

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

Electrical, Computer and Energy Engineering
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 Electrical, Computer and Energy Engineering (ECEE) department 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).

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

Per APS 5060 as revised July 1, 2023, 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). This document will use the new ranks with the understanding that it may take some time for the transition to occur. Instructional Series faculty members are generally expected to demonstrate excellence in teaching and at least meritorious performance in the other components of their annual merit formula. In addition, Instructional Series faculty are expected to demonstrate continued professional growth in their fields. Scholars in 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. ECEE Department Policies and Procedures

This section describes the policies and procedures followed by the ECEE department during its portion of review for reappointment and, if relevant, promotion. After the ECEE department 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 Teaching Professor involves an additional college-level review by the college's Teaching Professor First Level Review Committee prior to the Dean's review. The College of Engineering

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

and Applied Science policies and procedures for reappointment and promotional guidelines for instructional faculty are available on the [college's website](#).

A. Guidance to Candidate for Preparation of Materials

A description of the materials required for 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), scholarly/creative work achievements. The version submitted should be formatted for ease of review during the personnel action being undertaken. For example, classroom teaching should identify courses taught, semester, and enrollment, and leadership and service appointments should clearly state the timeline and effort level required.
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. 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, for example, by engaging 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 activities have been focused on making their classroom more inclusive and equitable. The Teaching Statement may also include an optional Teaching Self-Assessment section.
3. The candidate's **Teaching Self-Assessment** is an optional section of the Teaching Statement. The self-assessment may include, in 1,000 words or less, the candidate's assessment of their teaching practices, including teaching techniques and experiences, steps taken to improve teaching or student learning outcomes, and steps planned to be taken in the future.
4. Candidates whose responsibilities include leadership, and service 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 Associate and Full Teaching Professors, 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 leadership and service activities have been focused on making their profession more inclusive and equitable.
5. 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 and the quality of its contributions. This statement should give insight into the candidate's major contributions, describing their originality, independence, and impact, or any unique aspects of the record. It can also express the candidate's inspiration, goals, and progress in scholarly or creative work. Candidates who use scholarly/creative work to maintain currency in their field(s) can discuss this here. The candidate's statement should also discuss how their scholarly/creative activities have been focused on making their profession more inclusive and equitable.
6. **Other material the candidate wishes to provide**. The candidate has the option to provide additional material that they believe is relevant to their performance during the review period. For example, the candidate may wish to provide a statement describing how the COVID pandemic, Marshall Fire, or other extraordinary event impacted their teaching.

B. ECEE Department Process

Primary Unit Evaluation Committee (PUEC) and Voting Eligibility

The Department Chair with help from the Associate Chair for Faculty and Staff shall appoint an ad hoc committee to assist the candidate in assembling the dossier, which must contain at least the mandatory items described in Section 3.A. The ad hoc committee does not hold an evaluative vote during the reappointment and promotion process. All student/mentee letters will be solicited by the Office of the Chair using a standard template letter requesting their feedback on their interactions with the candidate regarding their teaching, mentorship and, if applicable, research. This solicitation is at random from a list of all students who were registered in classes taught by the candidate during the timeframe of the review. All letters received will then be anonymized and included in a separate supplement to the dossier. Upon completion of the dossier, the ad hoc committee will then present a factual summary of the candidate's dossier to the Primary Unit Evaluation Committee (PUEC). This summary includes factual descriptions of the candidate's teaching performance, university, and professional service and, if applicable, research. The dossier should include a Teaching Quality Framework (TQF) Evaluation Summary form, which should specify the sources of evidence used as part of the teaching evaluation, as described in Appendix A.1. The final dossier shall be made available to the PUEC who are eligible to vote on the case prior to any vote on the case. Once the dossier has been presented to the PUEC, the PUEC will vote on the matter of reappointment or promotion and compose a written report of the PUEC to the Chair that will become part of the official dossier.

