

## Appendix 03

### UNIVERSITY OF COLORADO DENVER DEPARTMENT OF GEOGRAPHY AND ENVIRONMENTAL SCIENCES

#### Guidelines for Evaluation of Teaching, Research, Leadership and Service for Clinical Teaching Track Faculty Members

##### I. INTRODUCTION

This document describes criteria for appointment, re-appointment, and promotion of faculty members on the clinical teaching track in the Department of Geography and Environmental Sciences at the University of Colorado Denver. As described in the University of Colorado Regent Policy 5-L, "...faculty on the Clinical Teaching Track participate in a broad range of teaching and/or clinical activities and provide service to the university and the community, based upon their clinical obligations. They participate in research and scholarly activities to a limited degree. Clinical Teaching Track faculty are expected to demonstrate continued professional growth in their fields." The clinical teaching track requires a terminal degree at the Assistant Professor, Clinical Teaching Track, and higher.

Regent policy describes the clinical teaching track positions at the level of Assistant Professor and above as follows:

**Assistant Professor, Clinical Teaching Track:** Assistant Professors in the clinical teaching track are expected to have the terminal degree and have some successful teaching experience. They are expected to teach, produce some scholarly research, and provide some leadership and service.

**Associate Professor, Clinical Teaching Track:** Associate Professors in the clinical teaching track must have the terminal degree, be well qualified to teach and/or produce scholarly research activity with considerable demonstrated evidence of successful teaching and demonstrated leadership and service.

**Professor, Clinical Teaching Track:** Full Professors in the clinical teaching track must have the terminal degree, outstanding accomplishments in teaching, and produce scholarly research activity, a record of leadership in the school, and a meritorious service record.

The College of Liberal Arts and Science (CLAS) policy on the Clinical Teaching Track notes that the "specific expectations and criteria for evaluation of teaching, service and scholarly activity will be determined by primary units in CLAS and must be approved by the Dean and the Provost." Further, "A typical appointment will consist of 80% teaching; 10% research/creative/scholarly activities; and 10% service. Primary units can request deviations from this typical appointment, but such requests require approval by the Dean" (CLAS Requirements for

Appointment, Reappointment and Promotion for Clinical Teaching Track Faculty in the College of Liberal Arts and Sciences, University of Colorado Denver, hereafter referred to as CLAS' C/T policies and procedures).

We have utilized the term "reappointment" in relevant sections of the following guidelines for assessing teaching, research and leadership and service. Note, however, that Clinical Teaching Track faculty are at-will employees and there is no guarantee of reappointment after each contract period even if the faculty member meets the reappointment criteria set below. Clinical Teaching Track faculty are *not* eligible for tenure.

The following guidelines were amended and adopted by the faculty in the Department of Geography and Environmental Sciences at the University of Colorado Denver, based in part on initial work developed by other departments. These guidelines are only intended for use in the evaluation of teaching, research, scholarly/creative activity, and leadership and service by full-time clinical teaching track faculty in the Department of Geography and Environmental Sciences at CU Denver. For faculty with less than full-time clinical teaching appointments in the Department of Geography and Environmental Sciences (such as joint appointments), these guidelines need to be reconsidered on a case-by-case basis and formalized by the Department Chair (or Chairs, if more than one department is involved) and Dean (or Deans, if more than one college is involved) prior to that appointment.

Assistant Professors in the clinical teaching track must have the terminal degree. In addition, candidates for this rank must provide evidence of ability to assume high-quality independent teaching, and the potential for professional development through scholarly/creative activity and leadership and service. 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 excellent teaching, as well as significant contributions in the other areas.

The C/T faculty member's primary area of effort will be teaching (minimum of 51%). Service and leadership is limited to 10 to 30% of the contract and scholarly activity is limited to a maximum 20% of effort. Appointment or promotion to Associate Professor C/T requires evidence of excellence in teaching along with significant contributions in the other areas (CLAS C/T policies and procedures) Appointment or promotion to Professor C/T requires a minimum of five years at the rank of Associate Professor C/T or equivalent, with outstanding contributions in teaching and significant contributions in the other areas.

## II. INITIAL APPOINTMENT

GES Department 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, leadership and service, and scholarly activity. Clinical Teaching Track Faculty (CTF) in the GES Department will have a maximum of 20% effort contracted for scholarly activity. The GES Department bylaws outline the processes by which C/T candidates apply for a C/T position.

