

Department of Modern Languages

Approved by the Dean 12.02.2025

Approved by the Provost 12.04.2025

Effective Date of Approval 12.04.2025

Primary Unit Criteria for Promotion to Senior Instructor

An Instructor who has demonstrated excellence in teaching and some combination of exemplary service, leadership, pedagogical innovation and service, or research and creative activities in the Department of Modern Languages consistent with the alignment of duties in their contract may seek promotion to the position of Senior Instructor.

Senior Instructors are expected to provide leadership in teaching, contribute significantly to course and curriculum development, and provide appropriate service and leadership to their Department, campus, profession, and/or community. Senior Instructors are also expected to engage in ongoing professional development activities.

Per Regental policy, Senior Instructors are not tenure-eligible and are "at-will" employees by law. The title of Senior Instructor is intended to signify more recognition than the title Instructor. Senior Instructors are not only expected to fulfill Instructor qualifications of being well-qualified to teach at the level of instruction to which they are assigned, with at least a master's degree, but should also have a record of successful teaching. Senior Instructors are not required to participate in research and creative activities although they may do so. Specific workloads for individual Senior Instructors will be determined via their contract, as negotiated with the Department Chair and the Dean of CLAS.

A) Eligibility

Instructors are eligible for promotion to Senior Instructor in their 5th consecutive year of employment with the University in at least 80% capacity. An Instructor 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.

Prior relevant employment at CU Denver or an equivalent peer institution may be counted toward the years required for consideration to promotion, at the discretion of the Chair and Dean. Total number of years served does not guarantee this promotion; rather, judgments will be made at all levels based on the standards for a "record of successful teaching experience" and teaching leadership, as measured by Departmental criteria developed in accord with the faculty Bylaws and University criteria.

For Instructors in the Department of Modern Languages, the following three criteria will be applied to determine a record of successful teaching experience:

A-1) Excellence in Teaching

The successful candidate for promotion to Senior Instructor must demonstrate evidence of teaching excellence in 3 of the 4 areas below:

- FCQs consistently at or above Departmental averages;
- Syllabi that reflect up-to-date knowledge in the discipline and academic rigor, as determined by the Department's Promotion Evaluation Committee;
- Strong peer evaluations conducted according to the procedures outlined in the Department's Bylaws;
- Course materials that demonstrate a diversity of learning materials and styles, rigorous methods of student evaluation, and consistency with Department pedagogy goals.

Teaching will be considered *excellent* when the evaluation process determines that the Senior Instructor candidate demonstrates significant contributions to instructional excellence, as outlined above.

A-2) Leadership

In addition to the evidence of teaching excellence detailed in A-1, the successful candidate for promotion to Senior Instructor must provide evidence of fulfilling a leadership role in curriculum development, as indicated by excellence in at least four of the following criteria:

- Developing new or significantly revised courses or instructional programs;
- Applying for and/or receiving teaching grants and/or awards;
- Integrating experiential or service learning into courses;
- Creating travel study, international study, or other innovative means of course delivery;
- Participating in teaching workshops, planning meetings, and curriculum-development sessions;
- Using technology in innovative ways that enhance the Department's pedagogical goals;

- Serving as a teaching mentor to other faculty within the institution;
- Serving as a mentor to students within the college (e.g., independent studies; guiding internships or research assistant(s);
- Community engagement that is consistent with the candidate's teaching, service, and/or research interests;
- Fulfilling service leadership roles within the Department;
- Playing a significant role in campus programs or initiatives;
- ACE (Access and Campus Engagement) work at the Department and/or University level.

B) Application Process

Instructors who wish to be considered for the rank of Senior Instructor should first discuss their desire with the Department Chair. They will then work with the Chair to create a dossier, which will be reviewed by the Modern Languages Department's Promotion Evaluation Committee (i.e., TTF, TPT, and other Senior Instructors) who will evaluate the case made for excellence. At least a two-thirds vote is required at the Departmental level to send the dossier to the Dean's Office. If approved at the Departmental level, the Department Chair will forward the recommendation and vote to the Dean, who will notify the candidate of approval or non-approval of the promotion. The case for promotion will be made in the spring semester, with any approved promotions taking effect the following fall.

Dossiers must include these elements:

- A cover letter written by the Department Chair;
- A summary of teaching activities;
- A *vita* that utilizes the specified CU Denver format;
- A copy of the most recent employment contract;
- Annual performance evaluation reports for the past five years or since the last review if last promotion was less than five years ago;
- A statement of teaching philosophy;
- A summary table of courses taught and FCQ scores
- FCQs from the past five years (quantitative and qualitative, Course and Instructor Effectiveness) including departmental averages for comparison;

- Peer evaluations of teaching;
- A selection of sample syllabi and assignments;
- At least two letters of recommendation from the Department's TTF, TPT and/or Senior Instructors;
- Other documents that bolster the case for excellence (sample student work, etc.) are also welcomed but not required;
- A summary of service activities if applicable.

