

Department of Civil, Environmental and Architectural Engineering Criteria for Comprehensive Review, Promotion, and Tenure of Tenured/Tenure-Track Faculty

College of Engineering and Applied Science
University of Colorado Boulder

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1. Scope

This document describes the procedures, policies, and criteria for use by the Department of Civil, Environmental, and Architectural Engineering (CEAE; the “Primary unit”) in evaluating tenure-track faculty for reappointment, tenure, and promotion. Primary units develop criteria that define the *Scholarly/Creative Work, Teaching, and Leadership and Service* expectations for faculty (Regent Policy §5.D.3.A), and this statement fulfills the departmental obligation to produce such criteria as found in University of Colorado Administrative Policy Statement 1022 (APS1022) §V.A. as revised 7-1-2020. Further, this statement complies with the relevant requirements for this type of statement as contained in Regent Policy (§5.D.3) and in APS 1022 (§V).

2. Rules of the Regents

Rules of the Regents, including Regent Policy §5.D, define the basic requirements for reappointment, tenure, and promotion. Faculty should review Regent Policy 5.D and Administrative Policy Statement 1022 to understand all requirements as summary excerpts are paraphrased below. The university standard states that tenure may be awarded only to faculty members who have demonstrated, at a minimum, meritorious performance in each of the three areas of: *Scholarly/Creative Work, Teaching, and Leadership and Service* (to the university, profession and/or public); and who have demonstrated excellence in either *Teaching* or *Scholarly/Creative Work* (Regent Policy §5.D.2; APS 1022 §IV). Each tenure-track faculty member is evaluated in a comprehensive manner at least once during the tenure probationary period apart from the review for award of tenure. The comprehensive review typically occurs during the fourth year of full-time service and focuses on whether the candidate is making normal progress toward achieving the above standard (APS 1022, III.D). To be promoted to the rank of Professor (also referred to as “Full Professor”), an individual should typically have the terminal degree appropriate to their field or its equivalent, and a record that taken as a whole, may be judged to be excellent; demonstrates substantial contribution to graduate and undergraduate education, unless individual or departmental circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other; and in the time since receiving tenure or promotion to Associate Professor, demonstrates substantial and continued growth, development, and accomplishment in *Scholarly/Creative Work, Teaching, and Leadership and Service* (Regent Policy §5.D.3).

The purpose of this policy statement (“CEAE CRPT Criteria”) is to apply these general standards of performance in *Scholarly/Creative Work, Teaching, and Leadership and Service* to CEAE (Regent Policy §5.D.3.A). In case of conflict, the rules of the College of Engineering and Applied Science (CEAS) and/or University of Colorado Regents supersede this CEAE policy.

3. Guiding Principles

Evaluations for Comprehensive Review (Reappointment), Promotion, and Tenure (CRPT) are based on assessments by internal and external reviewers of past, present, and potential future scholarly and pedagogical achievements, and of productive and collegial service to our university and professional communities. CEAE embraces the vibrant diversity of scholarship and norms that embody civil, environmental, and architectural engineering and recognizes that there are many ways to achieve the standard of excellence under these values.

3.1 Scholarly/Creative Work (Research)

In *Scholarly/Creative Work*, we value diversity in the types of scholarly contributions faculty make including; to the primary literature, to policy and practice related to infrastructure and the built and natural environments, to development and dissemination of new models, datasets and tools, and to technology translation and commercialization. We value the impact and quality of a candidate's work over the quantity of output.

The evaluation of *Scholarly/Creative Work* is based on material in the candidate's dossier including:

- Candidate's CV,
- Candidate's Statement on Scholarly/Creative Work,
- Exemplary publications and other research products, outputs, and/or artifacts provided by the candidate (up to 3), and
- Solicited written assessments provided by external letter writers evaluating scholarly impact.

