous productivity and activities of increasingly greater importance within the individual’s area(s) of expertise. A recommendation of tenure based on excellence in research with scholarship shall include evidence of impact beyond the institution. A recommendation for tenure based on excellence in teaching with scholarship shall include multiple measures of teaching evaluation and 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 (examples that demonstrate achievement beyond the immediate instructional setting are indicated under Teaching Scholarship, below).

Candidates are not expected to demonstrate all of the activities listed; rather, the extensive numbers of examples provided are meant to reflect the wide array of activities that are valued by our School. Additional examples not listed here may be included if they serve to illustrate the quality of an individual’s work. It should also be noted that although there is potential overlap between the four domains in the types of activities included as examples, this does not mean that activities or achievements can be counted under more than one domain.

In summary, rather than providing an “absolute standard,” these examples serve to demonstrate the diversity of ways in which faculty may meet the standards for meritorious or excellent performance in each of the four areas of faculty responsibility within the Colorado School of Public Health.

Note: It is the responsibility of the departments within CSPH to articulate any disciplinary-specific requirements or conventions (e.g., differences in expectations related to collaborative vs. independent work, or types of authorship) that should be considered for individual candidates seeking promotion or tenure.

#### TEACHING - MERITORIOUS

##### **Teaching activities**

Meritorious participation in the teaching activities of the department/school/university/outside the university. The expected extent of such activities will reflect the discipline or department-specific conventions and guidelines. Teaching activities can take various forms:

- Creating a new graduate course and subsequently directing or co-directing the course
- Adapting an existing course to a new format (e.g., from in-person to online)
- Creating and presenting for several years a series of lectures covering one or more topics in various settings (including CTSA, community workforce training, etc.)
- Creating and delivering educational sessions for continuing education purposes or as part of a summer institute (usually several times)
- Developing one or more new practicum opportunities for MPH students
- Participation as instructor or mentor on a training grant
- Developing/revising a course reading list or assignments or lectures that incorporate diverse scholarly perspectives, concepts, readings, and/or scholarship and/or representing diverse authors, as relevant to the course material
- Developing a service learning experience or practicum site to introduce students to issues of concern to local residents
- Inviting guest speakers for a course or seminar who represent or serve underrepresented or disadvantaged groups or populations
- Assisting students in planning cultural events related to a course
- Providing an educational session in a summer “pipeline” program or institute that targets underrepresented students
- Giving a talk to a high school or undergraduate class on a health equity-related topic

### **Advising and mentoring**

Advising/mentoring students, fellows, residents, junior faculty can take different forms, such as:

- Serving as primary mentor for several student research papers or primary preceptor for several practicum or capstone projects
- Including students as co-authors on several peer-reviewed publications
- Serving as member of thesis committees for graduate students (usually 3-6 students)
- Serving as primary mentor on dissertation committees for graduate students (usually 1-2 students)
- Serving as mentor/advisor of a postdoctoral fellow or junior faculty member
- Mentoring of one or more international or minority students, postdoctoral fellows or faculty (e.g., a minority or disadvantaged student who obtains an F31)
- Serving as faculty advisor to student organizations representing underrepresented groups
- Actively recruiting women and people of color to join student organizations, programs, or to participate in leadership opportunities from which they might benefit

### **Contribution to organization of teaching activities**

Organizing a series of seminars, grand rounds, journal clubs, or student discussion groups (at least once)

### **Evaluations from students and peers**

Meritorious (i.e., above average) evaluation of teaching/mentoring efforts can take several forms:

- Consistently meritorious evaluations/comments from students for classroom teaching
- Meritorious evaluations/comments from peers for classroom teaching
- Meritorious evaluations as program/concentration director from students and peers
- Course evaluations reflect a classroom culture that effectively incorporates perspectives from diverse students

### **Accomplishments of students/mentees**

- One or more publications in peer-reviewed journals featuring students/mentees as first author
- One or more student/mentee presentations at local/national meetings
- Several publications in peer-reviewed journals featuring students/mentees as co-author

