

APPENDIX III

Internal Criteria for Promotion within the Clinical Teaching track Department of Modern Languages: University of Colorado at Denver

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”. 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”.

The document further states that C/T faculty must “participate in a broad range of teaching, leadership and service 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 (at least 51% of appointment) and, except 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 Department of Modern Languages for promotion within the Clinical Teaching track.

Promotion to the rank of Associate Professor C/T

“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 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.

The following guidelines identify the general parameters that guide the Department of Modern Languages' 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 the primary area of effort (teaching or administrative leadership and service)
- significant contributions (called “meritorious” in the following descriptions) in the secondary area
- continuing professional development in the area of scholarly activity

CRITERIA FOR TEACHING

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 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.

The Department of Modern Languages will consider the following evidence when evaluating a candidate's teaching record for meritorious distinction:

1. Evidence of breadth and depth of knowledge of the discipline.
 - Variety of course levels taught (i.e., 1000, 2000, 3000, etc.)
 - Variety of courses taught
2. 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
3. Demonstrated teaching effectiveness as evaluated by students and colleagues
 - Favorable ratings in FCQs (evaluators will take into account factors that mitigate FCQ scores such as class size, required vs. elective and class format: on-campus, hybrid, online)
 - Student letters on effectiveness
 - Peer evaluation of courses
 - Effectiveness in a variety of courses and (if applicable) levels
 - Opinions of graduating seniors as well as of graduating DML majors and minors in exit interviews
4. Good accessibility, communication and interaction with students
 - Availability during office hours
 - Supportive, accurate and useful advising
5. Evidence of rigor of learning experience:
 - Course materials, including clarity and completeness of syllabus
 - Student evaluations
 - Peer evaluations
6. Involvement in department and college's teaching mission
 - Curriculum development
 - Formulation of standards and methods of outcomes assessment
 - Willingness and ability to teach courses relevant to curricular and programmatic needs

The distinction of **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 UC Denver.

In addition to the criteria for meritorious teaching, a combination of the following areas will be considered for establishing excellent performance in teaching:

1. Dissemination of knowledge
 - Publications and/or participation in conferences or workshops in the department, college, campus, community or profession disseminating knowledge on teaching
 - Outreach to public schools
 - Mentoring other NTT faculty in teaching
 - 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
2. Teaching Effectiveness
 - Excellent ratings on FCQs
 - Teaching awards and honors
 - External and peer evaluation of excellence
 - Indicators of quality of student outcomes
3. Incorporation of innovations and integration of technology into teaching, course development, curriculum development
4. Evidence of extraordinary efforts in teaching beyond the standard
 - Workload: large sections, required courses
 - New preparations, course proposals
 - Number of independent studies, theses, dissertations, internships
 - Involvement in study abroad
 - Contribution to the development of learning equipment, facilities, and instructional aids
 - Extracurricular teaching contributions within or outside of the University
5. High-quality individual instruction
 - Theses
 - Independent studies
 - Internships
 - Involvement of students in scholarly activities; evidence of high quality collaboration with students in this area

CRITERIA FOR LEADERSHIP AND SERVICE

C/T faculty with **meritorious** leadership and **service** must contribute in a meaningful way to the department and must attend departmental meetings. The amount of leadership and 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 leadership and service requirements for the secondary or tertiary area of effort.

Examples of leadership and service at the department level are listed below.

Departmental Leadership and Service:

- Providing instruction in upper-division courses for student majors (e.g. Business, translation, heritage, specialized area of literature, culture and language) as well as in core and International Perspectives courses
- Undergraduate advising
- Membership on Departmental committees (executive, technology, search and ad hoc committees)
- Demonstrated leadership in areas such as program development, curriculum review and development, faculty growth, teaching improvement, and scholarly activity at the departmental level
- Grant writing activities
- Formal sponsorship of student organizations such as French and Spanish honor societies

For excellence in leadership and service, the C/T faculty member must provide an ongoing MAJOR administrative contribution to the department and/or the college, for example as director of an important program. In addition, the faculty member will provide the type of service required for meritorious mention. Other indicators of excellent 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 requisite leadership and service at the departmental level) are listed below.

Administrative Leadership and Service

- Director of study abroad program(s)
- Coordination of lower-division language program

College and University Leadership and Service:

- Leadership and Service on College or University committees or as a member of the faculty senate, CLAS Council or other appropriate committees
- Demonstrated leadership in areas such as program development, curriculum review and development, faculty growth, teaching improvement, and scholarly activity at the College or University level
- Liaison and involvement with other units, offices, and programs within UCD, at other campuses of the University of Colorado, other universities in Colorado and with secondary schools
- Participation in University-wide projects such as the CU Succeed program.

Professional Leadership and Service:

- Offices in professional organizations
- Receipt of honors, awards, and project grants
- Membership on editorial boards of professional organizations
- Contributions to professional organizations by moderating or critiquing programs
- Consultation and/or training in areas of professional competence

- Written opinions from professional colleagues and/or recipients of service, on and off campus
- Work as interpreter or translator for public events.

Community Leadership and Service Relevant to the Profession:

- Membership on appointed or elected boards, commissions, and committees
- Membership and/or offices in service or community-action organizations
- 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 academic credentials. All C/T faculty are expected to maintain a **meritorious** rating in the category of scholarly activity. Meritorious scholarly activity can include publications and active participation in local and national forums. C/T faculty are expected to attend at least one local or national forum per year (e.g., CCFLT, AATF, AATSP, AATG, MLA, ACTFL, AAAL, LASSO). Presentation of a scholarly paper or of a workshop in the field of expertise and/or publication of a scholarly article in a peer-reviewed venue is required twice in a three year appointment. 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 DML faculty in an appropriate setting, such as a department colloquium. This must take place within 6 months of the conference or workshop.

Examples of meritorious scholarly activity for continued professional growth include:

- Publications of articles, books, translations, creative writing in peer-reviewed journals and in conference proceedings
- Publications of similar items in non-peer-reviewed venues will also be taken into consideration.
- Presenting a scholarly paper or a workshop in the field of expertise at a local or national-level conference once per three-year appointment
- Chairing a session at a conference
- Participating in a roundtable discussion at a conference or workshop
- Collaboration with colleagues as seen in co-presented papers or workshops
- Participation in workshops related to field of expertise

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, C/T are based on achievement well beyond that required for promotion to Associate Professor. The record since the last promotion must show excellence in the form of substantial, significant, and continued growth, development, and accomplishment in teaching and continued meritorious activity, bordering on excellence in the other two areas. The same criteria for excellence and meritorious activity that are outlined in this document will be used to evaluate candidates for Full Professor, C/T. 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.