The impact and quality of the candidate's *Scholarly/Creative Work* are considered holistically and may be contextualized to demonstrate novelty and significance using measures such as:

- Publication of peer-reviewed journal articles in appropriate and leading venues;
- Publication of peer-reviewed conference proceedings or book chapters;
- Publication or production of books, technical reports, and other research products;
- Invited seminars and keynote lectures;
- Awards recognizing scholarship, innovation, entrepreneurship, and/or other impact;
- Grants, fellowships, and other sources of research funding;
- Record of successful mentorship of graduate students, with a particular focus on doctoral students, as indicated by student-led publication of peer-reviewed journal articles or other scholarly work, student milestones (e.g., graduation, preliminary or comprehensive examinations), and student achievements (e.g., student job placement, student awards, or fellowships);
- Development of new methodologies, models, datasets and tools, with evidence describing their dissemination and adoption by others;
- Adoption of scholarly work into textbooks or by instructors at other universities;
- Adoption of scholarly work by industry, professional practice, and other end users;
- Adoption of scholarly work in policy at the local, national, and/or international level;
- Media coverage (e.g., interviews, podcasts, social media, etc.) related to scholarly work; and
- Entrepreneurship as indicated by partnerships with industry, invention disclosures, patent applications (provisional and non-provisional), granted patents, signed options, signed licenses, startup companies, copyrights, trademarks, software tools and other applications.

It is not expected that a candidate will demonstrate impact across all of these measures, although journal articles or other scholarly publications are expected in all cases at all levels. Evidence of overall impact should be provided in the dossier, with the meaningful measures and documentation of those measures varying according to the candidate's subject matter and sub-field norms. It is the responsibility of the candidate to provide appropriate context for scholarly impact, including the convention related to author order, the role of the candidate in any significant ongoing collaborations, and other measures of impact.

CEAE expects faculty to obtain funding that is sufficient to build and maintain an impactful research program that supports the education of students and other trainees, especially doctoral students at CU Boulder. This record should be documented through evidence of applications for external funding and demonstrated ability to obtain the funding necessary to support their research program. Demonstrated success in obtaining funding may also be taken as an indication of impact of the candidate's scholarly work and their scholarly leadership. Provided the candidate is able to support an impactful research program, there are no specific expectations for external funding sources or levels. While grant applications and awarded funding amounts need to be provided in the CV, expenditures are not considered except where these numbers are needed contextualize other impacts.

The Primary Unit Evaluation Committee's (PUEC) evaluation of *Scholarly/Creative Work* shall use the above measures to assess the impact and quality of the candidate's research program. The PUEC's analysis shall situate these impact measures in the candidate's sub-field, addressing, for example, the appropriate and leading venues for publication for scholarly and broader impacts and context for conference proceedings in the sub-field. The PUEC report shall address impact to scholarship, as well as industry, policy, and entrepreneurship, where relevant.

3.2 Teaching

In *Teaching*, we value diversity in the types of teaching contributions faculty make including; to classroom instruction, mentorship and training of students and researchers, pedagogy, and the engineering education ecosystem. We value sustained commitment to the CEAE teaching mission and demonstrated quality and impact, considering factors such as organization, innovation, and inclusion across these teaching activities.

The evaluation of *Teaching* is based on material in the candidate's dossier including:

- Candidate's CV,
- Candidate's Statement on *Teaching*,
- Evidence of Multiple Measures of *Teaching* as defined by campus policies¹, which include:
 - Quantitative and qualitative results of the faculty course questionnaires (FCQs) (Required)
 - At least two of:
 - Peer observations of teaching
 - Reports of class interviews
 - Confidential redacted letters/interview/surveys
 - Course materials
- When solicited, written assessments provided by external letter writers evaluating teaching impact.

Documentation (peer observations, student interviews, etc.) should be for at least 3 distinct courses taught during the review period. Campus recommends that candidates and units work together to ensure that there is at least one form of peer evaluation reports per year the candidate under review has taught¹. If the faculty member has not yet taught three distinct courses, documentation should be for each distinct course they have taught.