- One or more student-led products (e.g., video, technical report) adopted or implemented by external organization for ongoing use
- Mentees, including faculty from underrepresented groups, achieve promotion and/or tenure

#### **Authorship of education-related papers in peer-reviewed journals**

- Evidence of peer-reviewed or other productivity in teaching or education; the expected number of papers will reflect the discipline or department-specific conventions and guidelines
- Publications represent a significant contribution to the published literature

#### **Presentations at meetings; local, state or regional reputation in education / teaching**

- One or more refereed or contributed presentations at local, state, or regional meeting relevant to education or teaching
- Local, state or regional reputation as evidenced by external letters, invitations to present or moderate at local, state or regional meetings; invited seminars at local or state institutions; invitations to conduct peer reviews for local, state, or regional funding bodies; organizing state and regional scientific meetings, serving as a local, state or regional educational consultant or advisory committee member

#### **Teaching Improvement**

Evidence of improvement in teaching quality:

- Consistent evidence of improvement over time in student and/or peer evaluations
- Attendance at University or national workshops or trainings intended to improve teaching quality, e.g., those sponsored by CU Denver Center for Faculty Development
- Changes in course materials, content being covered, delivery approaches, or evaluation approaches intended to improve quality
- Participation in workshops or training on unconscious bias, diversity and inclusion, or other topics intended to improve classroom culture, teaching or mentorship

### **TEACHING - EXCELLENCE**

#### **Teaching activities**

Repeatedly assuming significant teaching duties of high quality:

- Creating and directing multiple courses as sole or primary instructor, sustained over time
- Adapting multiple existing courses to a new format (e.g., from in-person to online)
- Developing multiple new practicum site opportunities for students or residents, sustained over time
- Participation as an instructor or mentor on multiple training grants, sustained over time
- Creating an extension program to address needs in underrepresented communities
- Creating and overseeing implementation of a new continuing education program or summer institute
- Inviting and hosting a Visiting Professor/Lecturer to teach a health equity-related seminar series or course in the department or School
- Learning a new language (including American Sign Language) to be able to speak to current or prospective students
- Developing teaching resources for faculty on diversity and inclusion/health equity in public health



### **Leadership and impact in teaching / education within the School**

- Directing an educational program (MPH, MS, PhD, DrPH, Residency, etc.) or serving as Associate Dean for Academic Affairs
- Developing new programs or new curricula within the School

### **Advising and mentoring**

Advising/mentoring students, fellows, residents, and junior faculty can take any/all of the forms mentioned for “meritorious.” For “excellence,” it is expected that mentoring/advising activities will have involved more students and will have been consistently conducted over time For example:

- Serving as primary mentor each year for multiple student research papers or preceptor for multiple practicum or capstone projects or member of multiple thesis committees, sustained over time
- Co-authoring a number of peer-reviewed publications on which a student is the first author
- Serving as chair on multiple dissertation committees for graduate students over time
- Serving as primary mentor on dissertation committees for and successfully graduating multiple graduate students, sustained over time
- Serving as mentor/advisor of multiple postdoctoral fellows and junior faculty members, sustained over time
- Consistently offering research assistantships or post-doctoral fellowships to applicants from underrepresented groups
- Consistently mentoring multiple students, fellows and/or faculty from underrepresented groups, sustained over time

### **Evaluations from students/fellows and peers**

Excellent evaluation of teaching/mentoring efforts can take several forms:

- Consistently excellent evaluation/comments from students for classroom teaching
- Consistently excellent evaluations/comments from peers for classroom teaching
- Consistently excellent evaluations as program/concentration director from students and peers
- Receipt of departmental, School or campus teaching awards, recognition as an outstanding role model for students
- Receipt of departmental, School or campus awards for promotion of diversity and inclusion in educational activities or programs