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 Department of Modern Languages, in addition, the following Primary Unit Criteria must be met:

A) Eligibility

Senior Instructors are eligible for promotion to Principal Instructor in their 5th consecutive year of employment as a Senior Instructor with the University in at least 80% capacity. A Senior Instructor 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. For Senior Instructors in the Department of Modern Languages, the following three criteria will be applied to determine a record of successful teaching experience:

A-1) Excellence in Teaching

The successful candidate for promotion to Principal Instructor must demonstrate a consistent record of excellent teaching since being appointed as a Senior Instructor. Evidence of such excellence should include 5 of the following:

- Development of high-quality instructional materials;
- FCQs consistently at or above Departmental averages;
- Strong peer evaluations conducted according to the procedures outlined in the Department's Bylaws;
- Successful teaching of a variety of courses;

- Demonstration of student learning through public dissemination of student work;
- Participation in individualized instruction such as overseeing independent studies or supervising student projects;
- Publications related to educational and/or scholarly activities;
- Active participation in local, national, or international professional organizations;
- Teaching awards;
- Course materials that demonstrate a diversity of learning materials and styles, rigorous methods of student evaluation, and consistency with Department pedagogy goals.

A-2) Record of Pedagogical Development

The successful candidate for promotion to Principal Instructor will also have 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 should include 3 of the following:

- Innovation and adaptation of teaching methods;
- Application of best practices learned from professional development workshops, conferences, or courses focused on pedagogical techniques;
- Linking learning outcomes to course design;
- Self-assessment of teaching practices, which identifies areas for improvement, sets goals for professional development, and evaluates progress in achieving those goals;
- Analysis of student performance data, which assesses the impact of instructional strategies on student learning outcomes;
- A portfolio that showcases the faculty member's teaching philosophy, lesson plans, assessments, and evidence of student learning;
- Dissemination of pedagogical or classroom materials, such as publications related to educational and/or scholarly activities, presentations at conferences, etc.

A-3) Leadership

A record of leadership and service that has consistently met or exceeded expectations, and which demonstrates leadership in improving instruction at CU Denver as indicated by excellence in at least five of the following criteria:

- Developing new or significantly revised courses or instructional programs;
- Applying for and/or receiving teaching grants;
- Integrating experiential or service learning into courses;
- Participating in teaching workshops, planning meetings, and curriculum-development sessions;
- Using technology in innovative ways that enhance the Department's pedagogical goals;
- Serving as a teaching mentor to other faculty within the institution;
- Serving as a mentor to students within the college (e.g., independent studies; guiding internships or research assistant(s));
- Community engagement that is consistent with the candidate's teaching, service, and/or research interests;
- Fulfilling service leadership roles within the Department;
- Playing a significant role in campus programs or initiatives;
- ACE (Access and Campus Engagement) work at the Department and/or University level

A-4) Overall Record

An overall record since being appointed as Senior Instructor that, taken as a whole, is excellent.

B) Application Process

Senior Instructors who wish to be considered for the rank of Principle Instructor should first discuss their desire with the Department Chair. They will then work with the Chair to create a dossier, which will be reviewed by the Modern Languages Department's Promotion Evaluation Committee (i.e., TTF, TPT, and other Principal Instructors) who will evaluate the case made for excellence. At least a two-thirds vote is required at the Departmental level to send the dossier to the Dean's Office. If approved at the Departmental level, the

Department Chair will forward the recommendation and vote to the Dean, who will notify the candidate of approval or non-approval of the promotion. The case for promotion will be made in the spring semester, with any approved promotions taking effect the following fall.

Dossiers must include these elements:

- A cover letter written by the Department Chair;
- A summary of teaching activities;
- A *vita* that utilizes the specified CU Denver format;
- A copy of the most recent employment contract;
- Annual performance evaluation reports for the past five years or since the last review if last promotion was less than five years ago;
- A statement of teaching philosophy;
- A summary table of courses taught and FCQ scores;
- FCQs from the past five years (quantitative and qualitative, Course and Instructor Effectiveness) including departmental averages for comparison;
- Peer evaluations of teaching;
- A selection of sample syllabi and assignments;
- At least two letters of recommendation from the Department's TTF, TPT and/or Principal instructors;
- Other documents that bolster the case for excellence (sample student work, etc.) are also welcomed but not required;
- A summary of service activities if applicable.