

# School of Education & Human Development Faculty Governance and Bylaws

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## Preamble

The School of Education and Human Development (SEHD) is organized, and its affairs are conducted, in accordance with the Laws and Policies of the Board of Regents of the University of Colorado, the policies of the University of Colorado system, and of the University of Colorado Denver (CU Denver).

The faculty Bylaws of the SEHD articulate the rules adopted by SEHD faculty and administration for determining faculty involvement in SEHD governance processes. These Bylaws regulate the affairs of the School and specify how the administration and faculty will work together to make decisions to govern the School. The Bylaws delineate the process by which work is done and decisions are made. As such, it is a foundational document and acknowledges that details may evolve over time. All rights and responsibilities granted by the Laws and Policies of the Regents, the University of Colorado Faculty Senate Constitution, and the current Constitution and Bylaws of the CU Denver Faculty Assembly are incorporated here, whether in fact or principle.

The appendices attached to these Bylaws contain support documents that describe further details pertaining to various sections of the Bylaws (e.g., RTP Standards). These appendices are not to be taken as the Bylaws themselves.

## Mission

### **Education and Well-Being for Equity**

To prepare equity-minded and inclusive educational, community, family, and mental health practitioners, scholars, and leaders dedicated to eradicating inequalities and discrimination. We champion change that leads to well-being, opportunity, and life-long learning in the diverse urban, rural, and global communities that we serve.

## Vision

We will distinguish our school by fulfilling our commitments to inclusive education, collaborative research, and equitable, anti-oppressive and anti-racist practices. While recognizing the past, we strive toward a socially just and democratic world.

## School Membership: Responsibilities and Roles

### Faculty Membership

The voting members of the SEHD Faculty shall consist of all faculty members holding an appointment of half-time or more in the School; with time devoted to service, teaching, and/or research; including those who are on leave or sabbatical; those who are tenured or untenured; those on an instructional, research, clinical or teaching track; associate deans and the dean. Individuals with primarily administrative duties without a faculty appointment, emeriti faculty, visiting professors, teaching and research assistants, and staff are not included as members of the SEHD Faculty.

**Regent Policy 4.A.1. ii.** Subject to specific Board of Regents requirements, voting membership of a school or college faculty shall be determined by its tenured and tenure-track faculty.

The dean's office is responsible for maintaining and updating a master list of all faculty each academic year. The master list will be provided to Program Leaders Council at least two weeks before the first fall semester faculty meeting.

### *Responsibilities*

The responsibilities of the SEHD Faculty are laid out in the [Regent Policy 5A](#), quoted below:

Tenured and tenure-track faculty with appropriate participation by instructional, research, and clinical faculty, have the principal responsibility for decisions concerning pedagogy, curriculum, research, scholarly or creative work, academic ethics, and recommendations on the selection and evaluation of faculty. The development of general academic policies shall be a collaborative effort between the faculty and administration.

While tenure-track and IRC faculty make unique contributions to the SEHD mission and vision, we want to highlight our commitment to the egalitarian collaboration of tenure-track and IRC faculty in the SEHD. We intentionally support faculty governance structures and practices that promote meaningful and ongoing partnership between tenure-track and IRC faculty across all areas of academic decision-making.

Tenure-track faculty specific responsibilities include development, review, and revision of SEHD criteria for tenure-track faculty reappointment, tenure and promotion, annual review, and post-tenure review; tenure-track faculty also make recommendations in collaboration with the dean for reappointment, tenure, and promotion decisions, annual review, and post-tenure reviews (see Appendix A for SEHD Standards and Criteria).

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Instructional, Research, and Clinical (IRC) faculty specific responsibilities include development, review, and revision of SEHD criteria of IRC faculty for reappointment and promotion, annual reviews, and multi-year contracts (MYCs). IRC faculty also make recommendations in collaboration with the dean for reappointment and promotion, annual reviews, and multi-year contracts (MYCs). As outlined in the Senate Constitution, IRC faculty shall collaborate with the administration in establishing policies and procedures for IRC faculty appointment, reappointment, and promotion (University of Colorado, 2020; University of Colorado Denver, n.d.; see Appendix B-D for SEHD Standards and Criteria).

### *Roles*

#### Faculty

The faculty shall have the principal role for originating academic policy and standards, including the initiation and direction of all courses, curricula, and degrees offered; admissions criteria; regulation of student academic conduct and activities; and determination of candidates for degrees. The faculty shall also have the principal role for originating scholastic policy, including scholastic standards for admission, grading (consistent with the Uniform Grading System of the University), continuation, graduation, and honors (University of Colorado, 2020).

#### Program Leaders

Program Leaders are faculty members nominated by the faculty from their program to lead individual programs—organizations of faculty and students united by shared degrees, endorsements, licenses, or professional foci. Program Leaders provide strategic and operational leadership within their specific program areas. Their responsibilities include shaping the vision and direction of the program, overseeing course scheduling, curriculum development, and faculty hiring. They play a key role in ensuring that the student experience reflects current teaching practices, technological integration, and evolving educational needs. For a more complete list of Program Leader responsibilities and compensation guidance for Program Leaders, please see the [Program Leader's Handbook](#). Program leaders are to be compensated in some way for each year of service in the role. Any updates, edits, or additions to the Program Leader's Handbook shall be done in collaboration with faculty members serving on the Program Leaders Council.

In addition to program management, Program Leaders act as essential liaisons between their program faculty and SEHD administration. They communicate key decisions, represent faculty voices in broader discussions, engage in dialogue around challenges and opportunities, and mediate internal conflicts when needed. This role is flexible and responsive to the evolving needs, circumstances, and potential of both the program and the SEHD, developed in collaboration with the dean.

### Administration Membership

#### *Dean*

The dean, as the chief administrative officer of the SEHD, determines the administrative structure of the school and appoints individuals to serve in administrative capacities, unless otherwise stipulated in the Regent Laws and Policy. In addition,

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**Regent Policy 4.A.1** Each dean shall be responsible for matters at the school or college level including but not limited to, enforcement of admission requirements; the efficiency of departments and other divisions within the college or school; budgetary planning and allocation of funds; faculty assignments and workload; decisions or recommendations on personnel actions; curriculum planning; and academic advising accountability and reporting.

The dean is appointed by the Chancellor in accordance with Regent and university policies. Faculty participation in the search and selection process shall occur through procedures established in accordance with university policy.

In alignment with the SEHD's Mission and Vision, open communication, collegiality, and collaboration are non-negotiable foundations of decision-making at all levels: school, program, and committee. The dean plays a central leadership role and is expected to:

- Be present and meaningfully engaged in the discussions that inform decisions, recognizing that participation is essential to shared governance;
- Give substantial weight to decisions reached through established shared governance processes and will articulate reasons if a decision cannot be implemented due to legal, budgetary, or policy constraints; and
- Actively support and reinforce the collaborative structures that ensure transparency and equity in school-wide decision making.

In addition to leading through collaboration, the dean is responsible for the supervision of faculty (including negotiating differentiated workloads), faculty program representatives, center directors, associate and assistant deans, and other SEHD staff, except where such responsibility has been formally delegated.

The dean also serves as the school's chief external representative, with responsibility for:

- Defining and communicating clear planning priorities, as reflected in the school's strategic plan;
- Leading fundraising efforts and setting development priorities in consultation with faculty and stakeholders; and
- Establishing and maintaining strategic relationships with external organizations that partner with, are served by, or influence the SEHD.

