

**Primary Unit Criteria for Comprehensive Review, Promotion, and Tenure**  
Electrical, Computer, & Energy Engineering  
College of Engineering and Applied Science  
University of Colorado Boulder

Date of approval: \_\_\_\_\_ (department) \_\_\_\_\_ (CEAS Dean)  
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## 1. Scope

This document describes the procedures, policies, and criteria for specific use by the Department of Electrical, Computer, & Energy Engineering (ECEE) in evaluating tenure-track faculty for reappointment, tenure, and promotion; The University of Colorado Board of Regents sets the *standards* for earning reappointment, tenure, and promotion, and are ultimately responsible for awarding tenure. Primary units/departments develop *criteria* that define the teaching, scholarly/creative work, 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. Regent Standards for Tenure (Policy 5 Section 5.D.2) [excerpts]

- 1) As stated in [Regent Policy 5 Section D: Reappointment \(to a tenure-track position\), Tenure, and Promotion](#), Section 5.D.2(A), states that “Tenure may be awarded only to faculty members with demonstrated meritorious performance in each of the three areas of: teaching (or librarianship), scholarly/creative work, and leadership and service (to the university, profession and/or public); and demonstrated excellence in either teaching, or scholarly/creative work.”
- 2) Section 5.D.2(B) states that “A recommendation of tenure based on excellence in scholarly/creative work shall include evidence of impact beyond the institution. A recommendation for tenure based on excellence in teaching 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.”

### **Primary Unit Criteria for Reappointment (to a tenure-track position), Tenure, and Promotion (Policy 5 Section 5.D.3) [quoted]**

(A) Primary units develop criteria that define the teaching, scholarly/creative work, and leadership and service expectations for faculty, such as expectations for publications, grants for scholarly/creative work, measures of clinical excellence, etc., in terms of their scholarly field(s). These primary unit criteria are reviewed for rigor, fairness, and consistency with regent requirements and are not effective until approved by the dean and provost. In those cases where the primary unit has requested and received Board

of Regents approval of specific alternative or additional criteria, those criteria shall be applied in appointment, reappointment, tenure, and promotion decisions.

(1) If new or revised primary unit criteria have been adopted during a faculty member's tenure probationary period, the faculty member may choose to be evaluated for tenure based on the new criteria or the criteria in place at the time of appointment. When a faculty member is evaluated for promotion to full professor, the current primary unit criteria shall apply. See the corresponding administrative policy statement ([APS 1022](#)).

(B) The merit of the candidate is the only consideration in recommendations for awarding tenure. The program requirements of the primary unit shall be considered only at the time of appointment and reappointment.

(C) To be promoted to the rank of Professor (also referred to as "Full Professor"), an individual should have the terminal degree appropriate to their field or its equivalent, and:

(1) A record that, taken as a whole, may be judged to be excellent; and

(2) A record of significant 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

(3) A record since receiving tenure or promotion to Associate Professor that indicates substantial, significant, and continued growth, development, and accomplishment in teaching (or librarianship), scholarly/creative work, and leadership and service." [Regent Policy 5.D.3.(C)]

### **Additional Guidance**

Regent Policy 5, Section 5.C.2(E) states that "The process leading to the award of tenure is an evaluation of a faculty member's cumulative performance and is a process that is separate and distinct from the annual performance evaluation." CU System Administrative Policy Statement (APS) [1022](#) Section VII C. specifies that "For cases involving reappointment at comprehensive review, faculty and review committees at each level of review vote on whether the candidate is either: (1) on track for tenure; (2) not yet on track for tenure but could meet standards for tenure with appropriate corrections; or (3) not on track for tenure." However, Boulder campus practice is to seek a determination based on a single vote on the question of whether the candidate is on track to meet tenure standards at the time of tenure review.

CU System Administrative Policy Statement (APS) [1022](#) Section IX discusses post-tenure review (PTR).

A. Post-tenure review (PTR) is a summative evaluation over a five-year review period. 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.