### **Accomplishments of students/mentees**

- Multiple first-authored publications in peer-reviewed journals by students/mentees
- Numerous student/mentee presentations at national/international meetings
- Numerous student-led products (e.g., videos, technical reports) adopted or implemented by external organization for ongoing use
- Writing and obtaining training grants
- Receipt of honors or awards by students/mentees, including students from underrepresented groups
- Receipt of K award or first grant or pre-doctoral award by mentees
- Students/fellows who pursue outstanding academic careers, including students from underrepresented groups

### **Authorship of papers in peer-reviewed journals**

- An ongoing, sustained peer-reviewed publication record that represents a significant and sustained body of work relevant to pedagogy; the expected number of primary authored papers will reflect the discipline or department-specific conventions and guidelines
- Sustained productivity since the prior promotion

- Publications have an impact on the field of study (e.g., high quality journals; numerous citations)
- Publications represent a significant contribution to the published literature

#### **A key role in the development, design, direction and/or management of an educational program**

- PI status (or equivalent; e.g., Core PI, Site PI, Subcontract PI, Multiple PI) on several peer-reviewed training grants, including renewals or major supplements of grants and contracts
- Development and/or application of new and novel techniques in practice, representing substantive scientific contributions to educational methods
- Securing training grants or other funding to support educational initiatives related to diversity and inclusion

#### **A national and/or international reputation in education / teaching**

- Evidence of significant achievement in one's area: a newly recognized phenomenon, highly cited paper, innovative approaches or methods
- Receipt of University or national teaching awards (e.g., selection as CU President's Teaching Scholar)
- Receipt of University or national awards for promotion of diversity and inclusion in educational activities or programs

#### **Presentations at national and international meetings; invited seminars at this and other institutions**

- Refereed or contributed presentations on pedagogy at national and international meetings or conferences
- Invitations to present seminars at institutions outside of Colorado, moderate at national or international meetings, or serve as a national advisory committee member

### **TEACHING SCHOLARSHIP**

#### **Innovation in education**

- Develops innovative methods of teaching /mode of delivery, e.g., online course techniques, problem-based learning techniques, that influence educational practice in the field
- Develops innovative methods to teach non-traditional students, such as high school students, high school teachers, or the public at large, which influence educational practices beyond one's immediate instructional setting
- Conducts externally funded research designed to improve pedagogy or evaluate new educational initiatives
- Gives refereed presentations on pedagogy at campus, local, state, national or international meetings or conferences
- Implements and evaluates the effectiveness of innovative strategies for teaching in the discipline, such that teaching practices across the campus or beyond are positively impacted
- Develops online teaching materials that are adopted across the campus or outside the institution
- Presents/organizes workshops or roundtables on innovative curricular practices at campus, local, state, national or international meetings or conferences

#### **Reputation as an innovative educator**

- Campus / local / state / national / international recognition in pedagogical scholarship
- Serves on peer-review panels for training/educational grants
- Gives invited presentations on educational / teaching methods at other Schools or institutions or at local, state, national or international conferences or workshops
- Utilized as a consultant in area of teaching expertise
- Invitations to provide pedagogical consultation and policy assistance

- Teaches a national board examination review course
- Teaches in summer programs or short courses at other institutions
- Invited to serve on dissertation committees at other institutions for students pursuing pedagogical research
- Documented reputation as an educator as evidenced by external letters, invitations to be a visiting professor at another institution, keynote or symposium speaker at meetings (campus, local, state, national, or international)
- Recognized outside the school as a trainer of trainers, or teacher of teachers
- Campus / institutional / local / state / national/ international teaching awards that recognize contributions to the discipline (e.g., pedagogical innovation, curricular redesign)
- Campus / institutional / local / state / national / international awards for promotion of diversity and inclusion in educational activities or programs
- Associate Editor/Section Editor or Editor-in-Chief of an educational journal

#### **A strong record of publications in education**

- Writes or edits a number/series of reviews, monographs, book chapters or peer-reviewed publications, a book or other such creative work regarding teaching or education practices that represents a major body of work and provides a documentable reputation
- Record of publications with significant impact (e.g., numerous citations, leading to a request for funding applications, resulting in policy or practice changes)
- Substantial record of publication on educational methods that represent a major body of work relevant to promoting success of students from underrepresented groups