### *Associate Deans*

Associate deans are responsible for implementing SEHD policies and procedures and representing the dean as appropriate. They hold faculty appointments (i.e., tenured, tenure-track, or IRC faculty) and serve in at-will administrative roles.

**Regent Policy 5.A.1. (C):** The faculty shall collaborate with the campus and system administration in making recommendations or decisions on faculty personnel policies, administrative leadership, and resource allocation.

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Given Regent Policy 5.A.1. (C), the dean will consult with faculty when deciding on the organizational structure of the SEHD that includes associate deans and their job responsibilities. In accordance with Regent Policy 5.A.1. (C)(2) that states that a shared governance process must be used to select and evaluate department chairs and school/college administrators below the level of dean, the dean will involve faculty participation in the selection and evaluation of SEHD administrators below the level of dean, in accordance with school policies that are developed through a shared governance process. Administrative appointments remain the responsibility of the dean in accordance with university policies.

In fulfilling their administrative responsibilities, associate deans shall recognize that certain matters fall within the primary purview of the faculty, as outlined in Regent Policy 5.A and SEHD bylaws regarding pedagogy, curriculum, research, scholarly and creative work, academic ethics, and the selection and evaluation of faculty. Associate deans will ensure that decisions related to these areas are initiated by, or made with the substantial input and approval of, the faculty, through established processes of shared governance.

### *Assistant Deans*

Assistant deans provide leadership and administrative service to a particular functional area of the school (e.g., operations, academic advising, student services, human resources). Assistant deans are typically non-faculty appointments. Assistant deans with a faculty appointment are appointed to Assistant Dean-Faculty. In accordance with Regent Policy 5.A.1. (C)(2), shared governance processes must be used to select and evaluate department chairs and school/college administrators below the level of dean. The dean will involve faculty participation in the selection and evaluation of SEHD administrators below the level of dean, in accordance with school policies that are developed through a shared governance process. Administrative appointments remain the responsibility of the dean in accordance with university policies.

### Staff Membership

Staff members support the academic, research, and community service mission of the School. Qualifications are enumerated, as appropriate, during search processes in formal position descriptions and in performance review documents.

### Professional Review

SEHD adheres to all relevant University of Colorado system and Regent policies governing faculty performance and conduct.

**Regent Policy 5.1.(B)(3):** Faculty members of the primary unit shall have principal responsibility for the conduct of annual faculty performance evaluations and post-tenure reviews based on procedures developed in collaboration with the administration, as stated in section 5.A.1(C)(1).

The following processes ensure alignment with university-wide standards while reflecting SEHD's professional values and expectations:

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- Professional Plan: SEHD follows university guidelines for the development and submission of faculty professional plans.<sup>1</sup>
- Merit Review: SEHD faculty participate in an annual, peer-conducted merit review process, in accordance with Regent and system policies.<sup>2</sup> Details specific to SEHD's implementation of this process are outlined in Appendix C.
- Processes Related to Research Misconduct: SEHD faculty are subject to and comply with all university policies and procedures related to research misconduct.<sup>3</sup>

## Tenure/Tenured Track Faculty

Reappointment, Tenure, and Promotion (RTP): The SEHD tenured/tenure track (T/TT) faculty have developed standards and criteria for RTP following the Regents' policies and procedures for reappointment, tenure, and promotion.<sup>4</sup> The SEHD document can be found in Appendix A.

External Review Procedures: SEHD tenure/tenured track faculty and/or the Associate Dean for Research and Academic Affairs follows system and campus procedures for soliciting external reviewers for comprehensive reviews and for promotion and tenure reviews.<sup>5</sup>

Post Tenure Review: SEHD tenure track faculty follow the system and campus procedures for tenured faculty post-tenure review.<sup>6</sup>

## Instructional, Research, and Clinical Track Faculty

Promotion: The SEHD instructional, research, and clinical track (IRC) faculty have developed standards and criteria for Promotion. The SEHD document can be found in Appendices B-D.

Multi-year contracts: Multi-year contracts (MYCs) for IRC faculty shall be determined through a collaborative process involving IRC faculty input and administrative review. The IRC Promotion and Contracts Committee, in collaboration with Human Resources and SEHD administration, shall develop and review criteria for multi-year contract eligibility and provide input on applications through a structured review process. The committee shall evaluate applications against established criteria and provide recommendations to the Associate Dean of Instructional and Inclusive Excellence and the dean. Final approval authority for multi-year contracts remains with the dean, consistent with APS 5053

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<sup>1</sup> [APS 1022: Standards, Processes, and Procedures for Reappointment, Tenure, Promotion, and Post-Tenure Review](#) (Appendix B)

<sup>2</sup> [Regent Policy 5.C.4: Other Terms and Conditions of Faculty Appointments](#) and [Regent Policy 11B: Faculty Salary](#), and [APS 5008: Faculty Performance Evaluation](#)

<sup>3</sup> [APS 1007: Misconduct in Research, Scholarship, and Creative Activities](#)

<sup>4</sup> [Regent 5.C. 2 Tenured and Tenure-Track Faculty Appointments](#) and [5.D Reappointment, Tenure, and Promotion](#).

<sup>5</sup> [APS 1022: Standards, Processes, and Procedures for Reappointment, Tenure, Promotion, and Post-Tenure Review](#) and [Campus Administrative Policy 1004: Reappointment, Tenure, and Promotion Review](#).

<sup>6</sup> [APS 1022: Standards, Processes, and Procedures for Reappointment, Tenure, Promotion, and Post-Tenure Review](#) and [Campus Administrative Policy 1050: Post-Tenure Review](#)

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requirements that "the faculty member's performance and the unit's needs and budgetary resources shall be considered when a recommendation is made, reviewed, and approved" (University of Colorado, 2023).<sup>7</sup>

## Shared Governance

Shared governance is the set of practices, structures, and processes through which faculty, administration, and staff share the responsibility of developing and implementing policies, considering multiple perspectives, and making decisions together concerning the operation and direction of the SEHD. The shared governance model intends to promote meaningful engagement in the School's governance and to foster transparency and accountability among faculty and administration. The Bylaws set out the principles, rules, and procedures that faculty and administration use to govern the SEHD. Other members of the SEHD community, including staff, student employees, and the student body, may participate in shared governance through committee service, feedback, and conversation and support for tasks and operations. The processes for decision-making that follow should guarantee that faculty, administration, and staff have a voice in decision-making to varying degrees, depending on their respective responsibilities and expertise within the School. This includes recognizing that certain academic matters, such as curriculum, pedagogy, and the evaluation and promotion of faculty, fall primarily within the purview of the faculty, with administration collaborating to support and implement these decisions. Specific ways in which shared governance is enacted are outlined below for each SEHD committee.

## Structure and Purpose of SEHD Committees

The SEHD maintains a set of standing committees that collectively support our goals for shared governance. SEHD faculty serve on SEHD standing committees for a term of three years except for the Program Leaders Council which has a term of two years.

### *Membership and Organization of SEHD Standing Committees*

The SEHD standing committees act as a key way in which faculty, administrators, and staff engage in shared governance to discuss matters pertaining to the functioning of the SEHD and make key decisions. Two SEHD standing committees (Budget, Finance, and Policy Committee and Program Leaders Council) involve shared leadership between faculty members and administration and shared decision-making among faculty members, administration, and staff. Three standing committees are led by faculty with only faculty membership: (1) Merit, (2) RTP, and (3) IRC Promotion and Contracts Committee. All other SEHD standing committees have the option to add interested students or staff members as ex officio members for terms not to exceed one year. Ex officio terms may be extended for multiple years if agreed upon by the committee. Ex officio members' role on SEHD standing committees is to serve in an advisory capacity.