B. Each campus shall have procedures for appropriate peer evaluation during PTR and for appeals of the PTR evaluation. Primary units shall have written guidelines that conform to the campus procedures and this APS.

The College expectation is that faculty will demonstrate continued growth, development, and accomplishment in teaching, scholarly/creative work, and leadership and service after they are awarded tenure. The specific criteria for *meeting expectations* during PTR are set by the primary unit.

## **3. Departmental Policies and Procedures**

The policies and procedures followed by the Department of Electrical, Computer and Energy Engineering during its portion of review for reappointment, promotion, and tenure (first-level review, part 1) are described in **Appendix A.1**. Subsequent to the Department's review, a candidate's file is reviewed by the college (first-level review, part 2), the campus (second-level review), and finally by the President and Regents (third level review). The Regents make the

final decision on cases involving tenure. The policies and procedures for first-level review by the College of Engineering and Applied Science are available on the college's website (currently <http://www.colorado.edu/engineering>). The policies and procedures for the campus level of review are available from the Office of Faculty Affairs (currently <http://www.colorado.edu/facultyaffairs>).

## 4. ECEE Department Criteria for Reappointment

Per CU System Administrative Policy Statement (APS) 1022, the outcome of comprehensive review for reappointment is a determination of “whether the candidate is either: (1) on track for tenure; (2) not yet on track for tenure but could meet standards for tenure with appropriate corrections; or (3) not on track for tenure.” The department and the college define the criterion for reappointment as whether the candidate is on track to meet the excellence standard in teaching and/or scholarly/creative work as shown in the tenure section below.

### 4.1 Departmental Process to Prepare the Case

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 (Regent Policy §5.D.3). Details of the ECEE Department process and policies can be found in Appendix A.1.

**4.2 Regarding research**, the candidate must demonstrate evidence of the development of an independent, innovative, and high-impact research career that will have an impact beyond the institution. An independent research program is defined as one that includes intellectual contributions that go beyond the work conducted with the candidate's doctoral and (if applicable) post-doctoral advisor(s) and mentors. Dissemination of work is expected, can vary by discipline and subdiscipline, and consequently can take forms including, for example, peer-reviewed scholarly journal or journal-equivalent conference papers, books, book chapters, monographs, peer-reviewed conference papers, scientific/technical reports, software, datasets, publicly available technical, provisional, and awarded patents, other entrepreneurial activities, or direct impact on government policy and/or professional practice. The candidate's graduate student advisees and co-advisees are involved in research and are on track to be coauthors or lead authors on multiple publications. The candidate is working on problems recognized as significant by experts in the field. The candidate's scholarly/creative work shows considerable evidence of innovation, broader impact, and growth. The candidate is on track to have sufficient external funding to support their research, mentoring of students, and research-related activities at a level that would be considered a vigorous research program in the candidate's sub-discipline as documented by the PUEC. External funding at the time of tenure evaluation typically includes grants on which the candidate is PI or co-PI.

**4.3 Regarding teaching**, the candidate must be teaching courses typically including a mixture of undergraduate and graduate courses of assorted sizes. In terms of the Teaching Quality

Framework (TQF) rubric (addressed in Appendix A.3), the candidate must show progress towards becoming an effective teacher, as demonstrated by proficiency levels of at least basic for all dimensions using the TQF rubric, based on multiple measures of teaching addressed in Appendix A.3, and the Teaching Evaluation in Section 5.1 below. In cases where the candidate has struggled or has weaknesses in the classroom or in mentoring research trainees, 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 and/or report by the PUEC.

**4.4** Lastly, the candidate must be actively providing internal or external **service** to at least one level of their professional community (e.g., program, department, institute, college, campus, professional organization, etc.). At all levels of review, participation in activities intended to improve the department/program, college, and/or university quality, participation in activities related to diversity, equity, and inclusion, and respect towards faculty, staff, and students will be evaluated as part of the candidate's service activities.

