

Primary Unit Policy, Process, and Criteria for Reappointment and Promotion of Instructional Series Faculty and Reappointment of Scholars in Residence

Department of Civil, Environmental and Architectural Engineering (CEAE)
College of Engineering and Applied Science
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Date of approval: 3/21/2024 (CEAE Chair) ^{3/21/2024} _____ (CEAS Dean) _____ (Provost) n/a
Effective Academic Year: 2024-2025

1. Scope

This document describes the procedures, policies, and criteria for specific use by the Department of Civil, Environmental and Architectural Engineering (CEAE) in evaluating instructional series (Teaching Professor track)¹ faculty for reappointment and promotion and for the reappointment of Scholars in Residence. This statement fulfills the unit's obligations stated in the university policies on faculty appointments ([Article 5.C.3: Instructional, Research, and Clinical Faculty](#) of the Laws of the Regents, [APS 5060 Faculty Appointments](#), and the [CU Boulder Provost Policy](#) on Appointment, Evaluation and Promotion of Non-Tenure-Track Faculty in Teaching and Librarian Positions). Appointment and reappointment are contingent on the instructional needs and availability of funds of the department.

2. Boulder Campus Policy on Appointment, Reappointment, and Promotion of Instructional Faculty

Per APS 5060 as revised July 1, 2024, teaching is the primary activity of Instructional Series faculty members (currently Instructors, Senior Instructors, and Principal Instructors whose titles will change to Assistant Teaching Professors, Associate Teaching Professors, and Teaching Professors on a rolling basis after 1/1/2024). Instructional series faculty members are generally expected to demonstrate excellence in teaching and meritorious performance in the other components of their annual merit evaluation. Instructional series faculty are also expected to demonstrate continued professional growth in their fields. Residence may hold a broader range of expected duties but are also expected to demonstrate excellence in their primary roles and meritorious performance in their secondary roles. Unit criteria are used for evaluation of reappointment and promotion to specific ranks.

In case of conflict, the rules of the College of Engineering and Applied Science and/or the University of Colorado Boulder Campus (Provost) and the University of Colorado System supersede this policy.

3. Timeline

Instructional Series Faculty are required to go through the reappointment process every 3 years. A reappointment for less than three years requires justification and approval by the Office of Faculty Affairs. For faculty interested in promotion, it is encouraged that they indicate this interest at the time of their next reappointment so they can be processed simultaneously. Faculty must serve at least six years in rank as Instructors before advancing to Senior Instructors, but promotion is not simply a function of time in rank and requires a record of **exemplary teaching**. There is no recommended timeline for years in rank between appointment to Senior Instructor and promotion to Principal Instructor other than the required campus minimum of 3 years. However, the faculty member needs to demonstrate significant growth since promotion to Senior Instructor and a **record of distinction** to be eligible, and that will likely take some

¹ Instructional Series and Supplemental Faculty titles are specified in [Administrative Policy Statement 5060](#) as revised effective July 1, 2023.

time. Dossiers are to be submitted to CEAS HR by the last Friday in January each year. Therefore, candidates will be informed at the beginning of the fall semester of their upcoming reappointment and be expected to submit all required materials as early as possible but no later than November 15th.

4. CEAE Policies and Procedures

This section describes the policies and procedures followed by CEAE during its portion of review for reappointment and, if relevant, promotion. After CEAE review, a candidate's file is reviewed by the College for conformity with unit and college policy and requires dean's review and approval. Promotion to Principal Instructor involves an additional college-level review by the college's Principal Instructor Review Committee prior to the dean's review. The College of Engineering and Applied Science policies and procedures for reappointment and promotional guidelines for instructional faculty are available on the college website (<https://www.colorado.edu/engineering-facultystaff/faculty/regular-faculty-non-tenure-track/reappointment-promotion-guidelines>).

A. Guiding Principles

Reappointment and promotion evaluations are holistic assessments of performance in past pedagogical achievements and service contributions. For teaching, value is placed on high-quality instruction that is inclusive and student focused. For leadership and service, value is placed on a commitment to improving the student experience, and dedication to students' success and achievement of their learning goals and initial career aspirations.

B. Guidance to Candidate for Preparation of Materials

A description of the materials required for both standard and expedited reappointment and promotion reviews, and the format for each document, is available [online](#).