All members of the voting faculty (as defined by ECEE bylaws) serving as Associate Chairs or on the Executive Committee are eligible to serve as members of the Primary Unit Evaluation Committee (PUEC) for the following cases: reappointment of Assistant Teaching Professors, promotion to and reappointment of Associate Teaching Professors; all tenured full professors in the department are eligible to serve as members of the Primary Unit Evaluation Committee (PUEC) for promotion to and reappointment of Teaching Professors. The Chair is eligible to vote in their role as Chair, as described in the department bylaws. While collaboration and cooperation are encouraged in the ECEE Department, it is also important that all reviews be unbiased. Faculty members who have a professional or personal potential conflict of interest with the candidate should not serve on the candidate's PUEC. Potential conflicts of interest include PhD or postdoctoral mentoring relationships and close collaborations. Family members should recuse themselves from personnel reviews of immediate family members. Questions on potential conflicts of interest should be directed by the Chair to the Dean or the Associate Vice Chancellor for Faculty Affairs.

Primary Unit (Department) Vote

After the PUEC report is complete, the department Chair schedules a meeting where department faculty are presented with a factual summary of the candidate's dossier. This summary includes factual descriptions of the candidate's teaching performance, university and professional service and, if applicable, research. The dossier of the candidate will be available to all faculty members eligible to vote on the case after the meeting. Following the meeting, eligible faculty will participate in a secret electronic vote to reappoint or promote the teaching faculty member. Faculty shall have the option to "abstain," on any given question. If faculty abstain from voting or they vote against the proposed action, they should be asked to provide a reason so that the Chair can summarize that for the next levels of review. The Department Chair should not vote, but he or she may be present during the discussion by the PUEC and the faculty.

In the case of voting for the reappointment of Assistant Teaching Professor or promotion to Associate Teaching Professor, all tenured faculty, Scholars in Residence, and Instructional Series Faculty at the Associate Level or higher can vote. In the case of voting for the reappointment of Teaching Associate Professors, all Tenured Faculty and Instructional Series Faculty at the Associate Level or higher are eligible to vote. In the case of voting for the promotion to and reappointment of Teaching (Full) Professors, all Tenured Full Professors and full Teaching Professors are eligible to vote.

Report of the Chair / 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 including any insight into negative votes or abstentions, 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 assessment type, 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 materials, will be submitted to CEAS HR for the Dean's review and processing by submitting a [ticket](#) to the CEAS HR Team.

4. Criteria

A. Evaluation of Teaching

Instructional Series faculty will be reappointed and promoted based on their teaching performance. Per [CU Boulder Provost policy](#), **promotion of instructional series faculty requires that their teaching be rated as excellent.**

The ECEE Department uses seven dimensions to evaluate candidates' teaching performance for reappointment, and promotion actions. These dimensions are part of the Teaching Quality Framework (TQF) that was developed jointly with input from all college departments/units. These represent practices that ECEE faculty commonly utilize in their teaching, and are evaluated using multiple measures of teaching, as addressed in Appendix A.1. These dimensions include (1) course goals and alignment; (2) course preparation; (3) teaching methods and practices; (4) presentation; (5) student outcomes; (6) mentorship/advising; and (7) professional reflection and development. There are opportunities to consider inclusive and equity-based practices throughout the TQF criteria.

In cases where the candidate has weaknesses in teaching performance, classroom or mentoring, efforts must be underway to improve the candidate's performance by involving mentors, the Center for Teaching and Learning, or other appropriate internal or external support structures. Those efforts should be documented and discussed in the candidate's teaching statement, teaching self-evaluation, and report by the PUEC.

For reappointment, an Assistant Teaching Professor's Teaching must be deemed at least meritorious.