## **5. ECEE Department Criteria for Tenure and/or Promotion to Associate Professor**

In the following sections, department expectations are outlined for ratings of **meritorious** and **excellent** in teaching, scholarly/creative work, and service/leadership. In all cases, a clear rationale for a specific action (i.e., excellence rating) must be provided in the dossier, via the candidate statements, and the report from the PUEC. Per Regent Policy 5 Section 5.D.2.(B), "A recommendation of tenure based on excellence in scholarly/creative work shall include evidence of impact beyond the institution. A recommendation for tenure based on excellence in teaching 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."

### **5.1 Evaluation of Teaching**

The ECEE Department uses seven dimensions to evaluate candidates' teaching performance for reappointment, tenure, 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.3. 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. See Appendix A.3 for more details regarding how the ECEE Department is addressing TQF criteria.

To meet the overall criteria for a "**meritorious**" rating for tenure, candidates must show evidence of sustained high-quality educational practice, typically, at both the undergraduate and graduate levels. In the context of the TQF dimensions described above, a rating of

“meritorious” could be indicated by demonstrated proficiency levels of at least basic for all dimensions using the TQF rubric. Note that any significant deficiency in any of the dimensions could result in a rating of less than meritorious, depending on the severity of the deficiency (see the Professional Rights and Responsibilities document Part II A.2. for examples of unacceptable conduct). The candidate must be active and effective in research mentoring and supervision for all levels undertaken (e.g., primarily PhD students, but also undergraduate students, MS students, and post-doctoral researchers as appropriate). Candidates must show evidence of an active PhD student cohort at varying stages of progression toward graduation. Candidates are expected to demonstrate effective mentoring of doctoral students, primarily, unless individual circumstances can be shown to require a different emphasis (e.g., as could be the case for some candidates being hired with tenure from an institution without a significant doctoral program). Being an effective mentor means providing rigorous training, supporting their professional development as a researcher, and facilitating their engagement with their scholarly community. Evidence of training can vary and depends on subfield-specific scholarship and collaboration norms, as documented by the candidate’s Primary Unit Evaluation Committee (PUEC), but typically involves coauthored scholarly contributions, student presentations of research at professional meetings, and graduation.

To meet the expectations for an “**excellent**” rating for promotion and tenure, the candidate must meet all the criteria described above for a “meritorious” rating and demonstrate in the context of the TQF that they are teaching at an advanced level with demonstrated impact beyond their classroom (e.g., as indicated by demonstrating proficiency level ratings of at least intermediate/professional in all dimensions of the TQF rubric). In addition, per Regent Policy 5 Section 5.D.2.(B), the candidate must demonstrate “achievement at the campus, local, national, and/or international level that furthers the practice and/or scholarship of teaching and learning beyond [the candidate’s] immediate instructional setting.”

## **5.2 Evaluation of Scholarly/ Creative Work**

The college expectations for scholarly/creative work include that the candidate establishes an independent research program that is addressing significant issues with noticeable impact beyond the institution. An independent research program is defined as one that includes intellectual contributions that go beyond the work conducted with the candidate’s doctoral and (if applicable) post-doctoral advisor(s) and mentors. Dissemination of work is expected, can vary by discipline and subdiscipline, and consequently can take forms including, for example, peer-reviewed scholarly journal or journal-equivalent conference papers, books, book chapters, monographs, peer-reviewed conference papers, scientific/technical reports, software, datasets, publicly available technical, provisional, and awarded patents, other entrepreneurial activities, or direct impact on government policy and/or professional practice. The support of postdoctoral researchers, as well as MS and BS students is valued, but the primary expectation is that the candidate’s emphasis should be on advising and mentoring PhD students. There are no specific expectations for external funding level (or expenditures from external sources), as funding can vary significantly between ECEE sub-disciplines; however, a candidate must have sufficient external funding to support their research, mentoring of students, and research-related activities. The funding can come from sources such as federal agencies, private foundations, or industry with the faculty member typically serving as principal investigator

(PI) or a co-PI. A primary focus in all areas is to show innovation and impact beyond the institution through scholarly/creative work as per the Regent Policy 5 Section 5.D.2.(B) standard that requires “A recommendation of tenure based on excellence in scholarly/creative work shall include evidence of impact beyond the institution.”

