

APPENDIX

Evaluation and Promotion of Clinical Teaching-Track Faculty

I. CRITERIA FOR PROMOTION WITHIN CLINICAL TEACHING TRACK

- A. The general criteria for the appointment of faculty to the **Clinical Teaching** track are given in “The Laws and Policies of the Regents of the University of Colorado” and the *University of Colorado Faculty Handbook*. The CLAS document, entitled “Requirements for Appointment, Reappointment and Promotion for Clinical Teaching Track (C/T) faculty in the College of Liberal Arts and Sciences, University of Colorado Denver” (hereafter referred to as “CLAS C/T policies and procedures” or C/T PP) stipulates that the “specific expectations and criteria for evaluation of teaching, leadership and service and scholarly activity will be determined by primary units in CLAS and must be approved by the Dean and the Chancellor.”
- B. The document further states that C/T faculty must “participate in a broad range of teaching and scholarly activities” and that for each initial appointment to the C/T track “primary units will also determine, with the approval of the Dean, the relative weight of teaching, leadership and service and scholarly activity as well as general expectations for each of the three areas. There must be a minimum of 10% distribution of effort in each of the three categories. The primary responsibility is teaching; under special circumstances, scholarly activities would be limited to 20% of effort. C/T faculty are expected to demonstrate continued professional growth in their fields.” Based on these general guidelines, following are the internal criteria of the Master of Humanities and Master of Social Science Programs within the Clinical Teaching Track.

II. PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR C/T

- A. “Promotion or appointment to Associate Professor C/T marks a significant point in the development of a faculty member’s professional career. The individual **must demonstrate excellence in teaching as well as significant contributions in the other areas**” (C/T PP). The C/T faculty member’s primary area of effort will be teaching.
- B. The following guidelines identify the general parameters that guide the MHMSS programs evaluations of candidates’ work in teaching and leadership and service, as well as scholarly activity. For promotion to the rank of Associate Professor C/T the faculty member must demonstrate: excellence in teaching and significant contributions (called “meritorious” in the following descriptions) in the secondary area, and continuing professional development in the area of scholarly activity.

Amended and approved by Faculty vote: December 18, 2015

Provost and Executive Vice Chancellor for Academic and Student Affairs approval: June 29, 2018

Issued: July 1, 2018

2. *Criteria For Teaching:*

- a. *Meritorious:* Teaching will be considered **meritorious** when the evaluation process demonstrates that the candidate has made a positive constructive impact on the intellectual development of students in the context of formal course work. Evidence that the candidate has a genuine commitment to teaching, has respect for students, and is likely to continue.
- b. Such commitment and respect will be a requirement for the meritorious distinction. Contributions may also be expected in curriculum development, student advising, and/or individual instruction. The extent of teaching activities expected will depend on the percentage of effort in this area of secondary importance. Each individual contract for C/T faculty will contain a specific list of requirements for the secondary and tertiary areas of effort. The MHMSS programs will consider the following evidence (candidates may suggest additions to this list) when evaluating a candidate's teaching record for meritorious distinction:
 - i. Evidence of proficiency in interdisciplinary perspectives.
 - ii. Effectiveness in a variety of different courses.
 - iii. Evidence of rigor of learning experience to be determined by a review of the candidate's course materials, student evaluations, and peer evaluations.
 - iv. The existence and quality of a teaching portfolio.
 - v. Favorable ratings in FCQs (evaluators will take into account factors that mitigate FCQ scores such as class size, required vs. elective, teaching within the specialty vs. teaching in new areas, and class format: on-campus, hybrid, online, and other criteria as relevant).
 - vi. Good accessibility, communication and positive interaction with students (this will include availability during office hours, supportive, accurate and useful advising, and genuine desire to help students).
 - vii. Involvement in programs' and college's teaching mission. This includes contribution to curriculum development, formulation

Amended and approved by Faculty vote: December 18, 2015

Provost and Executive Vice Chancellor for Academic and Student Affairs approval: June 29, 2018

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of standards and methods of outcomes assessment, and willingness and ability to teach courses relevant to curricular and programmatic needs.

- viii. Keeping up to date in the field. This will include incorporating new material into existing courses, developing new courses as permitted or requested, revising courses when appropriate.
 - ix. Outreach/engagement with primary and/or secondary students in the Denver metro area.
 - x. Responses from graduating master students in exit interviews.
 - xi. Solicited and unsolicited student letters/notes on effectiveness.
- c. *Excellence*: The distinction for **excellence** will be given to those candidates who demonstrate truly superior commitment to and success in teaching. Such candidates are thought of as outstanding teachers who exceed the meritorious performance standards, as outlined above, and who are recognized by both students and faculty as having a significant impact on teaching at CU Denver. Thus, in addition to the criteria for meritorious teaching, a combination of the following areas will be considered for establishing *excellent* performance in teaching:
- i. Dissemination of knowledge: This includes publications and/or participation in conferences or workshops in the Program, college, campus, community or professional disseminating knowledge on pedagogy.
 - ii. Mentoring of other NTT (or TT when appropriate) in teaching.
 - iii. Student mentoring, including independent studies, directorship of internships and student theses and co-authoring scholarly articles with students; collaboration with students on publications; grants for teaching curriculum development; authoring or co-authoring textbooks.
 - iv. Teaching effectiveness, including: excellent ratings on FCQs; teaching awards and honor; external and peer evaluation of excellence; indicators of quality of student outcomes; and solicited and unsolicited student letters.