Candidates undergoing a standard review should prepare the following materials:

1. The candidate's **curriculum vitae** (CV). The CV represents a cumulative record of teaching, leadership, and service, and for some (as included in offer letter or any subsequent modifications to job weightings), creative/scholarly work achievements. The version submitted should be formatted for ease of review during the personnel action being undertaken and use [this recommended format](#). For example, classroom teaching should identify courses taught, semester, and enrollment. Leadership and Service appointments should clearly state the duties identified in appointment letters with a timeline and effort for each.
2. The candidate's **Teaching Statement**. This statement should be 1,500 words or less and provide the details that the CV cannot provide, including the candidate's teaching goals, motivations, and insights, as well as any other relevant information. It can include teaching practices, reflections on their successes and challenges, modifications over time and tangible evidence of improved student outcomes, as well as additional related activities that might otherwise be overlooked. For example, mentoring is a teaching activity; it can include one-on-one advising as well as leading workshops on networking, professionalism, resume-writing, etc. The candidate should include information about how they maintain currency in their teaching. Examples could include engagement with the Center for Teaching and Learning, participating in teaching circles, seeking regular peer evaluation, and incorporating the feedback, and/or participating in pedagogical workshops or conferences. The candidate's statement should also discuss how their teaching/classroom activities or methods have contributed to higher effectiveness in the education of students and a more inclusive and equitable culture.
3. Candidates should include a **Leadership and Service Statement** of 1,500 words or less that highlights their major contributions to/activities in the unit and, as applicable for Senior and Principal Instructors, in the extended community (including the college, the university, the profession, and/or

the public). It may also include their goals, insights, and reflections relevant to these contributions. The candidate's statement should also discuss how their leadership and service activities have contributed to the profession.

4. Candidates whose responsibilities include scholarly/creative work (a.k.a. research) should include a short (maximum 1,500 words) **Scholarly/Creative Work Statement** explaining the topics of their research, publications, and the quality of its contributions. This statement should describe major contributions, describing their originality, independence, and impact, or any unique aspects of the research. Scholarly/creative work used to maintain currency in the field(s), can be discussed here.
5. Candidates shall prepare a self-assessment of the individual assessment rubrics for the seven (7) dimensions of quality teaching in the TQF and discuss their evaluation with the PUEC.
6. **Other material the candidate wishes to provide.** The candidate has the option to provide additional material that they believe is relevant to and illustrative of their performance during the review period.

Materials Prepared by the PUEC

1. Statement of Primary Unit Evaluation Committee
2. Teaching Portfolio Including the Index, Teaching Evaluation Summary Page (if applicable) Followed by Multiple Measures of Teaching, full list available in [APS 1009 Appendix A](#)
3. Evaluation Summary Table of the TQF after reviewing and discussing the individual assessment rubrics for the seven dimensions of quality teaching with the candidate
4. Leadership & Service Portfolio (only for promotion to Principal Instructor)
5. The department/program may include additional materials if desired.
6. Letters from students and mentees must be used as a measure of teaching performance. If not included in the TQF evaluation, letters should be solicited from students and mentees, and should be anonymized upon receipt by the unit and the letters, along with a copy of the solicitation template for each group.
7. A copy of the program/department's Policies, Procedures, and Criteria for Teaching Faculty Reappointment and Promotion.

When allowed per CU Boulder and CEAS guidelines, CEAE will use the expedited review process for reappointment. Note that expedited review is only available for faculty on an appointment of no longer than three years who already hold Senior or Principal Instructor (Associate Teaching Professor or Teaching Professor) or Scholar in Residence rank, are not going up for promotion, and who have earned overall merit scores, inclusive of teaching, service (and research if applicable), of "5 - Outstanding" or "4- Exceeding Expectations" on their last two completed annual performance evaluations (since their last reappointment). The expedited review process requires submission only of the candidate's CV and the Chair's or Director's support letter.

C. CEAE Process

Primary Unit Evaluation Committee (PUEC) and Voting Eligibility

The Primary Unit Evaluation Committee (PUEC) shall consist of two faculty members appointed by the Chair. Tenure/Tenure-Track Faculty and Teaching Faculty of equal or higher rank to the candidate are eligible to serve on the PUEC. In conjunction with the department Chair and with the assistance of administrative staff, the PUEC will assemble the candidate's dossier, which must contain at least the mandatory items described in the campus and [college](#) guidelines.

The Chair shall constitute an evaluation committee based on unit bylaws and the committee will meet to review the cases for reappointment and promotion with a presentation by the PUEC and a following discussion of the case.

