

Anthropology Department
Instructor Promotion Criteria
For Inclusion in Bylaws
Approved by ANTH faculty May 20, 2025

Governing Rules and Policies:

1. Campus Administrative Policy 1019D: Instructional, Research, And Clinical Faculty Appointments
2. CU Administrative Policy Statement 5060: Faculty Appointments

Approved by Faculty: May 20, 2025

Approved by Dean: December 2, 2025

Approved by Provost: December 4, 2025

Effective Date: December 4, 2025

B. Primary Unit Criteria for Promotion to Senior Instructor

An Instructor should be at that rank for 5 years to be eligible for promotion to Senior Instructor. A Senior Instructor should be at that rank for 5 years to be eligible for promotion to Principal Instructor. Instructor Track Faculty may be hired with credit toward rank, to be negotiated with the hiring authority. Instructor Track Faculty at any rank may petition for early promotion at 3 years instead of 5 years, if the professional record demonstrates excellence and meets all criteria, including PUC, for promotion at that time.

APS 5060 states that, to be promoted to the rank of Senior Instructor, the candidate should have at least a master's degree or equivalent experience and a record of successful teaching experience. For promotion to the rank of Senior Instructor in the Anthropology Department, the following Primary Unit Criteria must be met:

1. *A record of successful teaching spanning at least five years at CU Denver. Evidence of such excellence should include:*

- a. Highly effective to outstanding classroom teaching in courses taught at CU Denver, determined in relation to the departmental criteria for evaluating classroom teaching. (See Part II, "Types of Evidence Faculty Can Produce to Support Their Case," on page 16 of the Anthropology Bylaws.)
- b. Student evaluative data (including FCQ ratings) consistent with a teacher who is effective in conveying knowledge in the classroom and who is teaching accessible courses.

- c. Peer evaluation of courses, including classroom observations, and/or a review of course materials.

Additional evidence of successful teaching may include, but is not limited to:

- a. Demonstrated success in teaching of a variety of courses.
- b. Mentoring students in and/or outside the formal classroom.
- c. Formal advising of student majors, minors, and certificate students.
- d. Documentation of efforts at pedagogical development, demonstrating a commitment to a continuous process of improving and enhancing one's teaching and learning methods, strategies, and approaches.
- e. Development of high-quality instructional materials.
- f. Demonstration of student learning through public dissemination of student work.
- g. Participation in individualized instruction such as overseeing independent studies, supervising student projects, or writing detailed and specific letters of recommendation for students.
- h. Participation in local, national, or international professional organizations.
- i. Teaching awards.

2. A record of leadership and service that has consistently met or exceeded expectations in relation to departmental criteria for evaluating leadership and service and in relation to the workload distribution specified in the faculty member's employment contract.

C. Primary Unit Criteria for Promotion to Principal Instructor

APS 5060 states that, to be promoted to the rank of Principal Instructor, the candidate should have at least a master's degree or equivalent experience, and a consistent record of excellent teaching and pedagogical development since being appointed as Senior Instructor.

For promotion to the rank of Principal Instructor in the Anthropology Department, the following Primary Unit Criteria must be met:

1. A record of excellent teaching since being promoted to Senior Instructor. Evidence of such excellence should include:

- a. Highly effective to outstanding classroom teaching in courses taught at CU Denver,

determined in relation to the departmental criteria for evaluating classroom teaching.

b. Development of high-quality instructional materials.

c. Student evaluative data (including FCQ ratings) consistent with a teacher who is effective in conveying knowledge in the classroom and who is teaching accessible courses.

d. Peer evaluation of courses, including classroom observations, and/or a review of course materials.

Additional evidence of teaching excellence may include, but is not limited to:

a. Successful teaching of a variety of courses.

b. Mentoring students in and/or outside the formal classroom.

c. Formal advising of student majors, minors, and certificate students.

d. Documentation of efforts at pedagogical development, demonstrating a commitment to a continuous process of improving and enhancing one's teaching and learning methods, strategies, and approaches.

e. Demonstration of student learning through public dissemination of student work.

f. Participation in individualized instruction such as overseeing independent studies, supervising student projects, or writing detailed and specific letters of recommendation for students.

g. Publications related to educational and/or scholarly activities.

h. Active participation in local, national, or international professional organizations.

Teaching awards.

i. Curriculum development, such as development of core classes and classes to serve department programs and certificates as well as conversion of existing classes into classes fulfilling University requirements.

2. A record of pedagogical development demonstrating a strong commitment to a continuous process of improving and enhancing one's teaching and learning methods, strategies, and approaches. Evidence of such a record can include, but is not limited to:

a. Innovation and adaptation of teaching methods.

- b. Application of best practices learned from professional development workshops, conferences, or courses focused on pedagogical techniques.
 - c. Linking learning outcomes to course design.
 - d. Self-assessment of teaching practices, which identifies areas for improvement, sets goals for professional development, and evaluates progress in achieving those goals.
 - e. Analysis of student performance data, which assesses the impact of instructional strategies on student learning outcomes.
 - f. Portfolios that showcase the faculty member's teaching philosophy, lesson plans, assessments, and evidence of student learning.
 - g. Dissemination of pedagogical or classroom materials, such as publications related to educational and/or scholarly activities, presentations at conferences, etc.
3. *A record of leadership and service that has consistently met or exceeded expectations, and which demonstrates leadership in improving instruction at CU Denver.* (See "Leadership and Service" Part II, "Types of Evidence Faculty Can Produce to Support Their Case," on page 18 of the Anthropology Bylaws.)