Amended and approved by Faculty vote: December 18, 2015

Provost and Executive Vice Chancellor for Academic and Student Affairs approval: June 29, 2018

Issued: July 1, 2018

- v. Incorporation of innovations and integration of technology into teaching, course development, curriculum development.
- vi. Evidence of extraordinary efforts in teaching beyond the standard expectations (i.e., the teaching of large sections, or required courses, amount of new preparations/course proposals, number of internships, independent studies, thesis, dissertations supervised, or involvement in study abroad opportunities for students. Also, contributions to the development of learning equipment, facilities, and instructional aids and extracurricular teaching contributions within our outside of the university.

3. *Criteria For Leadership and Service*

- a. *Meritorious*: C/T with **meritorious** leadership and service must contribute in a meaningful way to the Program. The amount of leadership and service expected will depend on the percentage of effort in this rea. Each individual contract for C/T faculty will contain a specific list of leadership and service requirements for the secondary or tertiary area of effort. Effort will be considered leadership and service which falls under the following overlapping and non-exclusive categories: programmatic, administrative, college, university, community, etc. The following are examples of what typically counts as leadership and service:
 - i. Attentive and engaged program directorship.
 - ii. Coordinator for College minors or Signature Areas.
 - iii. Demonstrated leadership in areas such as program development, curriculum review and development.
 - iv. Grant writing activities (external or internal, funded or unfunded).
 - v. General collegiality and willingness to pitch in and help out when needed.
 - vi. Formal sponsorship of student organizations.
- b. *Excellence*: C/T with excellence leadership and service must provide an ongoing MAJOR administrative contribution to the Program or college, for example as director of an important program. In addition, the faculty member will provide the type of leadership and service required for meritorious mention. Other indicators of excellence in leadership and service might include committee work at the level of the university, the profession and (if appropriate) the community. Examples of leadership and service at these levels (beyond the

Amended and approved by Faculty vote: December 18, 2015

Provost and Executive Vice Chancellor for Academic and Student Affairs approval: June 29, 2018

Issued: July 1, 2018

requisite leadership and service at the Program level) are listed below:

- i. Leadership and service on college or University committees or as a member of the faculty senate, CLAS council or other appropriate committees.
- ii. Demonstrated leadership and service in areas such as program development, curriculum review and development, faculty growth, teaching improvement, and social activity at the college or University level.
- iii. Liaison and involvement with other units, offices, and programs within CU Denver, at other campuses of the University of Colorado, other universities in Colorado, and with secondary schools.
- iv. Participation in University-wide projects.
- v. Professional leadership and service such as serving as an officer in professional organizations, membership on editorial boards, contributions to professional organizations by moderating or critiquing programs, consultation and/or training in areas of professional competence.
- vi. Community leadership and service such as membership on appointed or elective boards, commissions, and committees, membership and/or officers in leadership and service or community-action organizations, participation in public lectures, debates, and panel discussions, and collaborations with programs in secondary schools.

4. ***Criteria For Scholarly/Creative Activity***

- a. C/T faculty must commit between 10 and 20% of their professional effort to the development of their academic credentials. Thus, CT faculty are encouraged to attend at least one local or national forum per year appropriate to their field of research. Active participation in these venues is required *every other* year. Examples of active participation are given below.
- b. For the other forums attended but in which there is no formal participation, it is expected that the faculty member will share information obtained with faculty and students in the program in an

Amended and approved by Faculty vote: December 18, 2015

Provost and Executive Vice Chancellor for Academic and Student Affairs approval: June 29, 2018

Issued: July 1, 2018

appropriate setting (such as a program colloquium). This must take place within 6 months of the conference or workshop. Examples of active participating in scholarly forms for continued professional growth include:

- i. Presenting a paper at a local or national-level conference.
- ii. Participation in workshops related to the field of expertise.
- iii. Presenting workshops on field of expertise.
- iv. Chairing a session at a conference.
- v. Participating in a roundtable discussion at a conference or workshop.
- vi. Collaboration with colleagues as seen in co-presented papers or workshops.
- vii. Publications of articles, books, translations, creative writing in peer-reviewed journals and in conference proceedings.
- viii. Publications of similar items in non-peer reviewed venues will also be taken into consideration.

5. *Criteria For Scholarly/Creative Activity for Full Professor*

- a. C/T faculty at this rank must have a minimum of three years rank of Associate Professor, C/T.
- b. The criteria for promotion to the rank of Full Professor, C/T are based on achievements well beyond that required for promotion to Associate Professor. The record since the last promotion must show excellence in the form of substantial, significance, and continued growth, development, and accomplishment in the primary are of effort and continued meritorious activity, bordering on excellence in the other two areas.
- c. The same criteria for excellence and meritorious activity are outlined in this document will be used to evaluate candidates for Full Professor, C/T. Work and accomplishments already reviewed an considered for promotion to Associate Professor, C/T, although included in the dossier, will be given less weight in these review process in comparison to work done since promotion to the rank of Associate Professor, C/T.

File name: MHMSS Bylaws Revised December 18, 2015

Amended and approved by Faculty vote: December 18, 2015

Provost and Executive Vice Chancellor for Academic and Student Affairs approval: June 29, 2018

Issued: July 1, 2018