To meet the criteria for a “**meritorious**” rating at promotion and tenure, candidates must show that their scholarly/creative work is disseminated in any discipline-specific appropriate manner (as listed previously), although not necessarily in the top venues within their field. The rate of publication is close to or below the candidate’s peers (both internal and external) at the same career stage. Graduate students are involved in research, primarily as co-authors. The candidate is developing a notable scholarly reputation at other universities and/or in industry. The candidate’s scholarly/creative work shows modest or limited evidence of innovation and broader impact, and/or may not show evidence of being independent of their doctoral or postdoctoral (if applicable) training. The candidate has applied for and may have received external funding, but not at a level sufficient to support a research group of an appropriate size necessary to maintain a vigorous research program as defined in their sub-discipline by the PUEC.

To meet the criteria for an “**excellent**” rating for promotion and tenure, the candidate demonstrates evidence of independent, innovative, and high-impact scholarly/creative work through the dissemination of their work through the dissemination of their work in the top venues within their field, as defined in their sub-discipline by the PUEC. The rate of publication compares favorably to the candidate’s peers (internal and external) at the same career stage. Graduate students are involved in research and have appeared as authors (including as lead authors, as appropriate) on multiple publications. The candidate is working on problems recognized as significant by experts in the field and has developed a scholarly reputation at other universities and/or in industry. Recognized authorities outside the University acknowledge the candidate’s national and international reputation and innovative contributions to scholarly accomplishment, and the candidate may have received internal and/or external awards related to scholarly work. The candidate possesses a reputation of primary association with a particular achievement or subject, providing compelling evidence of research leadership. The candidate’s scholarly/creative work shows considerable evidence of innovation, broader impact, and sustained growth which can include entrepreneurship activities (such as patents), and/or policy that could guide industry or governmental efforts. The candidate has a sustained research program supported in part by external funding, including grants on which they are PI, and can support a vigorous research program in their sub-discipline, as defined by the PUEC.

### **5.3 Evaluation of Leadership and Service**

The evaluation of leadership and service is focused on overall contributions to the candidate’s program, department, institute, college, campus, and/or professional organization(s) in the form of semester or year-long formal and informal activities that directly support our collective teaching and research missions. Standard forms of internal service are typically committee work, faculty peer mentoring, and significant administrative and/or leadership roles. Internal service also includes serving as a member of or chairing an ad hoc committee including faculty search committees. External service contributions take the form of service to scholarly

communities through formal and informal activities that directly support that community's educational or scholarly/creative activities. Other common forms of external service focus on reviewing papers and proposals either as an ad hoc reviewer or a member of a program committee or other formal panel; helping to organize or leading a professional meeting, workshop, symposia, or conference; serving a professional society; or participating in outreach to the public (i.e., local, state, national, or international). Per Regent Policy 5 Section 5.D.2.(A), a candidate's leadership and service performance must be at least “meritorious”.

To meet the criteria for a “**meritorious**” rating at the time of promotion and tenure review, the candidate must have served on one or more departmental committees and may be involved in college-level or campus committees, primarily as a participant. The candidate may have held some leadership responsibilities within the department (or program or institute), for example, leading a graduate student recruiting committee or organizing a departmental seminar series. The candidate actively participates in department functions including faculty hiring processes, voting (as appropriate), mentoring other faculty within their department, and attending department meetings. The candidate actively participates in activities intended to broaden inclusion in their department/unit. The candidate participates in external professional activities intended to promote their field's development. Activities may include, for example, chairing sessions at conferences, workshops, and/or symposia; serving on program boards or review panels; reviewing papers and proposals; and/or professional activities, with a focus on broadening the participation of underrepresented and non-traditional groups in science and engineering. Outreach efforts to broaden participation in science and engineering are encouraged.