Each standing committee shall be composed of no fewer than three members of the SEHD faculty. Committee membership should be staggered to ensure continuity as members cycle on and off the

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<sup>7</sup> University of Colorado. (2023). APS 5053: Multi-year contracts for instructional, research and clinical faculty. Office of Policy and Efficiency. <https://www.cu.edu/ope/aps/5053>

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committee. It is recommended that terms be three years for each committee, except where noted, such as the Program Leaders Council, which has a two-year term.

Faculty members may serve multiple terms on SEHD standing committees; however, they are required to take a one-year break before returning to serve on the same committee. The Program Leaders Council (PLC) is an exception to this rule. Membership on the PLC is tied directly to a faculty member's role as a Program Leader. A program leader may serve consecutive terms on the PLC if they continue to be nominated to serve as their program's designated leader.

The faculty members serving on the Program Leaders Council are responsible for overseeing and determining SEHD faculty standing committee membership. Each spring, committee vacancies for the upcoming academic year will be determined. Then, faculty input will be gathered about their interest in serving on one or more SEHD standing committees that have vacancies. In making determinations for inclusion on the election ballot, the Program Leaders Council will consider faculty interest, prior service, experiences that would most benefit the individual's professional development, and specific committee needs (e.g., a full professor required for the RTP Committee). The results of this process will be used to create a survey for SEHD standing committee selection that is sent out to all faculty before the end of the spring semester. Faculty elected through this process will begin their new terms of committee service in the following fall semester.

While a formal selection process is used to establish membership for all standing SEHD committees, the Program Leaders Council is an exception. Membership on this committee is not determined through a general selection or election process; rather, it is constituted based on who is nominated by each program's faculty to serve as their Program Leader. In this way, each program's representation on the Program Leaders Council is directly tied to its chosen leadership.

All faculty members are strongly encouraged to participate in shared governance by becoming members of at least one SEHD standing committee. Faculty may also serve on SEHD ad hoc committees and/or university committees as part of their service. Service expectations are outlined more explicitly in merit review documents in the Appendices.

### *Creating, Eliminating, or Changing SEHD Committees*

The faculty and dean have the ability to propose new standing committees, propose to eliminate standing committees (except those required by applicable laws and regulations), and/or to propose amendments to the purpose, leadership structure, and/or activities of standing committees through a SEHD faculty bylaws proposal change process that starts with a proposal to Budget, Finance, and Policy Committee (BFPC). Committees may create subcommittees to attend to matters within their purview without going through a formal SEHD faculty bylaws proposal process.

The establishment, elimination, or substantive change to a SEHD standing committee requires a proposal to the BFPC. The BFPC will review the proposal and vote as a committee on whether the proposal will go to a full faculty vote. If the BFPC votes to send the proposal for a full faculty vote, they will present the proposal to the full faculty and conduct a vote to approve or disapprove of the change in accordance with SEHD bylaws voting procedures. The BFPC will then proceed to modify the bylaws accordingly if the requested change is approved by the faculty.

*SEHD Standing Committee Communication*

Each committee will communicate regularly with faculty and administration. In addition to regular oral reports provided in SEHD faculty meetings, as needed, each committee will share minutes or updates with all faculty, staff, and administration as appropriate. All committees will prepare and share an end-of-year report to the faculty regarding the activities of the committee. The end-of-year report should summarize the past year’s committee activities and devote a section to recommendations for improving committee processes and/or activities in the following academic year. Recommendations of committees regarding changes in policy or substantive changes in committee procedures are subject to the approval and voting process of any bylaws change that goes through the BFPC committee and then to SEHD faculty for a vote.

Each of the standing SEHD committees utilizes shared governance procedures slightly differently, given the committee’s purpose. This table summarizes the purpose, leadership structure, membership, and communication strategy for each committee. More details about each committee are provided after the table.

**Table 1. SEHD Standing Committee Purpose, Leadership Structure, Membership, and Communication Strategies**

<b>SEHD Standing Committee</b>	<b>Primary Purpose</b>	<b>Leadership Structure</b>	<b>Faculty Membership</b>	<b>Communication Strategy</b>
<b>Budget, Finance, and Policy Committee</b>	Considers policies and reviews financial information to make recommendations to the dean regarding the allocation of SEHD resources, the school budget, and other matters related to finances in the school	Dean, Assistant or Associate Dean in charge of finance, faculty chair or co-chairs	At least six faculty (mix of TT and IRC faculty), including the faculty member who sits on the university budget and finance committee	Minutes shared with faculty, administration, and staff; oral report at faculty meetings as needed
<b>Program Leaders Council</b>	Considers, learns together, informs one another, and makes decisions regarding practices and policies that affect more than one program area in the SEHD	The dean and faculty chair or co-chairs	Program Leader of each program in the SEHD; representation across TT and IRC faculty	Program leaders share the minutes with their program area faculty; oral report at faculty meetings as needed

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SEHD Standing Committee	Primary Purpose	Leadership Structure	Faculty Membership	Communication Strategy
<b>RTP Committee</b>	Reviews and makes recommendations about reappointment, tenure, promotion, and post-tenure cases for tenure track faculty	Committee-selected faculty chair or co-chairs	Tenured associate or full professors; at least one full professor for a total of seven faculty	Not applicable
<b>IRC Promotion and Contracts Committee</b>	Reviews and makes decisions on promotion cases and multi-year contracts for IRC faculty	Committee-selected faculty chair or co-chairs	Five to seven IRC faculty from different programs and at least one full teaching/clinical track faculty	Not applicable
<b>Merit Review Committees</b>	Conducts annual merit reviews for TT and IRC faculty and submits scores to the dean for approval	Committee-selected faculty chairs or co-chairs	TT: At least five faculty members from multiple SEHD programs; must include at least one associate and one full professor IRC: At least five faculty members from multiple SEHD programs; must include members from multiple IRC ranks and statuses	The Associate Dean of Research and Academic Affairs and Associate Dean of Instructional and Inclusive Excellence should share the rubric and merit review process with faculty members prior to faculty being asked to submit merit information

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<b>SEHD Standing Committee</b>	<b>Primary Purpose</b>	<b>Leadership Structure</b>	<b>Faculty Membership</b>	<b>Communication Strategy</b>
<b>Curriculum Committee</b>	Approves new courses and new certificate and degree program proposals; approves graduate school appointments and graduate faculty status of part-time faculty; may address curricular priorities or goals of the school	Committee-selected faculty as chair or co-chairs	Faculty members from multiple SEHD programs and the SEHD Course Coordinator as an ex officio member	Minutes shared with all SEHD faculty, administrators, and staff; oral report at faculty meetings as needed
<b>Student Committee</b>	Reviews scholarship and award applications, facilitates graduate awards, reviews appeals from students, and addresses other needs related to SEHD student policy and procedures	Committee-selected faculty as chair or co-chairs	Faculty members from multiple SEHD programs	Minutes shared with all SEHD faculty; oral report at faculty meetings as needed
<b>Diversity, Equity, and Inclusion Committee</b>	Addresses all the objectives in the school's Inclusive Excellence plan including culture and climate, diverse representation among faculty, staff, and students, and cultural competency	Committee-selected faculty as chair or co-chairs	Five to seven SEHD faculty members	Minutes shared with all SEHD faculty; oral report at faculty meetings as needed
<b>Faculty Meeting Planning Committee</b>	Schedules and plans the agendas for faculty meetings and faculty forums	N/A	PLC faculty rep, BFPC faculty rep, two additional SEHD faculty members	Minutes shared with all SEHD faculty

## Standing Committees

### *Budget, Finance, and Policy Committee*

The SEHD Budget, Finance, and Policy Committee (BFPC)'s main purpose is to review relevant university and SEHD financial policies and financial information to collectively make recommendations to the dean on matters of budget, accounting, and finance. The BFPC is also tasked with regular review, management, and enforcement of the SEHD faculty bylaws. The BFPC will not be involved in policies related to other SEHD committees (e.g., curriculum, student appeals) that are under those committees' purview.