¹ <https://www.colorado.edu/facultyaffairs/faculty-personnel-actions-career-milestones/reappointment-promotion-tenure/multiple-measures>

The impact, quality, and sustained commitment of the candidate's *Teaching* are considered holistically and may be contextualized using measures such as:

- Record of classroom teaching, as indicated by number, sizes, and diversity of classes taught at the undergraduate and graduate level, new course development or major revision, quantitative and qualitative results of FCQs, peer evaluations of teaching, results of classroom interviews, and randomly solicited evaluation letters from students;
- Record of successful mentorship of research mentees, including undergraduate students, graduate students, and postdocs, with a particular focus on doctoral students, as indicated by student-led publication of peer-reviewed journal articles or other scholarly work, student milestones (e.g., graduation, preliminary, or comprehensive examinations), student achievements (e.g., student job placement, student awards, or fellowships), evaluation letters from mentees, interviews with research mentees, and service on MS/doctoral thesis committees;
- Engineering education research activity, as evidenced by grants, publication of peer-reviewed journal articles, proceedings or books;
- Evidence of commitment to continuous improvement, such as participation in faculty training programs, and other activities;
- Teaching awards and recognition;
- Grants to advance teaching pedagogy or teaching technology;
- Adoption of candidate's teaching contributions, including curricular developments, in textbooks, in teaching policy or accreditation framework, or courses at other universities; and
- Participation in and leadership of other teaching activities, such as mentoring of undergraduate and graduate students (non-research mentoring and advising); advising of student groups; contributing to online course offerings, international exchange programs, professional and industry education programs, teaching-related service (e.g., offering or contributing sessions to introductory courses, FE review); and serving on national/professional organization teaching committees.

It is not expected that a candidate will demonstrate impact across all of these measures, although evidence of commitment to and impact in classroom teaching and research mentoring are expected in all cases at all levels. Evidence of overall impact should be provided in the dossier, with meaningful measures and documentation of those measures varying according to the candidate's area of focus. It is the responsibility of the candidate to provide appropriate context for teaching impact, including the candidate's role in any co-teaching and co-advising situations, the scope and content of instructional assignments, and alignment with departmental and campus teaching needs.

Candidates should recognize that FCQs are a required component of the dossier according to campus policy. While there is no minimum response rate for consideration, it is important that the quantitative and qualitative data on FCQs from courses taught are reasonably comprehensive. Candidates should follow recommended FCQ administration practices, to encourage participation of students in FCQs such that the response rate provides meaningful information for teaching activity.

Mentorship of graduate students is considered a measure of both research and teaching. Graduate student mentoring may include significant co-advising. CEAE values all forms of graduate mentoring. However, to demonstrate individual impact, candidates should use their teaching statement to describe their motivation for and approach to committed co-advising.

The PUEC's evaluation of *Teaching* shall include an assessment through the CEAE Teaching Quality Framework (TQF), which addresses teaching competency and continuous improvement. This process is described in Section 7.7. The outcome of this evaluation will include a TQF Evaluation Summary Table and paragraph describing the TQF evaluation results in the PUEC Report.

3.3 Leadership and Service

In *Leadership & Service*, we value activities, collaboration and leadership that serves CEAE, the university, the profession, our community, and society to advance our research and teaching missions and broaden participation in science and engineering.

The evaluation of *Leadership & Service* is based on material in the candidate's dossier including:

- Candidate's CV,
- Candidate's Statement on Service, and
- When solicited, written assessments provided by external letter writers evaluating leadership and service.

The candidate's service incorporates internal and external dimensions and may include:

- Service on CEAE, program, CEAS, institute, or university committees;
- Service through activities that advance student recruitment and broaden participation at the University or in the profession;
- Participation and leadership in activities that advance the professoriate through formal or informal faculty mentoring;
- Participation and leadership in activities that advance the candidate's scholarly community or profession, including, but not limited to, peer-review of articles and grants, serving on conference organizing committees, and professional society committees and leadership;
- University administrative roles; and
- Leadership in local, state, regional, international, or entrepreneurial initiatives with impacts on scholarly community, broadening participation in engineering, policy, industry/professional practice, or other communities.