#### **Leadership and impact in teaching / education**

Educational Leadership can take several forms:

- Writing of a critically reviewed monograph, textbook, book chapter or other scholarly material that educates students, public health professionals, researchers, or clinicians
- Developing a new program or new curriculum that has been adopted across the campus or at other institutions
- Designing and implementing effective assessment practices for student learning within the discipline, which are disseminated across the campus or to other institutions
- Developing and conducting training programs that build the public health workforce at the campus, local, state, national or international level
- Evidence of significant contributions to campus, local, state, national or international activities relevant to teaching or learning (e.g., Residency Review Committee, programs sponsored by professional organizations, re-certification, workshops and symposia)
- Directing a campus, local, state, national or international educational collaborative or a center within such a collaborative
- Playing a leadership role in educational policy at campus, local, state, national or international levels
- Leading a teaching initiative to promote diversity and inclusion across the campus or at other institutions
- Developing and instituting new practices or policies related to delivery of curriculum that are adopted by other institutions

## **RESEARCH - MERITORIOUS**

### **Authorship of papers in peer-reviewed journals and other rigorously reviewed publications**

- Evidence of research productivity: publications in peer-reviewed journals or other rigorously reviewed, practice-oriented products such as agency reports and white papers, several as first, senior or primary author; the expected number of primary authored papers will reflect the discipline or department-specific conventions and guidelines.
- Publications include work that demonstrates ability to generate and test hypotheses, and represent a significant contribution to the published literature.

### **Authorship of technical/scientific reports or other published communications**

- Reports and other communications reflect scientific outcomes relevant to the field, and are made available to others in the discipline.

### **A role in the development, design, scientific direction and/or management of a research program with external funding**

- PI or Co-Investigator on NIH or other federal grants (R01, R03, R21, K award), or similar roles on foundation and institutional (e.g., CTSA) grants. Private research contracts also may be considered, if the research results in peer-reviewed manuscripts.
- Recipient of a “First” award.
- Active and substantive scientific and logistical contributions to the management of a research program.
- Consistent salary funding on research projects.
- Secures funding for research that addresses, or partners on one or more research projects with community organizations serving, populations disproportionately affected by adverse health outcomes (e.g., those living in poverty).

### **Presentations at national meetings; local, state or regional reputation in research**

- Refereed or contributed presentations at national and international scientific meetings.
- State or regional activity as evidenced by external letters, invitations to present or moderate at state or regional meetings, invited research seminars at local or state institutions; invitations to conduct ad hoc or panel peer reviews for local, state, or regional funding bodies, organizing state and regional scientific meetings, serving as a local, state or regional scientific consultant or advisory committee member.

## **RESEARCH - EXCELLENCE**

### **Authorship of papers in peer-reviewed journals and other rigorously reviewed publications**

- An ongoing, sustained peer-reviewed publication record, which may include rigorously reviewed, practice-oriented products such as agency reports and white papers that have demonstrable impact on policy or practice as well as peer-reviewed publications; the expected number of papers will reflect the discipline or department-specific conventions and guidelines.
- A mix of first, senior and other types of authorship defined by the candidate’s field that represents a significant and sustained body of scientific research.(Full)
- Accelerating trajectory of first, second and other types of authorship defined by the candidate’s field with evidence of collaboration with other researchers. (Associate)
- Sustained productivity since the prior promotion.
- Publications will have an impact on the field of study (e.g., high quality journals; numerous citations).
- Publications represent a significant and sustained body of scientific research.

### **A role in the development, design, scientific direction and/or management of a research program with external funding**

- Consistent level of peer-reviewed and/or other funding for research, sustained over time.
- PI status (or equivalent; e.g., Core PI, Site PI, Subcontract PI, Multiple PI)) on several peer-reviewed grants, including renewals or major supplements of grants and contracts.
- There will be a demonstrated focus on one or two major areas of research.
- Development and/or application of new and novel techniques in practice, representing substantive scientific contributions in collaborative research.
- Consistently secures multiple grants or industry funds for research relevant to, or partners on multiple research projects with community organizations serving, populations facing health disparities, sustained over time.