Specifically, the BFPC committee will:

- A. Review financial information within the SEHD and provide advisory input and recommendations to the dean on budget, accounting, finance, and policy decisions.
- B. Provide input on budget decisions or other decisions that affect the generation of revenues or distribution of resources within the SEHD.
- C. Review budget-related policy proposals and provides advisory input and recommendations to the dean.
- D. Annually discuss SEHD priorities with respect to budget allocation.
- E. Remain informed of financial planning, accounting, administrative, and management activities of the SEHD, University of Colorado Denver, and the CU System at large.
- F. Review the bylaws every five years and be the governing body that makes and/or receives proposals to change the bylaws as needed.
- G. Communicate committee activities and developments to SEHD faculty, administration, and staff.

The BFPC will be jointly led by the dean, the assistant dean in charge of finance, and a faculty chair or co-chairs. At the first BFPC meeting of the school year, faculty members on the BFPC will choose a faculty chair or co-chairs through requesting volunteers and/or a selection process. The BFPC faculty chair/s, dean, and assistant dean in charge of finance will collaboratively draft the agendas for meetings. Meeting agendas will be sent to all committee members at least one calendar week in advance of the meeting. A designated staff person will take minutes during the meeting and send out the draft of the minutes to BFPC members for their input before it is sent out to all SEHD faculty, administrators, and staff. Approval of the minutes will be the first order of business at the next meeting. The BFPC faculty chair/s will provide an oral report of key updates at faculty meetings as needed.

For key roles on the BFPC, the faculty representative to the University budget committee typically receives a report directly from the university budget office and should share this report with BFPC members, along with any other university budget matters they are aware of. The Assistant Dean of Finance & HR develops reports, as needed, and shares them with the dean to share with BFPC members. Both the dean and the AD of Finance & HR provide updates to the committee on the status of the budget, and the dean seeks input and guidance from the BFPC on the allocation of resources. The dean also consults with the BFPC about policy changes that may be necessary to maintain the fiscal health of the School.

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The BFPC will be convened, at least twice a semester by the faculty chair/s, dean, and assistant dean in charge of finance. In addition to BFPC leadership, committee membership includes at least six faculty, with a mix of tenure track and IRC faculty represented, and including the faculty member who sits on the university BFPC.

The BFPC faculty members will review the SEHD faculty bylaws every five years (2031, 2036, and so on), review requests for changes to the bylaws, and make changes as needed to the bylaws following a faculty vote. If any qualifying faculty member in the SEHD or SEHD administrator proposes a change to the SEHD faculty bylaws, a majority vote of the BFPC is required to proceed with development of the amendment or review. Additions, changes, or elimination of standing committees fall under this process of proposed changes to the bylaws. Proposals to make a change or amendment to the SEHD bylaws may occur at any time in the fall or spring semesters.

**Regent Policy 5.A.1.(E):** Unless otherwise required by law, the development of new policies or policy changes with respect to matters that directly affect the faculty shall be adopted only after consultation with appropriate faculty governance bodies.

Any proposal of a change or amendment to the SEHD bylaws that is approved for development by BFPC must then be described to the faculty and brought to the faculty for a vote at a faculty meeting. Approval of any proposed amendment or change to the SEHD bylaws, with exception of those related specifically to RTP or post tenure review (PTR) of tenure/tenure-track (T/TT) and promotion of Instructional, Research, and Clinical track (IRC) faculty requires that at least 60% of the SEHD voting constituency cast votes to approve the changes. Furthermore, there must be majority approval for any amendment to pass. Approval of any proposed amendments to sections concerned with RTP or PTR of T/TT faculty requires at least 60% of rostered tenured/tenure-track faculty cast votes to approve the changes. Approval of any proposed amendments to sections concerned with promotion of IRC faculty requires at least 60% of rostered faculty cast votes to approve the changes.

### *Program Leaders Council*

Each Program Leader in the SEHD serves on the Program Leaders Council, a key deliberative and legislative structure of shared governance within the SEHD. Convened and charged by a SEHD faculty representative from each program and with active participation from staff and the dean and other SEHD administration, the Program Leaders Council reflects the collaborative spirit involved in shared governance articulated in Regents Policy 5.A.1.(B). The Program Leaders Council provides an opportunity for each Program Leader to share information and relay the will of the faculty to the dean and other SEHD administrators. Council meetings are also opportunities for the dean to share information with Program Leaders regarding university or school-level issues or initiatives that require explanation and/or benefit from faculty input or discussion. Program Leaders and SEHD administrators also utilize council meetings to collaboratively make decisions regarding program organization, program viability, degree offerings, and academic policies that affect more than one program in the SEHD.

The Program Leaders Council meets twice a month during the academic year. A designated staff person will take minutes during the meeting and send out the draft of the minutes to Program Leader Council members for their input before Program Leaders send the minutes to their program faculty. Approval of the minutes will be the first order of business at the next meeting. In addition to sharing the minutes with their program, Program Leaders are responsible for explaining important issues or pivotal decisions

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that need elaboration to their program faculty. The Program Leaders Council chair/s will provide an oral report of key updates at faculty meetings as needed.

Program Leaders Council will be co-led by a Program Leaders Council faculty chair/co-chairs and the dean. At the first Program Leaders Council meeting of the school year, faculty members on the Council will choose a faculty chair or co-chairs through requesting volunteers and/or a selection process. The chair/s collaborate with the dean to determine Program Leaders Council meeting agendas and co-lead meetings in collaboration with the dean.

Each Program Leaders Council meeting will have time allotted at the end of the meeting, as needed, for faculty-only time, a portion of the meeting during which only individuals with primarily faculty roles will remain in the meeting (i.e., no administrators or staff). Faculty-only council time will involve discussions of issues that pertain to faculty responsibilities and impact more than one program in the SEHD. Any program leader may communicate with the Program Leaders Council chair/co-chairs ahead of the meeting when they have an issue to discuss during faculty-only Council time. Examples of issues for discussion during faculty-only council time include:

- New degrees/programs that need approval
- Changes to graduation requirements
- Big policy changes (i.e. grading)
- Bylaws issue that needs cross-program discussion prior to going to BFPC
- Anything controversial with broad impacts

Faculty-only Council time should not be spent discussing issues that are under the purview of other committees or relate to a single program in the SEHD, such as changes to course descriptions, new courses, or new certificates. If there are no issues to discuss during faculty-only time, the Program Leaders Council meeting does not need to include this time in the meeting agenda. The Program Leaders Council chair/co-chairs needs to determine follow up actions that are needed at the end of faculty-only Council time which may include such things as communicating recommendations to administrators, bringing the topic back to program faculty, or bringing the issue to a vote at the next faculty meeting. There will be no minutes taken during faculty-only Council time.