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

- Having a full teaching load, as appropriate for the faculty member's allocation percentage, that supports the needs of the department typically including, as appropriate, both upper and lower division undergraduate courses and/or graduate courses per department's needs and expectations. Consistent with the department teaching load policies, the teaching load may include multiple courses or course sections, course development, and student mentoring.
- In the context of the TQF, a proficiency level of **at least basic (level 2) in all seven dimensions**, evaluated based on multiple measures of teaching, as described in Appendix A.1.

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

- Meeting the criteria for meritorious performance.
- In the context of the TQF, **a proficiency level of professional (level 3) or advanced (level 4) in at least one** of the TQF dimensions, evaluated based on multiple measures of teaching, as described in Appendix A.1.
- Consistently high teaching performance, or continued improvement in one's own teaching practice as evidenced by student and peer evaluations over time.
- Documented participation in significant course revision or new course development.

For reappointment, an Associate Teaching Professor's Teaching must be deemed at least meritorious

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

- Having a full teaching load, as appropriate for the faculty member's allocation percentage, that supports the needs of the department typically including, as appropriate, both upper and lower division undergraduate courses and/or graduate courses per department's needs and expectations. Consistent with the department teaching load policies, the teaching load may include multiple courses or course sections, course development, and student mentoring.
- In the context of the TQF, a proficiency level of **at least basic (level 2) in all seven dimensions**, evaluated based on multiple measures of teaching, as described in Appendix A.1.
- Documented participation in curricular discussions and developments at the department level.

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

- Meeting the criteria for meritorious performance.
- In the context of the TQF, **a proficiency level of professional (level 3) or advanced (level 4) in at least one** of the TQF dimensions, evaluated based on multiple measures of teaching, as described in Appendix A.1.
- Consistently high teaching performance, or continued improvement in one's own teaching practice as evidenced by student and peer evaluations over time.
- Evidence of impactful **leadership within the ECEE department's teaching mission**. Examples of leadership may include:
 - Leadership roles or contributions in the department's committees related to its teaching mission including the curriculum committee, the laboratory committee, the graduate studies committee, and the professional/online graduate study committee.
 - Contributions to activities related to ABET accreditation.
 - Significant design or redesign of course or sequence of courses.
 - Contributions to introductions of new courses or degree programs.

For reappointment, Teaching of a Scholars in Residence with teaching duties must be deemed at least meritorious

The criteria for meritorious and excellent performance match the respective criteria for teaching faculty with teaching duties in proportion to their percentage weightings.

For Promotion to Associate Teaching Professor

Per campus policy, faculty must hold a 50% or greater appointment at the rank of Assistant Teaching Professor rank for six years before promotion to Associate Teaching Professor.

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

- All criteria described above for excellent teaching performance at the Assistant Teaching Professor rank.
- Evidence of impactful **role within the ECEE department's teaching mission**. Examples include:
 - Leadership roles or contributions in the department's committees related to its teaching mission including the curriculum committee, the laboratory committee, the graduate studies committee, and the professional/online graduate study committee.
 - Contributions to activities related to ABET accreditation.
 - Significant design or redesign of course or sequence of courses.
 - Contributions to introductions of new courses or degree programs.

For promotion to Teaching Professor,

Promotion to Teaching Professor is possible after at least three years in rank as an Associate Teaching Professor in a 50% or greater appointment. However, time in rank is not the primary factor for promotion. For promotion to this rank, a faculty member must demonstrate a consistent record of excellent teaching and pedagogical development since being appointed as an Associate 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 an Associate Teaching Professor within the Teaching and Leadership and Service categories. Promotion to Teaching Professor primarily focuses on efforts made since promotion to Associate Teaching Professor but may also include activities since initial appointment.

