

## APPENDIX B

### Departmental Criteria for Reappointment and Promotion Within the Clinical Teaching Track

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#### I. General Considerations

Promotion decisions are among the most important ways that a faculty identifies, encourages and sustains excellence in its members. Excellence is demonstrated by meeting standards based on identified and measurable criteria that are relevant, equitable and consistent with the goals of the academy and with academic freedom, and must be achieved in accordance with the highest ethical and professional standards.

The criteria of excellence for promotion within the Clinical Teaching Track are listed below according to the traditional categories of teaching, scholarship and leadership/service. Expected levels of achievement corresponding to each academic level are also established. In addition to achieving the specified levels in the several separate categories, a candidate's overall record must also demonstrate accountability, responsibility and continuing commitment consistent with an ability to maintain the quality of that record, with a probability of continuous improvement.

Determination of a faculty member's achievement of the standards required for reappointment or promotion shall be made by a departmental review committee whose voting members will consist of all resident tenured and tenure-track faculty and Clinical Teaching Track faculty at or above the rank to which the candidate aspires. In cases where it is deemed important, equally qualified members of other departments within the university may be invited to serve as voting members of the review committee. The review will be conducted with the aid of external as well as internal expert referees, based on a file of achievements assembled by the candidate. All tenure-track and Clinical Teaching Track members of the department's faculty will be invited to participate in the fact finding and deliberative portions of the review in accordance with the policies of the Regents.

#### II. Areas of Evaluation

##### A. Teaching

Teaching is comprised of a large number of activities that involve faculty interacting with students or working on behalf of their students' education. For example, in addition to traditional classroom instruction, chemistry faculty teach (1) in

supervising organized laboratory classes, (2) through pursuing research projects with individual students or groups of students, (3) when they hold on-line tutorials or answer student email, (4) during office hours or help sessions, (5) in assisting students to prepare seminars and presentations for broader audiences, and (6) by participating in formal and informal academic and career advising. Beyond these, faculty are also involved in teaching when they develop curricular or novel teaching materials, assess student performances for the purpose of class improvements, interact with other faculty in discussing and developing improved teaching practice, critique their peers classroom practices, and communicate their findings to scholarly teaching journals or at national meetings. Activities corresponding to this latter set are often referred to as the "scholarship of teaching". All of these, with the exception of publishing and reporting on the theoretical aspects of teaching, which more appropriately qualify as research scholarship, will be considered in evaluating teaching.

Teachers demonstrate excellence by participating widely in both types of teaching identified above. They also display a superior command of their subject, teach the most important, up-to-date and accurate knowledge available, and promote a high level of understanding in their students.

A wide variety of indicators must be employed in the evaluation of teaching. Student course questionnaires and faculty classroom observations are only a part of the process. Analysis of course materials, syllabi and examinations, evidence of classroom innovations, letters from former students or faculty with whom they have co-taught courses, performances of research students, evidence of effective advising and publications or presentations on teaching, for example, are all components of the total picture. An overriding consideration in evaluating each criterion is evidence of a high level of quality.

### *B. Research and Scholarship*

Every member of the Clinical Teaching track faculty is expected to engage in a continuing, productive research program. Research not only enhances a faculty member's understanding of his or her discipline, it also contributes to the knowledge each of us is expected to impart, and provides opportunities for directly teaching both about the discovery and applications of that knowledge. It is thus an essential part of a university professor's professional duties. A high quality research program will show indications of significant intellectual contributions by the faculty member as well as clear evidence of direction, continuity and sustainability.

Excellence in research is judged according to the many ways in which high quality research contributes to our mission. Among the indicators of quality research are:

- publications in refereed scholarly journals (including science education journals), books, research reviews, chapters or book editorships;

- presentations, especially invited or refereed presentations, at local, national or international meetings;
- activities as a conference organizer or journal editor;
- invitations to participate on public or government expert panels;
- research funding arising from peer-reviewed proposals.

Productivity, as measured by numbers of papers, magnitude of external funding, numbers of students graduated, etc. is also an important aspect of a vigorous research program. In evaluating all such activities the department recognizes that the standards for productivity and the measures of originality and quality vary across the various sub-disciplines of chemistry. There is, therefore, no specific standard of sufficient productivity, such as a required number of publications or grants. In evaluating faculty scholarship the department will use external referees who are experts in the relevant field and will rely heavily upon them for judgments both of quality and of productivity. The effect of potential differences in overall workload on productivity will also be taken into account. The candidate's record must be judged in terms of the total picture.

Ultimately, it is the quality of a faculty member's research that is its most important hallmark. Productivity must be appropriate, but quantity can never be a substitute for quality.

### *C. Leadership/service*

Faculty members support the institution through their participation in university governance. Each member of the faculty must contribute to those structures and activities that support the essential functions of the university, and without which teaching and research would be impossible. Participation can occur at many levels, department, college, university, profession and community. Preferably, it occurs at all levels. Each faculty member seeking promotion or tenure must demonstrate a record of vigorous engagement in support of the institution and the community that underlies it.

## **III. Standards for Successful Reviews**

### *A. Reappointment*

Clinical Teaching faculty appointments automatically end after no more than 3 years. During the 3<sup>rd</sup> year of the appointment, the C/T faculty member can apply for either reappointment at the same level, or can apply for promotion, if eligible (see Section I.B.7&8). The department's Personnel Committee serves as the review committee for reappointment with the purpose of the review being to assess whether the faculty member is on track for eventual promotion and is achieving the required levels of performance to remain on the clinical teaching track. In order to be recommended for reappointment the candidate must show evidence of meritorious performance in

teaching, scholarship, and leadership/service; and shows promise of reaching the standard of excellence consistent with the next rank in the Clinical Teaching Track.

*B. Promotion to Associate Professor Clinical Teaching Track*

Promotion to associate professor C/T will be awarded only to faculty members who have demonstrated (1) meritorious performance in scholarship and service, and (2) excellence in teaching. Research achievements will be reviewed both internally and externally as described in the section on research. The quality, productivity and sustainability of the research program must all be fully evident for promotion to associate professor C/T.

Candidates for excellence in teaching will be reviewed by external referees who possess expertise both in teaching and in the candidate's sub-discipline. The indicators of teaching excellence are described in the section on teaching.

Meritorious leadership/service will be demonstrated by a strong record of involvement in significant activities that support the institution's academic goals. Leadership/service on key academic and administrative committees and contributions to departmental programmatic activities will be given the greatest weight in such decisions. Leadership/service in the community or the profession will also be considered provided they support institutional and academic goals.

*C. Promotion to Professor Clinical Teaching Track*

Promotion to the rank of professor C/T requires a demonstrated record of overall excellence as a faculty member. It is based primarily upon the record of accomplishments of the candidate in the period since promotion to associate professor C/T. The decision on promotion will be based more on the candidate's record as a whole. Promotion will be dependent upon demonstrated significant achievements in all three areas; teaching, research and leadership/service; which go beyond the levels achieved at the time of promotion to associate professor C/T. Outstanding performance in teaching or research, and to a lesser extent in leadership and service, will be given additional weight in determining overall excellence.

To be considered for promotion to Professor C/T, the candidate must have been in the rank of Associate Professor C/T or the equivalent for at least five years.