It is not expected that a candidate engage in all of these types of service, although all faculty are expected to contribute meaningfully to CEAE and the profession. Due to the wide variability in types of service and their impacts, evidence of the significance of the service should be provided in the dossier by contextualizing the time commitment, the candidate's role, the community being served, and the impact of the service activity for that community.

The PUEC's evaluation of *Leadership & Service* shall use these measures to assess the candidate's contributions through internal and external service. Unique service activities should be contextualized by the PUEC letter.

4. Criteria for Reappointment (Comprehensive Review)

At reappointment, a candidate is assessed to determine on whether they are on a compelling trajectory that is likely to meet the expectations for Excellence in *Scholarly/Creative Work* or *Teaching* for Promotion to Associate Professor with tenure at the time of mandatory review, and

at least *Meritorious* in both. The candidate is also assessed on whether they will meet the expectations for *Meritorious Leadership & Service* at the time of mandatory review.

4.1 Scholarly/Creative Work (Research)

At the time of reappointment, the candidate is expected to be actively building an impactful and independent research group at CU Boulder. Evidence of building an impactful and independent research group includes: leading research proposals and/or projects as Principal Investigator (PI) and Co-PI; recruiting and mentoring graduate students in research; presenting research and works-in-progress in publications, conferences, and/or workshops; and working toward development of other measures of impact described in Section 3.1.

4.2 Teaching

At the time of reappointment, the candidate is expected to be actively developing a record of sustained commitment and impact in teaching. Evidence of actively building this teaching record includes: a record of classroom teaching and commitment to continuous improvement; recruiting and mentoring graduate students in research; and working toward development of other measures described in Section 3.2. The TQF Evaluation should demonstrate that the candidate's Proficiency at least meets expectations for the Basic Level Skills across most of the dimensions.

4.3 Leadership and Service

At the time of reappointment, the candidate is expected to be building an expanding service portfolio of activities listed in Section 3.3. Candidates are generally expected to be a sustained contributor to one CEAE committee, but the candidate's focus should be on building a portfolio of external service contributions to their scholarly and professional communities that will support their trajectory toward Promotion to Associate Professor with tenure.

5. Criteria for Promotion to Associate Professor With Tenure

At tenure, candidates must demonstrate, at a minimum, *Meritorious* performance in each of the three areas of *Scholarly/Creative Work*, *Teaching*, and *Leadership & Service*; and *Excellence* in either the *Scholarly/Creative Work* or *Teaching areas*. Tenure-track CEAE faculty being evaluated for Promotion to Associate Professor with Tenure will typically achieve Tenure by *Excellence in Research*.

5.1 Scholarly/Creative Work (Research)

To achieve a level of *Excellence* in research, the candidate will have established an impactful and independent research program, demonstrated through significant scholarly impact indicated by the measures in Section 3.1. Evidence commensurate with *Excellence* includes: a strong publication record in the appropriate and leading venues in the candidate's field, leadership in research projects and in developing funding proposals, and substantial evidence of impact along multiple dimensions indicated in Section 3.1. The candidate shall be well positioned to raise this level of impact in the future as evidenced by in-progress impactful research projects, the number of current doctoral students, and pending submitted research proposals. In most cases, a candidate is expected to have advised at least one doctoral student to successful graduation.

To achieve a level of *Meritorious* in research, a candidate will have established an independent research program. Evidence commensurate with Meritorious includes a moderate publication record and some evidence of impact along a few of the dimensions indicated in Section 3.1, but not meeting the requirements of Excellence. The candidate shall have evidence of some of the following, in-progress impactful research projects, a pipeline of doctoral students, and pending submitted research proposals, but not meeting the level needed to demonstrate the ability to raise their impact in the future.