Participation on the Program Leaders Council constitutes a formal service commitment to the SEHD. As such, faculty who serve on this committee are fulfilling their required service obligation to the SEHD and are not expected to serve on an additional SEHD committee during their term. This recognition reflects the substantial scope and impact of program leader responsibilities at both the program level and as school-wide service.

The dean or Program Leader Council chair/s may invite guests to Program Leaders Council meetings as needed.

If there are only updates to provide and no discussion needed for a particular Program Leaders Council meeting, then the meeting may be canceled, as determined collectively by the Program Leaders Council chair/co-chairs and dean. In the case of a cancelled Program Leaders Council meeting, the dean and/or Program Leaders Council chair/s will email updates to Program Leaders Council members.

### *Retention, Tenure, and Promotion (RTP) Committee*

The SEHD RTP Committee is a seven-member committee of tenured faculty members in the SEHD that reviews and makes recommendations on reappointment, tenure, promotion, and post-tenure cases in accordance with university policies. Specifically, the committee includes tenured associate or full professors, with at least one full professor. The dean, associate deans, the Dean's Review Committee, and the faculty member who serves on the CU Denver Vice Chancellor's Advisory Committee for Reappointment, Tenure, and Promotion (VCAC) are not eligible for membership on the SEHD RTP Committee. Each year the committee selects a chair from the members of the RTP Committee and may opt to select a co-chair. The chair directs and guides the meeting and advises faculty members on policies and procedures. A co-chair supports the chair and assists in proofreading all materials and may take responsibility for chair responsibilities in the upcoming year. The committee conducts reviews of candidate materials following the SEHD RTP guidelines. Votes will be taken by secret ballot. The SEHD RTP committee faculty vote shall include a positive or negative recommendation regarding reappointment, tenure, and/or promotion. Only tenured faculty on the SEHD RTP committee may vote on reappointment or tenure recommendations. Only full professors on the SEHD RTP committee may vote on the recommendation for promotion to the rank of full professor. The results of the SEHD RTP committee faculty vote shall be forwarded, along with the RTP Committee recommendation, to the Dean's Review Committee.

It is recommended that members of the RTP Committee not be required to also serve on the Merit Review Committee.

The Associate Dean of Research and Academic Affairs meets with the RTP Committee prior to their committee work to go over the review process, support selection of a chair and co-chair, and answer questions; the rest of the committee's work occurs without the Associate Dean; the Associate Dean is available to answer questions that come up during the review process.

In the situation where a faculty member disagrees with the RTP Committee's post-tenure rating of their case, that faculty member should make a post-tenure rating appeal to the dean. The dean then sends the appeal back to the RTP Committee for reconsideration. The RTP Committee reviews the appeal, votes to change the post-tenure rating or keep it the same, and sends their recommendation to the dean. Then, the dean considers the appeal in their review letter to the faculty member.

### *IRC Teaching Promotion and Contracts Review Committee*

The IRC Teaching Promotion and Contracts Review Committee reviews promotion materials for IRC faculty members and makes recommendations for their promotion. The Committee will consist of five to seven IRC faculty members. A chair/co-chairs will be selected by the Committee to facilitate the review. All votes on promotion will be taken by secret ballot. The Associate Dean of Instructional and Inclusive Excellence meets annually with the IRC Promotion and Contracts Review Committee prior to their committee work to go over the review process, support selection of a chair/co-chairs, and answer questions; the rest of the Committee's work occurs without the Associate Dean; the Associate Dean is available to answer questions that come up during the review process.

### *Merit Review Committees*

There are two Merit Review Committees in the SEHD that conduct annual merit reviews for TT and IRC faculty. The two committees (one for TT faculty and one for IRC faculty) decide upon and utilize a merit review rubric and process to score each faculty member's merit and submit the merit review documents to the dean for review and approval. Each year, each of the Merit Review Committees should select one of its committee members as chair. The Committee may choose to elect a co-chair. The chair/s guide the meeting and advise faculty on merit policies and procedures, including edits to the merit review rubric.

The Merit Review Committees meet annually in the beginning of the fall semester to conduct their review. The chair of each committee should decide the meeting schedule that involves half or full day meetings across two or more days, such that the meetings occur after merit information has been submitted by all faculty members and to ensure that the meetings conclude by the deadline when merit scores are to be submitted to the dean.

The Associate Dean of Research and Academic Affairs and Associate Dean for Instructional and Inclusive Excellence are responsible for sharing the merit review rubric and a description of the merit review process with TT and IRC faculty, respectively, at the time that faculty are asked to provide their merit information. No other communication between the committee and other faculty is required unless the committee makes changes to the merit review process or rubric, in which case, the chairs of each committee should share that information with faculty to solicit their input and feedback during a Program Leaders Council or faculty meeting.

The Merit Review Committee for TT faculty conducts the annual merit review for all tenured and tenure track faculty. The committee is composed of faculty members from multiple SEHD programs and must include both associate and full professors. It is recommended that members of the Merit Review Committee not be required to also serve on the RTP Committee.

The Associate Dean of Research and Academic Affairs meets with the TT Merit Review committee prior to their committee work to go over the review process, support selection of a chair and co-chair, and answer questions; the rest of the committee's work occurs without the AD; the AD is available to answer questions that come up during the review process.

The Merit Review Committee for IRC faculty conducts the annual merit review for all IRC faculty. The Committee must include members from Instructor track (Instructor, Senior Instructor, Principal Instructor) and Teaching/Clinical track (Assistant/Associate/Full). The Committee is composed of faculty members from multiple SEHD programs.

The Associate Dean of Instructional and Inclusive Excellence meets with the IRC Merit Committee prior to their committee work to go over the review process, support selection of a chair, and answer questions; the rest of the committee's work occurs without the AD; the AD is available to answer questions that come up during the review process.

All faculty member appeals for merit scores go through the dean's office. The dean may reach out to the Merit Review Committee for clarification.

### *Curriculum Committee*

This Committee reviews and approves new course and program proposals, and changes, and approves lecturer appointments. In addition, this Committee provides guidelines and support for curriculum development and may address curricular priorities or goals of the school, such as helping ensure that the program curricula reflect the School's diversity, social justice, and equity mission. The Committee is composed of faculty members from multiple SEHD programs and the SEHD course coordinators for D1 and D2 courses who serve as ex officio members. Committee members may invite/welcome guests as needed. Each year the Curriculum Committee selects a chair or co-chairs from its faculty membership. The chair(s) facilitates regular meetings, advises faculty, supports policies, and collaborates with administration on new policies.

### *Student Committee*

The committee is composed of faculty members from multiple SEHD programs. Each year the Student Committee selects one of its members to serve as chair. The chair and Committee hold monthly meetings, advise-faculty on policies and procedures, reviews scholarship and award applications, reviews student appeals, chooses outstanding graduates, and addresses other needs related to SEHD student policy and procedures.

### *Diversity, Equity, & Inclusion (DEI) Committee*

This committee addresses all the objectives in the school's Inclusive Excellence Plan including the areas of culture and climate, diverse representation among faculty, staff, and students, and cultural competency. The committee is composed of faculty members from multiple SEHD programs and one SEHD staff representative. Each year the DEI Committee selects one of its faculty members as chair. The chair directs regular meetings and advises students and faculty on policies and procedures.