## III. PROMOTION

### A. Promotion to the rank of Associate Professor C/T

**According to CLAS policy on Clinical Teaching Track Policies and Procedures (hereafter C/T PP),** “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 (teaching) as well as significant contributions in the other areas.**” The C/T faculty member’s primary area of effort will be teaching (minimum of 51%). Leadership and service is limited to 10 to 30% of effort and scholarly activity is 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

### B. Promotion to the rank of Full Professor C/T

Faculty members 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 C/T. Successful candidates will demonstrate outstanding contributions in teaching 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.

## **IV. CRITERIA FOR PROMOTION**

### **A. Teaching**

The GES Department will consider the following evidence when evaluating a candidate's teaching record:

1. Quality of teaching materials (syllabi, examinations, handouts, etc.)
  - Demonstration of ability to teach a variety of courses, incorporation of new material into courses, revision of courses where appropriate, course rigor, adherence to department expectations in Appendix IV
2. Student opinion as expressed in quantitative Faculty Course Questionnaire (FCQ) ratings and narrative comments
  - Demonstration of teaching effectiveness, course rigor, instructor accessibility and approachability
3. Evaluation of teaching effectiveness by colleagues
  - Demonstration of thoughtful content and approaches in syllabi
  - Demonstration of classroom effectiveness through observations
  - Demonstration of student learning through review of student work, such as portfolios, where appropriate
4. Evaluation of the quantity and quality of individual instruction performed by the candidate including research supervision if appropriate
  - Demonstration of teaching effectiveness, instructor availability and accessibility
5. Quality and quantity of student advising if appropriate
6. Quality and quantity of course or curriculum development when appropriate
  - Demonstration of commitment to department teaching mission and needs

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 has a genuine commitment to teaching excellence and has respect for the students

The distinction of *excellence* will be given to candidates who demonstrate 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, a combination of activities from the following areas, or other similar activities, will be considered for determining excellent performance in teaching:

- Publications and participation in conferences or workshops in the department, college, campus, community or profession disseminating knowledge on teaching and pedagogy
- Outreach to public schools
- Grants for teaching, curriculum development
- Publication of textbooks
- Above-average ratings on FCQs
- Teaching awards and honors
- Incorporation of innovations and integration of technology into teaching, course development, curriculum development
- Demanding teaching workload: large sections, required courses
- Significant new course preparations and course proposals
- Significant work on independent studies, theses, and graduate committees
- Extracurricular teaching contributions within or outside of the University
- Involvement of students in research and creative work
- Exemplary mentoring of students demonstrated by student placement in graduate and professional programs, student research presentations at conferences or publications

## **B. Research and Scholarly Activity**

C/T faculty must commit between 10 and 20% of their professional effort to the development of their scholarly activities. 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 the candidate's field of expertise
- Presentation of workshops on the candidate's field of expertise
- Participation in a roundtable discussion at conferences or workshops
- Collaboration with colleagues at the local and national levels in co-presented papers or workshops
- Publications in conference proceedings
- Publications in refereed journals or books
- Work on exhibits or other public activities

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.

## C. Leadership and Service

C/T faculty with **meritorious leadership and service** must contribute in a meaningful way to the department. 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.

Examples of leadership and service at the department level include:

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

**For excellence in leadership and service**, the C/T faculty member must, in addition to requirements for meritorious leadership and service, provide an ongoing MAJOR administrative contribution to the department and/or the college, for example successfully contributing leadership and/or service as director of an important program. Other indicators of excellent leadership and/or service might include committee work at the level of the university, the profession, and/or the community. Examples of leadership and service at these levels (beyond the requisite leadership and service at the departmental level) include:

- College and University Leadership and 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 Leadership and Service:
  - Holding an office or meaningful position in professional organizations
  - Membership on editorial boards of professional organizations
  - Contributions to professional organizations by moderating or critiquing programs
  - Serving as referee for article and book manuscripts
  - Serving as external reviewer for RTP at other universities

- Community Leadership and 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

## V. REFERENCES

1. [Campus Administrative Policy 1022, Clinical Teaching Track Faculty Appointments](#)
2. Regent Policy: Faculty: <https://www.cu.edu/regents/Policies/Policy5M.htm>
3. Clinical Teaching Track in CLAS: [http://www.ucdenver.edu/academics/colleges/CLAS/faculty-staff/Documents/policies/CLAS\\_CTT\\_policies.pdf](http://www.ucdenver.edu/academics/colleges/CLAS/faculty-staff/Documents/policies/CLAS_CTT_policies.pdf)