5.2 Teaching

To achieve a level of *Excellence* in teaching, the candidate will have established a record of sustained commitment and substantial impact in teaching indicated by the measures in Section 3.2. Evidence commensurate with Excellence includes: an exemplary record of classroom teaching and commitment to continuous improvement that exceeds CEAE norms, evidence of successful recruiting and mentoring graduate students in research, and evidence of substantial impact on teaching beyond the university along additional dimensions described in Section 3.2. The candidate shall be well positioned to raise this level of impact in the future as evidenced by leadership in teaching initiatives in CEAE, the campus, and (inter)nationally. The TQF Evaluation is expected to demonstrate that the candidate's Proficiency exceeds expectations across most, if not, all the dimensions in terms of Basic Level Skills and is developing Professional Level Skills. In most cases, the classroom teaching record should include instruction of both undergraduate and graduate courses.

To achieve a level of *Meritorious* in teaching, the candidate will have established a record of sustained commitment and impact in teaching indicated by the measures listed in Section 3.2. Evidence commensurate with Meritorious includes: consistently solid record of classroom teaching and commitment to continuous improvement, evidence of successful recruiting and mentoring graduate students in research, and evidence of impact and commitment along additional dimensions described in Section 3.2. The TQF Evaluation is expected to demonstrate the candidate's proficiency at least meets expectations across most, if not, all the dimensions in terms of Basic Level Skills and is developing Professional Level Skills. In most, the classroom teaching record should include instruction of both undergraduate and graduate courses.

5.3 Leadership and Service

To achieve a level of Excellence in *Leadership & Service*, a candidate will have exhibited exemplary performance in leadership and service. The exemplary nature of service can be demonstrated along one or more dimensions: assuming significant leadership roles in internal or external service engagements, achieving a large body of service and leadership accomplishments, and performing particularly challenging service and leadership roles. The evidence should include activity in both internal and external dimensions of service.

To achieve a level of Meritorious in *Leadership & Service*, the candidate should demonstrate active and productive contributions along both internal and external dimensions of service, establishing a track record of sustained activity and leadership that advances the impact of the candidate and the university, and demonstrates a commitment to carry a full share of service responsibilities to CU Boulder over the long term.

6. Criteria for Promotion to Full Professor

Promotion to Full Professor requires a record that, taken as a whole, may be judged to be excellent; a record of significant contribution to graduate and undergraduate education (unless circumstances require a stronger emphasis or singular focus on one or the other); and a record since receiving tenure or promotion to Associate Professor that indicates substantial, significant, and continued growth, development and accomplishment in teaching, scholarly/creative work, and leadership and service.

6.1 Scholarly and Creative Work (Research)

For promotion to Full Professor, the candidate will have maintained an impactful and independent research program and demonstrated substantial and continued growth and impact beyond that demonstrated up to promotion of Associate Professor. Evidence of scholarly work commensurate with Excellence will consist of all of the following (except in rare circumstances): a body of scholarly work that is well-recognized nationally and internationally; documented completion of and leadership of several impactful research projects; and successful record of mentoring and publishing with multiple PhD students to graduation. The candidate shall have an ongoing pipeline of matriculating doctoral students and sustained research activity. This evidence shall be sufficient to establish the candidate as a thought leader based on significant scholarly impact across multiple dimensions of the measures in Section 3.1.

6.2 Teaching

For promotion to Full Professor, the candidate must have maintained their commitment to the CEAE teaching mission and demonstrated continued growth, leadership, and impact in teaching beyond that demonstrated at the time of promotion to Associate Professor. Evidence of teaching commensurate with Excellence consists of high-quality instruction of undergraduate and graduate courses and documented successful mentoring of research students. The TQF Evaluation is expected to demonstrate that the candidate's Proficiency exceeds expectations across most, if not all, of the dimensions in terms of Basic Level and meets Professional Level Skills.

6.3 Leadership and Service

For promotion to Full Professor, the candidate should have maintained service contributions along internal and external dimensions of service and demonstrated substantial and continued growth and impact beyond that demonstrated up to the promotion of Associate Professor. This growth can be demonstrated through activity across the dimensions described in Section 3.3, significant leadership roles in these activities, service and leadership activities with large impact, and performing particularly challenging service and leadership activities.