### *Faculty Meeting Planning Committee*

The Faculty Meeting Planning Committee will consist of four faculty members who coordinate with the dean to schedule and plan the agenda for the faculty meetings and forums each academic year. This Committee will include a representative from the Program Leaders Council and the Budget, Finance, and Policy Committee as well as two additional faculty members. The representatives from Program Leaders Council and the Budget, Finance, and Policy Committees may be the chairs of those committees or regular faculty members.

The schedule of faculty meetings and forums should be sent to all TT and IRC faculty at least two weeks before the start of the academic year. If any special faculty meetings or faculty forums are scheduled during the academic year, the committee should give faculty at least one week's notice.

An agenda for each faculty meeting and faculty forum should be sent out at least one week before each meeting/forum, inviting all faculty and administrators to provide input into the agenda.

### *Ad Hoc Committees*

Ad hoc committees are convened and constituted by the dean as needed to complete specific tasks. Ad hoc committees may exist for up to one academic year. The membership of the ad-hoc committee

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may be elected, selected, appointed, or composed of volunteers from the faculty who meet the faculty membership requirements, per the dean's discretion.

If more time is needed for the ad hoc committee to do their work, the dean may request a faculty vote to extend the ad hoc committee for up to one additional academic year. If the ad hoc committee will continue past a second academic year and fulfills an ongoing purpose to the SEHD, it should become a standing committee. In this event, the dean or a faculty member should utilize the standing committee proposal process to formally make the ad hoc committee a standing committee and add the committee's purpose and process to the bylaws.

### Search Committees

Faculty search committees, including the chair, are appointed by the dean, and shall have representation from the program area for which the program search is being conducted. Faculty search committees in collaboration with the dean prepare position descriptions (reviewed and approved by the dean), actively search for an appropriate and diverse candidate pool, set procedures for the review of applications, review applications, recommend to the dean candidates for interviews, and interview candidates. Search committees, with input from the faculty, forward an unranked list of candidates noting strengths and weaknesses to the dean, who makes the hiring decision and negotiates the terms of the contract with the finalist.

### University-Level Committees

Faculty members are encouraged to participate in faculty governance and leadership through campus and system wide committees, including faculty assembly and affiliated sub-committees. However, faculty members are strongly encouraged to serve on committees at the SEHD level before serving on university external committees. Selection to university-level committees shall occur in accordance with the governing documents and procedures of the relevant university, campus, or system body. Where election is required, SEHD shall conduct or participate in elections consistent with those requirements.

### Decision Making

Working together involves a range of norms and practices that guides, informs, and contributes to group decision making. In accordance with the SEHD's Mission and Vision, open communication, collegiality, and collaboration are essential to our decision-making processes at all levels: school, program, and committee. These SEHD Bylaws suggest that faculty:

- put forth a good faith effort to be present for the discussions that precede decision making;
- understand that a proxy refers to a vote, and that one's proxy should be given rarely and after the person has been involved in the ongoing discussions; and
- understand that once decisions are made, the preference is to let them stand for at least one year.

## Voting

Each faculty member who meets the definition of membership on page 2 (Faculty Membership section) is entitled to one vote. Unless otherwise noted in these bylaws, a majority for voting is 51% or greater.

Specific voting responsibilities for TT faculty and IRC faculty are noted below.

**T/TT Faculty:** For purposes of voting on issues pertaining to the bylaws or general governance of the SEHD, each tenured and tenure-track faculty member as defined in these bylaws shall be entitled to one vote. Untenured faculty are not eligible to vote on matters related to TT faculty reappointment, tenure, and promotion; voting on these matters is restricted to tenured faculty.

**IRC Faculty:** For purposes of voting on issues pertaining to the bylaws or general governance of the SEHD, rostered IRC faculty shall be entitled to one vote. TT faculty are not eligible to vote on matters related to the promotion or contracts of IRC faculty. Rostered IRC faculty members may vote on matters related to IRC faculty teaching, service, and/or research/creative work sections, using departmental primary unit criteria, where there is a direct relationship to definition of responsibilities (contractual or additionally compensated), roles, or advancement of that faculty member.

Majority votes determine most decisions in the SEHD. While consensus is the ideal, on contested issues every effort should be made to move forward with solutions that accommodate different perspectives and needs while ensuring that the school moves in accordance with its mission, vision, values, and goals. Faculty members are encouraged to participate in discussions and keep informed about issues that come up for a vote. When voting occurs at the meeting, a private paper ballot and/or an anonymous online survey must be used for voting if two or more voting members so request. Absentee votes may be cast by sending a proxy vote to either their Program Leader or an associate dean, provided they have participated in the discussion. Unless directed otherwise by the absentee faculty member in the proxy communication, the designated voter may accept amendments that arise in the deliberative process.

No less than 48 hours prior to a faculty meeting, faculty members shall receive notice and full description of any proposed action regarding changes to these bylaws, to degree programs, or to policies and procedures for faculty evaluation. This ensures time for faculty to carefully review the motion(s) for change.

In the event of a need to expedite the decision-making process, the faculty may vote to set aside the voting procedure as stated in the bylaws and vote on a motion that has been presented without the 48-hour notice. In this case, the majority vote of those present will carry the decision.

## Quorum

A quorum shall consist of fifty percent plus one of the SEHD voting faculty present, including those voting by proxy, as determined at the commencement of each meeting. Once established, the quorum shall be presumed to remain in effect for the duration of the meeting unless a point of order is raised challenging its presence.

## Faculty Meetings

Regular meetings of the SEHD faculty serve as essential forums for communication, collaboration, and shared decision-making. These meetings support transparency, alignment with school goals, and ongoing engagement across roles and programs.

According to Regents Policy 4.A.1, the dean shall be the principal academic and administrative officer of a school or college, and the presiding officer for faculty meetings of the school or college. The dean may assign a faculty member to assist in matters of meeting procedure.

SEHD faculty meetings are formal gatherings of the individuals who meet the criteria of SEHD faculty to discuss and make decisions with consultation with administration on matters related to the academic life of the SEHD. The key purposes of the SEHD faculty meetings are:

1. Academic policy decision making (e.g., curriculum changes, degree requirements)
2. Faculty governance (e.g., voting on committee proposals such as bylaw changes)
3. Strategic planning (e.g., accreditation, enrollment, program development)
4. Information sharing (e.g., updates from the dean, associate deans, or committees)
5. Discussion of student or faculty concerns (e.g., policies, performance, grievances)
6. Collaboration (e.g., sharing of resources or approaches regarding pedagogy or research)

Faculty meetings shall be held at least once during each of the fall and spring semesters. Special faculty meetings may be called by the dean, the Faculty Meeting Planning Committee, or upon the written request of at least five members of the faculty. At least one week's notice of a special faculty meeting will be given.

The agenda for all faculty meetings, including special meetings, will be sent out to faculty and administration at least one week ahead of the meeting with a request for input from all faculty and administration on additions or edits to the agenda. The agenda for faculty meetings will be co-constructed by the dean and the Faculty Meeting Planning Committee. Any faculty member or administrator can request additions to the agenda if the additions are requested at least 48 hours in advance of the faculty meeting.