### **A national and/or international reputation in research**

- Evidence of significant achievement in one's area: a newly recognized phenomenon, highly cited paper, innovative approaches or methods.
- Receipt of School or University research awards, including research awards specifically relevant to issues of health equity

## **RESEARCH SCHOLARSHIP**

### **Leadership and impact in research**

- Directs a national research collaborative, or center within such a collaborative (Full Professor)
- Develops new and novel techniques in practice that influence policy, direction or a field of research.
- Leadership role in safety and/or health policy relevant to research expertise at national (Associate Professor) or international (Full Professor) levels.
- Development of statistical code or software that is used widely by the research community.
- Plays leadership role in research at a national level in a multi-center study, i.e., Steering Committee chair of a national or international multi-center study.

### **National/international recognition for research**

- National (Associate) or international (Full) reputation as evidenced by external arms-length letters; national/international research awards; invitations to present research seminars at other institutions; keynote or symposium speeches; visiting professorship at another institution, etc.
- Writes a number/series of reviews, monographs, or other such creative work regarding one's area of scientific research that represent a major body of work and has a demonstrable impact on policy or the field (Full).
- Provide national or international consultation and/or policy assistance in area of research or methodological expertise, commensurate with rank: seminars for dissemination of results/knowledge to stakeholders; invited participation on DSMB/OSMB advisory panels, advisory boards, policy panels or consensus conferences; invited consultant on research projects outside of institution; participation in priority setting for funding agencies; media interviews in area of expertise, etc.
- Evidence of significant achievement in one's research area commensurate with rank, including leadership on multi-center or collaborative studies, organizing and convening of a research conference, leadership in professional societies, invitations to present or moderate at national or international meetings, etc.
- Participation in peer reviews of grants, especially membership on Study Sections (Full), or repeated *ad hoc* participation on Study Sections or Special Emphasis Panels (Associate); and chairing such review groups (Full).

- Associate Editor/Section Editor (Associate) or Editor-in-Chief (Full) of a journal.
- Solicited journal articles and chapters.
- Record of publications with significant impact (e.g., numerous citations commensurate with Rank and the candidate's field and/or publication in leading journals with the field (both), evidence that work informs or leads to policy change (both) or an RFA (Full).

## **PUBLIC HEALTH PRACTICE - MERITORIOUS**

### **Authorship**

- Evidence of peer-reviewed or other rigorously reviewed publications in public health practice journals, or reports or other scientific/technical documents, at least several as first or primary author; the expected number of papers will reflect the discipline or department-specific conventions and guidelines.
- Publications represent a significant contribution to the practice literature.
- Technical reports, white papers and other published communications reflect practice outcomes relevant to the field and are disseminated to others in the discipline.

### **Key role in the development, design, direction and/or management of a public health practice program, with external funding**

- PI/Director of contracts or grants (e.g., from foundation or public health agency) to design, implement, evaluate and report public health practice programs.
- Substantive contributions to the development, design, analysis, interpretation or evaluation of an externally funded contract or grant for a public health program.
- Partners on one or more public health practice projects with community organizations serving populations disproportionately affected by adverse health outcomes (e.g., those living in poverty).
- Consistent salary funding on public health practice projects.

### **Membership positions dealing with public health care issues at the local, state, regional, national, or international levels**

- Membership on a board or committee that oversees, advises, or supports a specific program, agency, organization, or activity designed to improve public health at the local, regional, state, national, or international level.

### **Public health consultation**

- The provision of advice or consultations to agencies, organizations, or other initiatives that improved public health at the local, state, or regional level.

### **Local, state or regional reputation in public health practice**

- Refereed or contributed presentations at local, state or regional meetings (e.g., Colorado Public Health Association).
- State or regional activity as evidenced by external letters, invitations to present or moderate at state or regional meetings, invitations to conduct peer reviews for local, state, or regional funding bodies, organizing state and regional meetings, serving as a local, state or regional consultant or advisory committee member.