7. CEAE Process and Procedures

7.1 Candidate Role and Responsibilities

The candidate is responsible for preparing the major components of the dossier well ahead of CEAE and CEAS deadlines. The candidate is expected to attend (or watch the recording of) the CEAS RPT overview session that occurs in the Spring, and respond to changes in System, Campus (VCAC Checklist), or CEAS processes. Deadlines vary somewhat from year to year.

The VCAC Checklist is a critical document for candidates, and lists required dossier contents and relevant requirements.

For reappointment (comprehensive reviews), and tenure and promotion to associate professor reviews, the candidate must indicate whether they are using the CRPT Criteria in place at time of hire, or the current CEAE CRPT criteria. For promotion to full professor reviews, faculty are evaluated against the current CEAE CRPT criteria.

CEAS provides a recommended formatting for CVs. Candidates should ensure that the CV clearly presents the measure of impact that are most significant to their contributions. This includes, for example, clearly identifying authorship order and convention in publications, role of graduate students in publications, documentation of graduate student advising and co-advising roles, the candidate's role in major grants, and other details that will help contextualize their work. For clarity in later stages of the process, scholarly publications should be clearly numbered, graduate student mentees clearly identified according to degree and graduation date, funding streams quantified (typically total amount, and candidates share), and courses taught (with enrollment sizes) enumerated. The candidate may update their CV if a major change occurs the process; however, the date of the update and exact changes must be listed per the CEAS form. Every CV used during the review will be included in the dossier.

The statements (*Scholarly/Creative Work; Teaching; Leadership & Service*) provide the candidate with the opportunity to describe the context of their work, and the major impacts and contributions. The candidate should also provide qualitative and quantitative descriptions of the measures of impact described in Sections 3.1 – 3.3. The statements are limited to a maximum of 1500 words.

The candidate is responsible for ensuring documentation is obtained for the Multiple Measures of Teaching (MMTs) required, and to provide evidence and documentation for the TQF. The Associate Chair for Faculty Advancement (see Section 5.3) will assist the candidate with this documentation of teaching, but it is the candidate's responsibility to respond promptly to such offers and provide the necessary coordination. The candidate should aim for at least four peer observations and/or classroom interviews, with a minimum of three, for each review period. These observations should cover multiple semesters/years and multiple classes. Ideally, one course will be observed multiple times to show a pattern of development and improvement.

Candidate's Seminar

Around the time of dossier submission, all candidates for promotion and/or tenure are invited to present a seminar (25 min) at a regularly scheduled CEAE department meeting to share recent and significant scholarly/creative work, and most significant teaching and service contributions. This seminar provides an opportunity for colleagues to learn about the candidate's work and goals and for the candidate to contextualize their work. The PUEC may wish to comment on this seminar in the PUEC Report and use the material presented to inform their evaluation of the candidate's contributions.

7.2 Primary Unit Evaluation Committee (PUEC) Role and Responsibilities

In CEAE, a PUEC is defined for each candidate. The PUEC consists of two or three CEAE tenured faculty members on the Personnel Committee. These PUEC members are selected by the Department Chair in consultation with the candidate and their mentors. CEAS rules prohibit individuals with a conflict of interest from serving on the PUEC. Conflicts of interest include PhD or postdoctoral mentoring relationships or close collaborators. Faculty who have been coauthors

or co-investigators on peer-reviewed publications or grants in the past three years should generally not serve on the PUEC. The PUEC may be assisted by other voting eligible CEAE faculty members who are familiar with the candidate's research to help assemble the case.

