

**By-Laws Appendix II.  
Ethnic Studies Program  
Promotion of Clinical Teaching-Track Faculty  
November 2013**

**Initial Appointment to the Clinical Teaching Track (C/T)**

The Ethnic Studies Program candidates to the Clinical Teaching Track should have a record of strong teaching and an existing research agenda or promise of one. Specific contracts will indicate the amount of effort in each of three areas of responsibility—teaching, service, and scholarly activity. Clinical Teaching Track Faculty (CTF) in the Ethnic Studies Program will have a maximum of 20% effort contracted for scholarly activity. The Ethnic Studies Program By-laws outline the processes by which C/T candidates apply for a C/T position

**Promotion to the rank of Associate Professor C/T**

According to CLAS policy on Clinical Teaching Track Policies and Procedure, “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 the area of primary responsibility as well as significant contributions in the other areas.**” The C/T faculty member’s primary area of effort will be teaching, with scholarly activity limited to a maximum 20% of effort.

For promotion to the rank of Associate Professor C/T the faculty member must demonstrate

- Excellence in the primary area of effort (teaching)
- Meritorious performance in the other two areas of effort

**Promotion to the rank of Full Professor C/T**

Faculty at this rank must have a minimum of five years at the rank of Associate Professor C/T. The criteria for promotion to the rank of Full Professor CT are based on achievement well beyond that required for promotion to Associate Professor. Successful candidates will demonstrate outstanding contributions in the primary area of effort and

significant contributions to the other two areas. Work and accomplishments already reviewed and considered for promotion to Associate Professor C/T, although included in the dossier, will be given less weight in the review process in comparison to work done since promotion to the rank of Associate Professor. The record since the last promotion must show substantial, significant, and continued growth, development and accomplishment in the primary area of effort and continued meritorious activity, bordering on excellence in the other two areas.

## **CRITERIA FOR PROMOTION**

- A. Teaching.** The Ethnic Studies Program will consider the following evidence when evaluating a candidate's teaching record:
- Quality of teaching materials (syllabi, examinations, handouts, etc.)
    - Demonstration of variety in courses, incorporation of new material into courses, revision of courses where appropriate, course rigor, adherence to department expectations in Appendix Iv
  - Demonstration of teaching effectiveness
    - Student FCQ evaluations
    - Evaluation by colleagues
    - Demonstration of thoughtful content and approaches in syllabi
    - Demonstration of classroom effectiveness and rigor through observations
  - Quantity and quality of individual instruction performed by the candidate including research supervision if appropriate
  - Quality and quantity of student advising if appropriate
  - Demonstration of accessibility, communication, and approachability with students
  - Evidence of rigor of learning experience
  - Professional development or publications related to teaching
  - Demonstration of commitment to program reaching mission and needs

- Quality and quantity of courses taught at a variety of levels, including participation in service courses and courses with large student number
- Quality and quantity of course or curriculum development when appropriate

Teaching will be considered **meritorious** when the evaluation process demonstrates that

- The candidate has made a positive and constructive impact on the intellectual development of students in the context of formal course work
- The candidate has participated actively in curriculum development, student advising, and/or significant individual instruction
- The candidate demonstrates a commitment to the program teaching mission and needs

The **excellent** distinction 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 and who are recognized by both students and faculty as having a significant impact on teaching at CU Denver. **In addition to the meritorious teaching criteria**, the following criteria will be considered for establishing excellent performance in teaching:

In the classroom, a candidate must clearly meet three of four criteria:

- [1] FCQs consistent with a teacher who is effectively conveying knowledge in the classroom and who is teaching rigorous courses.
- [2] Innovation, demonstrated by such things as consistent revisions to syllabi and the incorporation of new technologies or methods in the classroom
- [3] Student learning, demonstrated by such things as excellent student outcomes, teaching awards and honors, peer evaluation
- [4] Demanding teaching load: consistent teaching of large sections and/or required courses

Outside the classroom, a candidate must clearly meet three of five criteria:

- [1] Course development/curriculum development, demonstrated by submission of proposal for new courses and/or programs, with continued leadership in new course/program area
- [2] Effectiveness in individual instruction (independent studies, internships), as demonstrated by student and peer assessment of contribution to high quality student work
- [3] Dissemination of knowledge on teaching through publications on pedagogy and teaching issues; participation in conferences or workshops in the program, college, campus, community or profession; grants for teaching or curriculum development; and/or authoring or co-authoring textbooks on teaching.
- [4] Exemplary mentoring of students demonstrated by such accomplishments such as student placement in graduate or professional programs, student research presentations at conferences, or student publications
- [5] Outreach to public schools or other extracurricular teaching contributions within or outside the University

## **B. Service**

C/T faculty with meritorious service must contribute in a meaningful way to the department. All C/T faculty must attend program meetings. The amount of service expected will depend on the percentage of effort in this area. Each individual contract for C/T faculty will contain a specific list of service requirement.

Examples of service at the department level include:

- Departmental Service:
  - Participation on program committees
  - Advising
  - Demonstrated leadership in areas such as program development, curriculum review and development, strategic planning at the program level
  - Program grant writing activities
  - Formal sponsorship of student organizations

For excellence in service, the C/T faculty member must, in addition to requirements for meritorious service, provide an

ongoing MAJOR administrative contribution to the program and/or the college, for example as director of an important program. Other indicators of excellent service might include committee work at the level of the university, the profession, and/or the community. Examples of service at these levels (beyond the requisite service at the program level) include:

- College and University Service:
  - Participation on College or University committees or as a member of the faculty assembly, CLAS Council or other appropriate committees
  - Demonstrated leadership in areas such as program development, curriculum review and development, strategic planning at the College or University level
  - 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
  - Participation in University-wide projects
- Professional Service:
  - Offices in professional organizations
  - Membership on editorial boards of professional organizations
  - Contributions to professional organizations by moderating or critiquing programs
  - Referee for article and book manuscripts
  - External reviewer for RTP at other universities
- Community Service Relevant to the Profession:
  - Membership on appointed or elected boards, commissions, and committees
  - Participation in public lectures, debates, and panel discussions
  - Collaboration with programs in secondary schools

## **CRITERIA FOR SCHOLARLY ACTIVITY**

C/T faculty must commit between 10 and 20% of their professional effort to the development of their scholarly activities. All CTF are expected to maintain a **meritorious** research rating, demonstrated by

continued professional growth. Examples of continued professional growth in research could include:

- Attendance at local and national scholarly conferences
- Presentation of a paper at a local or national-level conference
- Participation in workshops related to field of expertise
- Presentation of workshops on field of expertise
- Participation in a roundtable discussion at a conference or workshop
- Collaboration with colleagues at the local and national levels as seen in co-presented papers or workshops
- Publications in conference proceedings
- Publications in refereed journals or books

Active participation is expected at a local or national forum (as described above) at least once every other year.

More precise expectations concerning the amount and type of scholarly activity will depend on the percentage of effort devoted to scholarly activity. Each individual contract for C/T faculty will contain a specific list of expectations for scholarly activity.