## **PUBLIC HEALTH PRACTICE - EXCELLENCE**

### **Authorship**

- An ongoing, sustained body of published public health practice work, reflected in peer-reviewed journals or other rigorously reviewed, practice-oriented products such as agency reports and

white papers; the expected number of papers will reflect the discipline or department-specific conventions and guidelines.

- Publications have substantially influenced population health, improved public health practice or had an impact on the field
- A mix of first, senior and/or other types of authorship defined by the candidate's field that represents significant and sustained dissemination. (Full)
- Accelerating trajectory of publications with first, senior and/or other types of authorship as defined by the candidate's field. (Associate)
- Sustained productivity since the prior promotion.
- Publications should represent a significant and sustained body of work.
- Publications routinely demonstrate cultural responsiveness

#### **Sustained key role in public health practice, with external funding**

- PI status (or equivalent, e.g., Director, Core PI) of multiple contracts or grants to design, implement, evaluate and report public health practice programs.
- Consistent level of external funding of public health practice projects and programs sustained over time.
- Secures multiple or sustained contracts or other funds in partnership or collaboration with community organizations serving populations disproportionately affected by adverse health outcomes

#### **Leadership and impact addressing public health issues at the state, regional, national, or international levels**

- Officership or similarly influential role on a board or committee that oversees, advises, or supports a specific program, agency, organization, or activity that had an impact on public health at the regional, state, national, or international level.
- A leadership role in public health or clinical practice in which the practice demonstrably improved the health of a defined population.
- Development and/or application of new and novel techniques in public health practice.
- Develops sustainable partnerships with multiple community-based organizations

#### **Major public health consultation**

- Ongoing major roles in consultations with agencies or organizations or other major initiatives that had an impact on public health at the regional, state, national, or international level.

#### **National or international recognition in public health practice**

- Refereed or contributed presentations at national or international public health meetings (e.g., APHA, NACCHO, CSTE).
- Evidence of significant achievement in one's area: innovative approaches or methods, demonstrable changes in state or national policy.
- Receipt of School, University, local or state public health practice-related awards, including awards specifically relevant to issues of health equity

### **PUBLIC HEALTH PRACTICE SCHOLARSHIP**

#### **Innovative procedures for the practice of public health**

- Initiates and publishes on improvements in public health practice that influence policy or practice beyond the immediate practice setting.
- Publishes monographs, reviews or other creative efforts in the area of public health practice.
- Provides documentation of interventions and outcomes in public health practice.
- Peer reviewer for applied public health grants.

- Develops innovative methods that influence public health practice.
- Develops novel methods of engagement with community-based organizations.

#### **Scholarly integration such as case studies, book chapters, and reviews**

- Continued development and publication of manuscripts and reports that integrate and put new discoveries into perspective or context of public health practice, sustained over time.
- Writes a number/series of reviews, monographs, or other such creative work regarding clinical practice or health care delivery that represent a major body of work and provide a documentable reputation.

#### **National/international reputation in public health / clinical practice**

- National/international reputation in public health practice scholarship as evidenced by external letters, invitations to be a visiting professor at another institution, keynote or symposium speaker at meetings (national or international).
- National or international activity as evidenced by invitations to present or moderate at national or international meetings, invitations to conduct *ad hoc* peer reviews for national or international funding bodies, organizing of national or international meetings, or serving as a national or international advisory committee member.
- National or international awards or other recognition for contributions to public health practice, including awards specifically relevant to promotion of diversity and inclusion in public health / clinical practice activities or programs
- Takes leadership role in organizing and implementing continuing education in the area of practice (national or international).
- Significant engagement in practice-based research and service that influences policy or an agency or program.
- Utilized as a national consultant in area of expertise of practice.
- Evidence that innovative procedures / practice contributions are taken up at other agencies or institutions or have had important effects on a policy, program or practice.
- Invitations to present/train on new practices at external agencies or institutions.
- Member of editorial board, Associate Editor/Section Editor (Associate), or Editor-in-Chief (Full) of a journal that focuses on or regularly addresses public health practice issues.
- Teaches a national board review course in area of practice expertise.
- Member of standing national grant review panel in public health (e.g., NIH or CDC) or directly affecting an aspect of public health (e.g., DOE, DOA, HUD, EPA).