If needed, faculty-only time may occur at the end of a faculty meeting, such as in the case of the need to discuss an issue that came up during faculty-only time at a recent Program Leaders Council meeting and that needs the attention of all faculty. Faculty-only time should be reserved for discussion of issues that pertain to faculty responsibilities and impact more than one program in the SEHD. The Program Leader chair/s or any faculty member may communicate with the dean and/or Faculty Meeting Planning Committee ahead of the meeting when they want to designate some portion of the faculty meeting for faculty-only time. Examples of issues for discussion during faculty-only time include:

- New degrees/programs
- Changes to graduation requirements
- Big policy changes (i.e. grading)
- Bylaws issue
- Anything controversial with broad impacts

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The dean designates someone to prepare the minutes of each faculty meeting, allow faculty to provide input and suggested changes to the minutes, and provide a revised copy to every member of the faculty. There will be no minutes taken during faculty-only faculty meeting time. Approval of the minutes will be the first order of business at the next faculty meeting.

Faculty meetings and faculty meeting votes are conducted in accordance with policies, procedures, and values outlined in the bylaws. Faculty may choose to attend in person or virtually without prejudice.

### Faculty Forums

In an effort to provide all SEHD faculty with a regular space to engage in faculty governance and sharing of faculty issues and concerns, SEHD faculty will convene, lead, and participate in faculty forums as needed each semester. Faculty forums are intended to provide a faculty-only space for deliberation and decision-making with the entire SEHD faculty, when all faculty's input or engagement is a goal or is required (i.e., for a vote). Faculty forums serve as a place for faculty to share concerns, ask questions, and provide feedback without the direct approval or oversight from administrators. Faculty forums should maintain a primary focus on issues of faculty governance but may also provide time for faculty to engage in dialogue regarding research, teaching, and other issues related to faculty members' role in the university.

The Faculty Meeting Planning Committee, in collaboration with the dean, will determine the schedule of the faculty forums at the start of the academic year. The Faculty Meeting Planning Committee may schedule faculty forums during the academic year if there are timely issues that warrant convening, with at least one week's notice.

The Faculty Meeting Planning Committee will send out an agenda to faculty at least one week ahead of the forum with a request for input from all faculty on additions or edits to the agenda. Any faculty member can request additions to the agenda if the additions are requested at least 48 hours in advance of the faculty forum. Faculty may choose to attend in person or virtually without prejudice. There will be no minutes taken during faculty forums.

## APPENDIX A: RTP CRITERIA

### **Preamble:**

Reappointment, tenure, and promotion (RTP) decisions are among the most important processes that shape and define the University. The criteria outlined below form the basis for RTP reviews within the School of Education and Human Development (SEHD). As committees review candidates, they will consider all of these criteria and use collegial and professional judgment in arriving at evaluations of prior work and estimates of potential contributions.

The review process for tenure and promotion is designed to align the work of the faculty with the mission of the University and the School and to promote and ensure excellence as a standard for that work. The purpose of this document is to articulate the standards and criteria for the School of Education and Human Development to guide the faculty in terms of their own career advancement and for the review of their peers. The goal is to provide clear standards, criteria for meeting those standards, and examples of ways that individual faculty can document evidence in the form of activities, outcomes and products that address the criteria.

These criteria were last approved by the (SHED) faculty during Spring 2021.

### Proposed Standards and Criteria:

A school of education and human development defines its work as the generation of new knowledge and innovative practices for the fields contained within the school, and also in terms of our impact on our community stakeholders. Through disciplined inquiry and scholarly discourse, faculty members contribute to the understanding and solution of important problems of educational practice and policy. The School encourages diversity in choices of problems to be addressed and methods of inquiry used. The School also encourages collaborative and cross-disciplinary research as faculty members address significant problems of practice.

The impact on community can be framed as instructional (e.g., the development of professional development initiatives), service (e.g., participation in university-school committees or community organizational boards), or research and scholarship (e.g., research collaborative in Denver Public Schools). Our stakeholders can be at any level—local, state, national or international. Some faculty choose to work across these levels, and others choose to focus more intensely on one level or another.

Therefore, reflected in the SEHD standards and criteria for promotion and tenure is our commitment to provide exemplary leadership in: the development of program and pedagogies; in the effective preparation and continued development of teachers and clinicians, leaders and new researchers; work in the service of school reform and improvement; and, research and scholarship in all of these domains. Research and scholarly writing are an important part of the work of faculty in the School of Education. Thus there are two pathways to achieving rank and tenure as an Associate Professor: Excellence in scholarly/creative work with meritorious in teaching and

leadership and service or excellence in teaching with meritorious in scholarly/creative work and leadership and service and the criteria are presented for each pathway. For Full Professor, the evaluation is focused on the “whole of the accomplishments” of the candidate. In other words, some candidates will have a greater proportion of excellence in scholarship/creative work and others a greater proportion of program/partnership and teaching excellence in their dossier, and each will be evaluated for overall excellence in their accomplishments. A “demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one’s immediate instructional setting” is required for a candidate to receive an excellent rating in teaching (Regent Policy 5.D.2(B)). SEHD standards and rubrics state the type of evidence expected to demonstrate excellence in these areas. In addition, Appendix A presents examples for each area.

While the SEHD’s standards and rubrics are organized in the *traditional* dossier categories of teaching, scholarly/creative work and leadership and service, the faculty in a School of Education and Human Development like ours, often work at the *intersections* of these areas. These intersections between teaching and scholarship, or between service and teaching, are critical given our mission to partner with local schools and communities in the preparation of new teachers and clinicians, as well as the promotion of school improvement and positive student outcomes.

Therefore, candidates will discuss their accomplishments and scholarly products that relate to work at various intersections in all categories that are relevant but will be careful to make this transparent. For example, an empirical study of a teaching approach whose findings are published, or an innovative program that is described and published and shown to have impact on others, might contribute to excellence in teaching and at the same time contribute to excellence in research. Teaching materials like chapter supplements, videos, and online course materials however are placed only in teaching as they are products developed for specific university courses, classes, seminars or practica.

Overall, it is the responsibility of each candidate to provide the context for their work in a clear narrative and presentation of data. This documentation is critical to the process so that each reviewer at every level will understand the candidate’s work and provide a thorough and fair evaluation.

## RTP STANDARDS AND CRITERIA FOR SCHOLARLY/CREATIVE WORK\*

	Standards and Definitions	Tenure/Associate Professor <i>Criteria for Meritorious</i>	Tenure/Associate Professor <i>Criteria for Excellent</i>	Full Professor <i>Criteria for Excellent</i>  <i>Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.</i>
1	<p>Candidate has constructed focused, sustained, and programmatic empirical and non-empirical research and scholarship.</p> <p><b>Clarification of Terms:</b></p> <ul style="list-style-type: none"> <li>○ <i>Focused Research</i> –Research/ scholarship record indicates a</li> </ul>	<p><i>Candidate provides evidence of...</i></p> <p>Articulating and demonstrating <i>progress</i> towards establishing a clear, sustained, focused, programmatic record of empirical and non-empirical research/</p>	<p><i>Candidate provides evidence of...</i></p> <p>An <i>emergent</i>, clear, sustained, focused programmatic record of empirical and non-empirical research/scholarship that demonstrates a commitment to</p>	<p><i>Candidate provides evidence of...</i></p> <p>A <i>clear, in-depth, sustained, and impactful</i> programmatic record of empirical and non-empirical research/scholarship that demonstrates a commitment to</p>

	Standards and Definitions	<b>Tenure/Associate Professor</b>  <i>Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b>  <i>Criteria for Excellent</i>	<b>Full Professor</b>  <i>Criteria for Excellent</i>  <i>Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.</i>
	defined research agenda (1-2 emphasis areas). <ul style="list-style-type: none"> <li>○ <i>Sustained Research/Scholarship</i> – Maintains a continuous record of research/scholarship through publications.</li> <li>○ <i>Empirical Inquiry</i>- Engages in data-based inquiry that involves quantitative, qualitative, or mixed methodologies (e.g. experimental, quasi-experimental, ethnographic, case study, narrative, evaluative, or</li> </ul>	scholarship that demonstrates a commitment to the SEHD and/or CU Denver mission and vision.	the SEHD and/or CU Denver mission and vision.	the SEHD and/or CU Denver mission and vision.