In reappointment cases for instructors, all faculty of higher rank within the Teaching Faculty (i.e., Senior Instructors and Principal Instructors) and all faculty of equivalent higher rank within the Tenure/Tenure

Track Faculty (i.e., Associate Professor, Professor) are eligible to vote. In promotion cases, all faculty at the rank the individual is being promoted to or higher are eligible to vote, including both Teaching and Tenure/Tenure-Track Faculty. The Chair is not eligible to vote either as a member of the Primary Unit or in their role as Chair. The faculty vote will be reported in the Chair's letter of nomination and recommendation.

In reappointment cases for Scholars in Residence, all instructional faculty are eligible to vote in addition to tenure/tenure track faculty.

Report of the Chair/Director/Primary Unit Evaluation and Recommendation

After the unit discussion and vote are complete, the Chair will provide a summary of the faculty's discussion of the candidate's case, report the primary unit vote, and explicitly provide their own evaluation and recommendation, which may agree or disagree with the primary unit faculty vote. Regardless of the assessment, the Chair shall provide a detailed rationale for the recommendation. The Chair and PUEC letters are meant to offer constructive feedback to a candidate, regardless of the type of assessment being made, and shall be shared with the candidate via email when the case is forwarded to the Dean's Office.

The final Chair and PUEC letters, along with all required material, will be submitted to CEAS HR for dean's review and processing by submitting a [ticket](#) to the CEAS HR Team.

5. Criteria

A. Evaluation of Teaching

Instructional series faculty will be reappointed and promoted based primarily on their teaching performance. Per [CU Boulder Provost policy](#), reappointment and promotion of instructional series faculty requires that their teaching be rated as excellent, as defined in this policy. The expectation in CEAE is that an instructional series faculty member with a full-time position (1.0 FTE) and 80% annual merit allocation to teaching should teach the number of courses as defined in their most recent offer letter (or addendum, if applicable). This will be prorated for lesser appointments and effort allocations.

At time of reappointment of Instructor (Assistant Teaching Professor) rank faculty – Every 3 years

The criteria for **meritorious** performance in teaching are:

- Teaching a full load of courses, as appropriate for the faculty member's merit formula (allocation percentage), that supports the needs of the unit including, as appropriate, both upper and lower division undergraduate courses and/or graduate courses per the expectations of CEAE.
- Participation in the development of curriculum within CEAE, which may include the development of new courses, the updating or significant revision of existing courses, or participating in the development or revision of degrees or certificates offered by CEAE.
- Teaching performance, as demonstrated in the CEAE-defined TQF, of 2's and 3's across all dimensions.

The criteria for **excellent** performance in teaching are:

- Exceeding the criteria for meritorious performance as demonstrated in the CEAE-defined TQF, of 3's and 4's across all dimensions.

At time of reappointment of Senior Instructor (Associate Teaching Professor) rank faculty – Every 3 years

The criteria for **meritorious** performance in teaching are:

- Teaching a full load of courses, as appropriate for the faculty member's merit formula (allocation percentage), that supports the needs of the unit including, as appropriate, both upper and lower division undergraduate courses and/or graduate courses per unit expectations

- Participation in the development of curriculum within CEAE, which may include being a member of the Curriculum Committee, the development of new courses, the updating or significant revision of existing courses, or participating in the development or revision of degrees or certificates offered by CEAE.
- Teaching performance, as demonstrated in the CEAE-defined TQF, of 2's and 3's across all dimensions.

The criteria for **excellent** performance in teaching are:

- Exceeding the criteria for meritorious performance as demonstrated in the CEAE-defined TQF, of 3's and 4's across all dimensions.

At time of reappointment of Scholars in Residence with teaching duties – Every 3 years

The criteria for **meritorious** performance in teaching are:

- Teaching a full load of courses, as appropriate for the faculty member's merit formula (allocation percentage), that supports the needs of the unit including, as appropriate, both upper and lower division undergraduate courses and/or graduate courses per the expectations of CEAE.
- Participation in the development of curriculum within CEAE, which may include the development of new courses, the updating or significant revision of existing courses, or participating in the development or revision of degrees or certificates offered by CEAE.
- Teaching performance, as demonstrated in the CEAE-defined TQF, of 2's and 3's across all dimensions.

The criteria for **excellent** performance in teaching are:

- Exceeding the criteria for meritorious performance as demonstrated in the CEAE-defined TQF, of 3's and 4's across all dimensions.