The record of distinction in teaching for ECEE department requires meeting all criteria described above for excellent teaching performance for re-appointment as an Associate Teaching Professor. In addition, the record should include evidence of teaching contributions beyond the excellence criteria at the Associate Teaching Professor rank and their demonstrated positive impact on the unit and/or the college, the university, or beyond. Examples of such contributions may include:

- Documented contributions to diversity, equity, and inclusion via teaching as documented in the candidate's teaching statement or documented via multiple measures of teaching.
- A history of individualized instruction or contributions toward fostering student engagement as evidenced, for example, through mentoring of students or service on thesis committees.
- Demonstrated impact on engineering education beyond the department, college, or university, typically via authoring/co-authoring peer-reviewed papers related to engineering education, participation in local or national workshops or conferences on engineering education or documented through external letters from faculty peers outside CU.
- Publication of educational materials in support of the ECEE teaching mission, such as a textbook or courses in ECEE online degree programs (such as MS-EE on Coursera).

B. Evaluation of Leadership and Service

Most Instructional Series faculty in the ECEE department have appointments that 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 Assistant Teaching Professor's Leadership and Service must be deemed at least meritorious.

Meritorious service requires service contributions to the department, inclusive of:

- Participation in department committees.
- Participation in processes to improve one's own courses and teaching, such as consultations with mentors, participation in peer mentoring or peer teaching evaluations, course evaluations at the department level and potentially beyond the department, such as service on college or university committees, or professional service.
- Fostering student engagement through mentoring undergraduate or graduate students.

Promotion to 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 the impact of leadership within the department/college.

Promotion to Teaching Professor

For promotion to this rank, the individual's Leadership and Service must support a "**record of distinction**".

Within the ECEE department, Leadership and Service activities that may support the record of distinction include:

- Leadership within the profession, such as serving a leadership role within an appropriate professional society.
- Outreach that draws upon the candidate's expertise to communities and partners beyond the university, including government agencies, nonprofits, and other stakeholders.
- Distinguished contributions to Diversity, Equity, and Inclusion at CU or beyond.

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 expectations in this area, the scholarly/creative work must be deemed at least meritorious. **Meritorious** performance requires documented scholarly contributions inclusive of:

- Dissemination of work in any discipline-specific appropriate manner.
- Participation in preparation of research proposals or in sponsored research projects.

Approvals

DocuSigned by:

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3/21/2025

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Keith R. Molenaar, Dean, College of Engineering and Applied Science

3/21/2025

Date

Appendix A1: Evaluation of Teaching in the ECEE Department based on the Teaching Quality Framework

The CU-Boulder Teaching Quality Framework (TQF) initiative facilitates departmental and campus-wide efforts to provide a richer evaluation of teaching to enhance the value of high-quality teaching and reward scholarly approaches to improving student learning. The [Teaching Quality Framework Rubric](#) is a tool for considering different dimensions of quality teaching and what various levels of proficiency in each of those dimensions may look like.

The ECEE department uses multiple measures to evaluate teaching according to the seven TQF rubric dimensions. To be considered holistically, these measures include:

- In-class interview by undergraduate or graduate advisor.
- In-class peer evaluations by another faculty member.
- Letters solicited from students.
- FCQs as compared to historical averages within the department and for the courses the candidate taught.
- Evidence of mentoring of undergraduate students, graduate students, or postdoctoral researchers.
- Evidence of development of new courses or substantial enhancement of existing courses.
- Teaching professional development efforts (e.g., participation in the Center for Teaching & Learning programs), including the incorporation of pedagogical best practices or innovations into teaching or instruction on pedagogical methods.
- Internal or external award nominations, awards, or letters of recognition for teaching and/or mentoring.
- 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. 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, for example, by engaging with the Center for Teaching and Learning, participating in teaching circles, seeking regular peer evaluation, and incorporating the feedback, or participating in pedagogical workshops or conferences. The candidate's statement should also discuss how their teaching activities have been focused on making their classroom more inclusive and equitable.
- The candidate's **Teaching Self-Assessment** is an optional section of the Teaching Statement. The self-assessment may include, in 1,000 words or less, the candidate's assessment of their teaching practices, including teaching techniques and experiences, steps taken to improve teaching or student learning outcomes, and steps planned to be taken in the future.