The primary responsibility of the PUEC is to write the PUEC Report following guidance from the College. This report is the key document in the candidate's dossier, and summarizes the candidate's biographical information and dossier, describes the review process, and provides substantive descriptions and evaluations of the candidate's *Scholarly/Creative Work, Teaching, and Leadership and Service* according to the criteria in this document. The PUEC report must include a section titled "PUEC summary" which includes biographical information such as degrees, past experience, tenure clock, and areas of scholarship. It also must provide a substantiated evaluation in each area based on an assessment of the strengths and weaknesses of the case. It is expected that the PUEC will contextualize the candidate's *Scholarly/Creative Work, Teaching, and Leadership and Service* contributions, describing the measures and standards used to evaluate the candidate's impact in the context of norms in their research area and service and teaching in the context of CEAE policies and norms. The PUEC will complete the TQF evaluation and report on their assessment (See Section 7.7). The PUEC report is presented to the Personnel Committee, in a manner sufficient to communicate their findings to a hybrid audience, prior to the Personnel Committee vote.

The PUEC may be asked to review and update the report if questions of clarification arise from the personnel committee, Chair, First-Level Review Committee (FLRC), or others.

The PUEC is responsible for documenting key quantitative measures of impact (especially, the number of journal articles in the review period, number of graduated PhD students, funding streams, number of courses taught and their enrollments). These numbers should be confirmed with the candidate's CV and in a meeting with the candidate if needed to prevent delays in later stages of review.

7.3 Personnel Committee Role and Responsibilities

The CEAE Personnel Committee consists of all tenured Associate and Full Professors. The members of the Personnel Committee vote on reappointment, tenure and promotion cases at and below their ranks (i.e., Associate Professors vote on reappointment and tenure/promotion cases, but not promotion to full). The Chair and, as applicable, the Dean, do not vote as part of the Personnel Committee as their input is provided elsewhere.

Prior to voting, Personnel Committee members are expected to attend (or watch the recording of) the candidate's seminar presentation, review the candidate's dossier, participate in Personnel Committee meeting where the case is discussed, and conduct their review of the case in alignment with the criteria laid out in this document. It is expected that the Personnel Committee discussion capture reasons for both affirmative and negative votes.

The Personnel Committee vote is conducted anonymously and electronically. Abstentions are counted separately.

7.4 Department Chair and Associate Chair Role and Responsibilities

The CEAE Department Chair is responsible for soliciting external letters and letters from students and mentees based on Office of Faculty Affairs templates, supported as needed by CEAE Staff. After the Personnel Committee vote, the Chair writes a letter reflecting the

discussion of the committee and reports the Personnel Committee vote. The Department Chair's recommendation may deviate from the Personnel Committee's vote.

The Associate Chair for Faculty Advancement provides the candidate with assistance in maintaining documentation of teaching evaluations over the course of the review period. This assistance will include offering to arrange or facilitate peer teaching evaluations, classroom interviews, and/or interviews with graduate student mentees at regular intervals.

Annually, in late spring or early summer, the Chair or Associate Chair for Faculty Advancement will arrange individual meetings with each Assistant Professor. During this meeting, the candidate will share their progress towards tenure and discuss upcoming challenges and opportunities. This meeting will also provide the candidate with feedback about their progress toward meeting the standards for promotion. The candidate may also choose to include their faculty mentor(s) in part or all of this meeting.

Similar meetings are voluntary for Associate Professors working toward promotion to full, but recommended, at least on a biannual basis.

7.5 CEAE Department Staff Role and Responsibilities

The preparation of the dossier is supported by CEAE staff. Staff compile and organize FCQs results for all courses taught during the period of evaluation. Staff are also responsible for soliciting and compiling and redacting student letters that are received (prior to sharing with any faculty reviewers) and for developing the external reference key. Staff will also compile comprehensive review letters from the PUEC, Dean, and VCAC for the dossier for faculty being considered for tenure and promotion to Associate Professor. Staff support the chair in soliciting and compiling the external letters for tenure and promotion to Associate Professor and promotion to Professor cases. Ultimately, the CEAE Human Resources Liaison compiles the dossier materials and submits these to CEAS. Accordingly, the candidate should respond promptly to requests for clarification.