To meet the criteria for an “**excellent**” rating typically requires substantial leadership positions and/or significant impact in the department, institute, college, campus, or society. Given that a rating of “excellent” in leadership and service is neither required nor sufficient for tenure, candidates are encouraged to focus on achieving a rating of “excellent” in creative/scholarly work and/or teaching instead.

## **6. ECEE Department Criteria for Promotion to Full Professor**

In the following sections, expectations are outlined for promotion to full professor. **Regent Policy 5.D.3.(C) states the standard**, “To be promoted to the rank of Professor (also referred to as ‘Full Professor’), an individual should have: A record that, taken as a whole, may be judged to be excellent; a record of significant 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 a record since receiving tenure or promotion to Associate Professor that indicates substantial, significant, and continued growth, development, and accomplishment in teaching (or librarianship), scholarly/creative work, and leadership and service.”

The evaluation for promotion to full professor encompasses the candidate's whole record (as opposed to the record solely during the tenure probationary period, as is the case for promotion and tenure review). Note that overall excellence does not require an individual evaluation of each component as is the case for tenure.

### **6.1 A Record of Significant Contribution to Education**

The department expects candidates for promotion to full professor to have shown commitment to undergraduate and graduate education, including efforts toward continuous improvement. The department expects candidates at this stage to meet at least some of the criteria described above for excellence in teaching during tenure review. In terms of the TQF rubric, the department expects that the candidate has achieved at least basic proficiency levels, with occasional professional and advanced proficiency in some criteria the TQF rubric evaluated using multiple measures of teaching, as detailed in Appendix A.3. The candidate must continue to be active and effective in PhD research mentoring and supervision, and in MS and undergraduate student and postdoctoral research mentoring if that is expected in their sub-discipline, as documented by the PUEC. Candidates must show evidence of an active PhD student cohort at varying stages of progression toward graduation. Candidates for promotion to full professor are expected to have graduated multiple PhD students over their academic career.

### **6.2 A Record of Significant Contribution to Scholarly/ Creative Work**

The department expects that candidates at this stage continue to meet the same criteria as what is described above for excellence in scholarly/creative works during tenure review. Specifically, the candidate continues to disseminate their work in venues appropriate for their discipline and subdiscipline as described above for tenure. The candidate's graduate students are involved in research and have appeared as authors on multiple publications since tenure. The candidate is working on problems recognized as significant by experts in the field and has maintained a scholarly reputation of leadership. Recognized authorities outside the University acknowledge the candidate's national and international reputation and innovative contributions in scholarly accomplishment, and the candidate may have received both internal and external awards related to research. The candidate possesses a reputation of primary association with a particular achievement or subject, providing compelling evidence of scholarly leadership. The candidate's scholarly/creative work shows considerable evidence of innovation, broader impact, and sustained growth, which can include entrepreneurship activities (such as patents) and/or direct impact on government policy and/or professional practice. The candidate has a sustained research program fully supported by external funding including grants on which they are PI and is supporting a vigorous research program in their sub-discipline, as defined by the PUEC, including funding their PhD students through graduation.

### **6.3 A Record of Significant Leadership and Service**

The department expects that candidates for promotion to full professor have taken on substantial leadership positions and/or demonstrated significant impact in the department, institute, college, campus, professional organization, or society.

### **6.4 Substantial, Significant, and Continued Growth Since Tenure**



The department expects that candidates for promotion to full professor have demonstrated substantial, significant, and continued growth since tenure in all aspects of their professional endeavors. At this stage, the department expects that candidates would have continued or increased the rate and/or breadth of dissemination of their scholarly work; maintained a history of effective student and, possibly, faculty peer mentoring; and have been involved in leadership and service activities at multiple levels as appropriate, etc.