For Promotion to Senior Instructor (Associate Teaching Professor) - Must hold rank of Instructor for at least 6 years to be eligible for promotion to Senior Instructor

The criteria for **excellent** performance in teaching are:

- All criteria described above for excellent teaching performance at the Instructor (Assistant Teaching Professor) rank.
- Evidence of impactful leadership within CEAE's teaching mission. For example, candidate has led modifications to curriculum, degree programs, or certificates; supported ABET accreditation; demonstrated significant design or redesign of courses or course sequences.
- Demonstration of teaching and leading student groups outside of the classroom (ex., ASCE, Solar Decathlon, regional and national competition teams).
- Demonstration of individualized instruction of students through mentoring, independent studies, undergraduate and/or graduate research.

For promotion to Principal Instructor (Teaching Professor), a faculty member must hold the rank of Senior Instructor for a minimum three (3) years, demonstrate a consistent and substantial record of excellent teaching and pedagogical development since being appointed as Senior Instructor (Assistant Teaching Professor; per [APS 5060](#) Appendix A-2), must meet the unit criteria for excellence in teaching, and must demonstrate a "record of distinction." As defined by the college, a "record of distinction" refers to a record of accomplishments of an instructional series faculty member beyond the regular responsibilities of a Senior Instructor within the teaching and leadership and service categories. Promotion to Principal Instructor primarily focuses on efforts made since promotion to Senior Instructor but may also include activities since initial appointment and/or prior work experience at other academic institutions or organizations.

The record of distinction in teaching for **CEAE**:

- **Requires** all criteria described above for excellent teaching performance for re-appointment as a Senior Instructor (Associate Teaching Professor)
- **Requires** contributions to course and curriculum development within the department
- **Requires** demonstration of teaching and leading multiple student groups inside and outside of the classroom (ex. capstone course director, student chapter faculty advisor, regional, national, and international competition teams)
- **Requires** demonstration of individualized instruction of students through mentoring, independent studies, and/or undergraduate/graduate research. Additional consideration is given for mentoring undergraduate and graduate students to present and/or publish their work
- **Requires** demonstration of a record of distinction in teaching through external letters from faculty peers and/or industry leaders outside of CU, awards, and/or invited speaking engagements
- **May include** a body of work that improves teaching across multiple curriculum groups or multiple departments
- **May include** impact on engineering education beyond CU, via authoring / co-authoring textbooks, online courses, peer-reviewed conference papers, and/or leading teaching workshops
- **May include** documented leadership in diversity, equity, and inclusion via teaching in the classroom, mentoring, and/or leading student groups/organizations
- **May include** leading the development of a new degree/minor/certificate program

B. Evaluation of Leadership and Service

Most instructional track faculty in the CEAE have contracts which specify that 20% of their effort is allocated to leadership and service. For other cases, the criteria below will scale accordingly.

Reappointment

For reappointment, an instructor's leadership and service must be deemed at least meritorious. Meritorious service requires contributions to the unit inclusive of participating in program processes to improve courses and teaching, professional service, and fostering student engagement through mentoring of individual students within the unit. For reappointment at the Senior Instructor (Associate Teaching Professor) and Principal Instructor (Teaching Professor), Meritorious Service includes contributions and participation on college and/or university committees.

Promotion to Senior Instructor (Associate Teaching Professor)

For promotion to this rank, the individual's leadership and service must be deemed at least meritorious. This includes the same expectations for meritorious contributions for reappointment, in addition to demonstrated evidence of impact of leadership within the unit/college.

Promotion to Principal Instructor (Teaching Professor)

For promotion to this rank, the individual's leadership and service must support a "record of distinction." Within CEAE. Leadership and Service activities that may support a record of distinction include:

- Leadership within the profession, such as serving a leadership role within an appropriate professional society.
- Leadership in the program's ABET accreditation process.
- Distinguished contributions to Diversity, Equity, and Inclusion (DEI) at CU or beyond;
- Outreach to communities and partners beyond the university, including government agencies nonprofits, and/or underserved groups, that draws upon the candidate's expertise.

C. Evaluation of Scholarly/Creative Work

Most instructional series faculty and Scholars in Residence do not include a scholarly/creative work expectation. For those faculty who do have research duties or expectations, Meritorious and Excellent performance definitions and expectations shall be defined by the personnel committee in consultation with the Chair. During reappointment and promotion review, the individual shall provide evidence to support expectations.

Approvals

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Karl Linden, Chair,
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3/21/2024

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3/21/2024

Date