7.6 External Letters

At least six external letters are needed for candidates being considered for tenure and promotion to full. The letter writers are asked to situate the candidate's stature and work in their field and assess its overall impact and depth and demonstrate national and international reputation. These letters must be from individuals who are not associated with CU. The letters may not be from close collaborators or mentors. As a practical matter, this means that letters from individuals at institutions where a candidate was a postdoc or graduate student should be avoided; external letters may not be from a candidate's dissertation advisor. Co-authored publications, or serving as co-PIs on grants, may be viewed as evidence of close collaboration. The PUEC provides the Chair with a list of approximately eight names, with three or four of these provided by the candidate. However, the majority are expected to be from the PUEC; the external reviewers recommended by the candidate are identified as such in the Dossier Supplement. The Department Chair, supported by CEAE staff, is responsible for requesting the letters.

7.7 Use of Teaching Quality Framework in CRPT

This section details the process of how the CEAE TQF rubric-based approach to evaluating teaching is used as part of the promotion, reappointment, and tenure (CRPT) process. The CEAE

TQF matrix and rubric are described in a separate document. All dimensions of the TQF A-G must be addressed.

The CEAE Department values continuous efforts by each faculty to improve their teaching and mentoring. The intention of the rubric-based approach is to consistently document how faculty meet basic teaching skills and are developing advanced teaching skills. The TQF is structured to recognize diverse approaches to teaching excellence. Thus, to evaluate teaching for CRPT purposes, clear communication between the faculty and the PUEC is required to identify the most relevant evidence to support their TQF evaluation.

Collection of Evidence: refer to the CEAE-TQF rubric for the full list.

Candidates are expected to collect those sources of evidence from section H of the TQF needed to document their teaching efforts. It is not expected that all sources of evidence are needed.

Candidates may work with the Associate Chair for Faculty Advancement to collect:

- Peer Classroom Observation (A, B, C, D, E, G)
- Classroom focus group (A, B, C, D, G)
- Student Focus Group (F)

CEAE staff will collect:

- FCQs quantitative (e.g., FCQ Q8) (A, D, G)
- Student letters (D, E)
- Mentee Letters (current or former) (F)

Implementation of the TQF at CRPT

Candidates complete self-assessment using the TQF self-assessment or by addressing all seven dimensions of quality teaching in their reflective teaching statement. They will submit their self-assessment along with all evidence needed to support that self-assessment to the PUEC. The PUEC will then produce their own assessment, based on the process laid out in the Appendix of the TQF. Then the PUEC will reach out to the faculty if any points arise which require more evidence or clarification.

PUEC Guidance for CRPT Dossier

The PUEC should use the following template language in the PUEC Report of the CRPT Dossier to describe their TQF evaluation. Deviations from this language can be made as needed but should be kept to a minimum to ensure a consistent assessment result is communicated to the Personnel Committee, FLRC, Dean, and VCAC committees for all cases from CEAE.

To evaluate Prof. XX's teaching and mentoring activities, the PUEC considered the relevant aspects of the dossier prior to a discussion of the case based on the CEAE department's TQF rubric. The PUEC considered Prof. XX's teaching statement and CV, the FCQ scores and comments, peer evaluations and class interviews, course management (Canvas), example syllabi, tests, projects, recommendation letters, lecture notes, other basic documents from their courses, and letters solicited from students who had taken classes taught by Prof. XX and/or who had worked with them as research mentees. Using the department's TQF Teaching Evaluation Summary, Prof. XX's teaching was considered along each of the seven dimensions. Prof. XX has demonstrated a level of XXXX.

Approvals

DocuSigned by:



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Karl Linden, Chair, Department of Civil, Environmental and Architectural Engineering

5/18/2026

DocuSigned by:

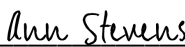


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Keith Molenaar, Dean, College of Engineering and Applied Science

5/18/2026

Signed by:



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Ann Stevens, Provost and Executive Vice Chancellor for Academic Affairs

5/28/2026

Date