## **Appendix**

### **A.1 Departmental Process to Prepare the Case**

#### **A.1.1. 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 a dossier, which must contain at least the mandatory items described in the campus and college guidelines. The ad hoc committee does not hold an evaluative vote during the reappointment, tenure, and promotion process. In cases of promotion to Assoc. Professor with tenure, this committee identifies 10 outside reviewers whose opinions are solicited by the chair's office. For tenure and promotion to associate or full professor cases, the ad hoc committee should review the list of potential reviewers suggested for inclusion or exclusion by the candidate and suggest their own. A minimum of six letters are required by external reviewers. An equal or greater number of the external reviews included in the final dossier must be selected by the ad hoc committee. 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 professor in regards to teaching and research mentorship/advising. This solicitation is at random from a list of all students that were registered in classes taught by the professor from the year before review; if needed due to small class numbers, previous classes will be solicited. All letters received will then be anonymized and included in 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, scholarly and creative work, university and professional leadership and service, and the opinions of the external reviewers and student letters. The final dossier shall be made available to the PUEC who are eligible to vote on the case for at least a week prior to presentation of the case at which point a vote will be held. Once the dossier has been presented to the PUEC, the PUEC will vote on the matter under consideration and compose a written report of the PUEC to the Chair that will become part of the official dossier.

All tenured department faculty 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 Professors, promotion to Associate Professor, or a tenure case. All Full Professors in the department serving as associate chairs or on the Executive Committee are eligible to serve as PUEC members and vote and potential PUEC members in cases involving promotion to Full Professor. 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 a candidate should not serve on the candidate's PUEC though they may be consulted by the PUEC, or be involved in writing the PUEC, Chair's report. Potential conflicts of interest include PhD or postdoctoral mentoring relationships and close collaborations. Close collaborations are typically indicated by status as co-authors or co-investigators on multiple peer-reviewed publications or grants in the past three years. 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.

#### **A.1.2. Primary Unit (Department) Vote**

After the PUEC reports are complete and the candidate has presented a research seminar to the department, 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, scholarly and creative work, university and professional service, and the opinions of the external reviewers and student letters. 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. The vote categories shall be "excellent," "meritorious," "not-meritorious," in each of the areas of creative/scholarly work, teaching, and leadership and service for votes towards Tenure and Promotion to Associate Professor and Full Professor. CU System Administrative Policy Statement (APS) 1022, Section VII C. specifies that "For cases involving reappointment at comprehensive review, faculty and review committees at each level of review vote on whether the candidate is either: (1) on track for tenure; (2) not yet on track for tenure but could meet standards for tenure with appropriate corrections; or (3) not on track for tenure." In addition, there is a separate question on promotion and tenure. Faculty shall have the option to "abstain," from the vote. If faculty abstain from voting or they vote against the proposed action, they should be asked to provide a reason, via a text box within the Qualtrics ballot, so that the chair can summarize that for the next levels of review. The Department Chair should not vote, but they should be present during the discussion by the primary unit and the faculty.

All tenured department faculty are eligible to vote for the following cases: reappointment of Assistant Professors, promotion to Associate Professor, or a tenure case. All Full Professors in the department are eligible to vote in cases involving promotion to Full Professor.

#### **A.1.3. Chair's Report of the Primary Unit Evaluation and Recommendation**

The chair's letter provides a summary of the faculty's discussion of the candidate's case and explicitly provides the chair's own evaluation and recommendation, which may agree or disagree with the PUEC letter and/or the primary unit faculty vote. Regardless of the assessment, the chair shall provide a detailed rationale for the recommendation. Both the chair's letter and the PUEC letter are meant to offer constructive feedback to a candidate, regardless of the type of assessment being made, and both shall be shared with the candidate when the case is forwarded to the Dean's Review Committee (the first level review committee).