#### **LEADERSHIP & SERVICE**

Demonstrates commitment to one's department, school, university, and academic/professional discipline as exemplified by, but not limited to, some or all of the following activities.

#### **LEADERSHIP & SERVICE - MERITORIOUS**

##### **Service within the program, division, department, school, campus and/or university**

- Recruiting efforts, e.g., going to career fairs, giving talks advertising graduate programs.
- Outreach efforts for encouraging underrepresented groups to apply to our programs.
- Activities that lead to development of a national reputation.
- Active participation in committees or task forces that relate to programs, concentrations, Centers, Departments, the School of Public Health, or the University.
- Informal consultation with colleagues on matters related to the design of research, development of research proposals, analyses of data for reports and publications, review of draft manuscripts prepared for publication, etc.



- Consultations or independent initiatives to serve a program, department, school, or university apart from membership on committees or task forces.
- Advisory committee membership for academic programs and organizations within the home university.
- COMIRB membership or similar external review.
- Serving on a department, School or campus diversity and inclusion committee
- Participating in planning of department, school or campus events targeting diversity and inclusion
- Making efforts to promote diversity of the faculty and student body, such as identifying candidates from underrepresented groups for open positions in the department, or serving as a host family for international students
- Participating in diversity and inclusion, unconscious bias, harassment prevention or other relevant workshops or trainings

#### **Service to local, state and national organizations through education, consultation, or other roles**

- Demonstrated service outside the university, in the broader community.
- Active participation in committees or task forces that relate to professional organizations or professionally related services to the community.
- Advisory committee membership for local, state or national organizations.
- Participant or consultant to accrediting and other educational review boards (e.g., being a member of a CEPH site visit team).
- Member of field-appropriate scientific panels or organizing of national or international meetings, symposia, etc.
- Participating in a task force for a professional or scientific association or on a state or regional committee that aims to support or promote diversity and inclusion.

#### **Service to professional or scientific journals and conferences**

- Providing peer reviews for academic journals
- Participating in the scientific review committee for academic conferences.

### **LEADERSHIP & SERVICE - EXCELLENCE**

#### **Appointment to responsible positions within the institution such as chair of a committee; faculty officer; program director; academic clinical coordinator; membership on major decision-making Health Sciences Center committees**

- Leadership on committees or task forces within a program, department, school, or university.
- Consultations or independent initiatives that have major impact on a program, department, school, or university.
- Leadership on advisory committee for academic programs and organizations within the university.
- Chairing COMIRB committee or similar external committee (Full).
- Administrative roles that involve support of academic activities.
- Chairing a department, School or campus diversity and inclusion committee
- Effectively promoting diversity of the faculty and student body, such as chairing a search committee that successfully recruits candidates from underrepresented groups to positions in the department or chairing an admissions committee that successful recruits candidates from underrepresented groups for the masters or doctoral programs

#### **Leadership in and service to civic, professional or scientific organizations**

- Officer or committee chair of a regional, national or international professional or scientific organization.

- Officer or board member of a community organization.
- Provide unpaid/voluntary consultation and / or policy assistance.
- Receives school or university wide service awards.
- Receives service awards from local, national or international organization.
- Chairing a task force for a professional or scientific association or serving on a national committee related to diversity and inclusion.

**Leadership and service on editorial boards of professional or scientific journals**

- Editorial board member or Associate/Section Editor (Associate), or Editor-in-Chief of a professional or scientific journal.

**Election to responsible positions dealing with health care issues at the local, state, regional, national or international levels**

- Leadership role in safety, health policy and/or planning at the local, state, regional, national or international level.
- Chairing field-appropriate scientific panels or organizing of local, state, regional, national or international meetings, symposia, etc.