## **A.2 Guidance to Candidates for Preparation of Required Materials**

**A.2.1 The candidate's Curriculum Vitae (CV)** represents a cumulative record of their creative/scholarly work, teaching, and leadership and service achievements. The CV should be formatted as follows:

- A.2.1.1. Specify the location and date of undergraduate, graduate, and postdoctoral studies including all degrees granted.
- A.2.1.2. Include the names of M.S., Ph.D. and/or postdoctoral advisors.
- A.2.1.3. Include academic and other relevant employment history.
- A.2.1.4. Include honors and awards.
- A.2.1.5. Include under Research and/or Creative Works: a list of scholarly publications separated into sections based on peer-review and not peer-reviewed, noting all: authors, year of publication, article title, journal or proceedings name, volume, and inclusive page number, work in press or submitted and pending publication.
- A.2.1.6. Include under Research and/or Creative Works: a list of publications in conference proceedings should be distinguished as being peer-reviewed or not peer-reviewed.
- A.2.1.7. Include under Research and/or Creative Works: a list of research funding received by year since the previous review (or hire date for comprehensive reviews) including the funding agency, title, amount received, beginning and end dates, names of all coinvestigators, candidate's role (Principle Investigator or Co-Principle Investigator), and candidate's portion of the funding.
- A.2.1.8. Include under Research and/or Creative Works: a list of expenditures per year, separated by the funding source.
- A.2.1.9. FOR COMPREHENSIVE REVIEW ONLY, include under Research and/or Creative Works: a list of pending and denied proposals including amount requesting, beginning and end dates, names of all co-investigators, and candidate's role and portion of funding.
- A.2.1.10. Include under Teaching Accomplishments: all classes taught; any textbooks, study guides, manuals, workbooks, or electronic media produced for student or class use; individual undergraduate and graduate students mentored, as well as post-doctoral advisees specifying names, period mentored and completion dates (with degrees or honors).
- A.2.1.11. Include under Leadership and Service Activities: specify what activities were internal vs external listing professional organizations, government agencies, departments, college, university details.

**A.2.2. The Teaching Statement** should:

- A.2.2.1. Summarize the candidate's their teaching philosophy, include a self-reflection on their teaching track record (both strengths and weaknesses), and explain how they incorporated feedback and worked to improve their teaching and mentoring.
- A.2.2.2. Include a specific section labeled Mentoring that discusses the candidate's mentoring activities including undergraduates, Master's, PhD students, and

post-docs enrolled at CU Boulder and elsewhere (with clear notations indicating the student's home institution).

A.2.2.3. Discuss how they have worked to make their classroom teaching and mentoring activities more inclusive and equitable.

A.2.2.4. Be around 1,500 words; providing an opportunity for the candidate to speak directly to the review committee membership, highlighting their major teaching activities, the innovative aspects of their teaching, successes in graduate training and individualized instruction, or any unique aspects of the record.

### **A.2.3. The Creative/Scholarly Work Statement should:**

A.2.3.1. Describe significant contributions to research, funding and publications.

A.2.3.2. Include a subsection labeled Broader Impacts that explicitly discusses the intellectual significance, impact, and depth of the candidate's research contributions.

A.2.3.3. Discuss how they have worked to make their research lab inclusive and equitable.

A.2.3.4. Be around 1,500 words; providing an opportunity for the candidate to speak directly to the review committee membership, highlighting their major contributions and activity in the area of Creative/Scholarly Work.

### **A.2.4. The Leadership and Service Statement should:**

A.2.4.1. Describe the candidate's internal (department, college, and campus) and external (to the profession and to the public) leadership and service. Candidates should include service and leadership dates and level of effort required when relevant.

A.2.4.2. Differentiate Internal (to CU) and External Leadership and Service in their own sections.

A.2.4.3. Discuss if/how any of their service and leadership activities have been focused on making their profession more inclusive and equitable.

A.2.4.4. Be around 1,500 words; providing an opportunity for the candidate to speak directly to the review committee membership, highlighting their major contributions or activities in the areas of service or leadership to the University, to their profession, and to the public.

## **A.3 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 evaluation 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.
- The candidate's Teaching Self-Assessment. The Teaching Self-Assessment should include the candidate's own 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.