	Standards and Definitions	<b>Tenure/Associate Professor</b>  <i>Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b>  <i>Criteria for Excellent</i>	<b>Full Professor</b>  <i>Criteria for Excellent</i>  <i>Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.</i>
	<p>policy analysis and interpretation).</p> <ul style="list-style-type: none"> <li>○ <i>Non-empirical inquiry</i> – non-databased inquiry (e.g., that which builds theory, synthesizes literature, demonstrates exemplary practice or develops constructs).</li> <li>○ <i>Programmatic</i> – Builds in depth (e.g., from pilot to full scale studies) and level of impact on the extant literature.</li> </ul>			

	Standards and Definitions	<b>Tenure/Associate Professor</b> <i>Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Criteria for Excellent</i>	<b>Full Professor</b> <i>Criteria for Excellent</i>  <i>Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.</i>
2	Candidate has constructed a record of high quality publications.	<i>Candidate provides evidence of...</i>  A record of scholarly products that builds over time; includes mid-to-top tier outlets.	<i>Candidate provides evidence of...</i>  A record of scholarly products that builds over time, with a <i>higher proportion</i> of top-tier versus mid-tier outlets.	<i>Candidate provides evidence of...</i>  A record of scholarly products which illustrates a <i>clear and ongoing presence and national reputation</i> demonstrating significant impact through a focus on top-tier versus mid-tier outlets.
3	Candidate has a record of high productivity.	<i>Candidate provides evidence of...</i>	<i>Candidate provides evidence of...</i>	<i>Candidate provides evidence of...</i>

	Standards and Definitions	<b>Tenure/Associate Professor</b> <i>Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Criteria for Excellent</i>	<b>Full Professor</b> <i>Criteria for Excellent</i>  <i>Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.</i>
		A significant <i>number</i> of publications that are peer-reviewed, and a significant number that are empirical and linked to a programmatic agenda.	A significant <i>majority</i> of publications that are peer reviewed, and a significant number that are empirical and linked to a programmatic agenda.	A national level body of work that is captured in top-tier outlets (which could include books and chapters) with a significant number in top-tier, peer reviewed journals and linked to a programmatic agenda.

	Standards and Definitions	<b>Tenure/Associate Professor</b>  <i>Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b>  <i>Criteria for Excellent</i>	<b>Full Professor</b>  <i>Criteria for Excellent</i>  <i>Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.</i>
4	<b>Candidate has a record of leadership and/or independence in publications.</b>	<i>Candidate provides evidence of...</i>  Publications that reflect an ability to work independently and/or collaboratively; in collaboration, the faculty member assumes leadership as sole or first author (with sufficient annotation to warrant	<i>Candidate provides evidence of...</i>  Publications reflect an ability to work independently and/or collaboratively; in collaboration, there is a clear body of work with leadership as sole or first author (with sufficient annotation to	<i>Candidate provides evidence of...</i>  Publications reflect an ability to work independently and/or collaboratively; in collaboration, there is an established record of leadership as sole or first author (with sufficient annotation to warrant position). Products are published with students, faculty

	Standards and Definitions	<b>Tenure/Associate Professor</b> <i>Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Criteria for Excellent</i>	<b>Full Professor</b> <i>Criteria for Excellent</i>  <i>Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.</i>
		position) for a significant number of publications.	warrant position) for a greater proportion of publications.	and/or community partners (principals, teachers, practitioners, directors, etc.).

	Standards and Definitions	<b>Tenure/Associate Professor</b>  <i>Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b>  <i>Criteria for Excellent</i>	<b>Full Professor</b>  <i>Criteria for Excellent</i>  <i>Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.</i>
5	<p><b>Candidate's record of research and scholarship has impact/influence on knowledge and/or practice in the field.</b></p> <p><b>Clarification of Terms:</b></p> <ul style="list-style-type: none"> <li>○ Impact implies the <i>advancement of knowledge</i> –i.e., research that contributes to the development of new knowledge and/ or practice (e.g., new theory, methodology, or empirical evidence that contributes to the field).</li> </ul>	<p><i>Candidate provides evidence of...</i></p> <p>A record of research that shows <i>emergent</i> impact and contributes to the advancement of knowledge to the discipline, field and/or practice.</p>	<p><i>Candidate provides evidence of...</i></p> <p>A record of research that shows <i>significant</i> impact and contributes to the advancement of knowledge to the discipline, field and/or practice.</p>	<p><i>Candidate provides evidence of...</i></p> <p>An <i>established record</i> of research that shows a national reputation, impact, and contributes to the advancement of knowledge to the discipline, field and/or practice.</p>

	Standards and Definitions	<b>Tenure/Associate Professor</b>  <i>Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b>  <i>Criteria for Excellent</i>	<b>Full Professor</b>  <i>Criteria for Excellent</i>  <i>Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.</i>
6	<b>Candidate's record of dissemination of research and scholarship is present in diverse venues and media that have impact.</b>	<i>Candidate provides evidence of...</i>  Building a balanced relationship between conference presentations and publications with a clear prioritization for publications.	<i>Candidate provides evidence of...</i>  Building a balanced relationship between conference presentations and publications with a clear prioritization for publications.	<i>Candidate provides evidence of...</i>  An established record and productive balance of high impact presentations and publications.
7	<b>Candidate seeks internal and external funding to support research and scholarship.</b>	<i>Candidate provides evidence of...</i>	<i>Candidate provides evidence of...</i>	<i>Candidate provides evidence of...</i>

	Standards and Definitions	<b>Tenure/Associate Professor</b> <i>Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Criteria for Excellent</i>	<b>Full Professor</b> <i>Criteria for Excellent</i>  <i>Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.</i>
		Evidence of efforts to secure internal and external funding directed to research and scholarly activities (when available).	Evidence of efforts to secure internal and external funding directed to research and scholarly activities (when available).	Ongoing, sustained efforts to secure internal and external funding directed to research and scholarly activities (when available).

\* See Appendix A.1 for criteria and examples

## RTP STANDARDS AND CRITERIA TEACHING\*

	Standards and Definitions	Tenure/Associate Professor <i>Criteria for Meritorious</i>	Tenure/Associate Professor <i>Criteria for Excellent</i>  <i>Note: Excellence goes beyond successful course teaching and participation in program development/implementation.</i>	Full Professor <i>Criteria for Excellent</i>  <i>Note: To be excellent in both teaching and research for promotion to Full goes beyond successful course instruction in a number of the ways described below; it is <u>not</u> inclusive, however, of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.</i>
1	Candidate's record shows breadth of successful teaching experience.	<p><i>Candidate provides evidence of...</i></p> <p>Teaching multiple courses successfully in area(s) of expertise.</p>	<p><i>Candidate provides evidence of...</i></p> <p>Going beyond successfully teaching a range of courses within area(s) of expertise, to include <i>participation</i> in significant instructional and programmatic development work.</p>	<p><i>Candidate provides evidence of...</i></p> <p>Going beyond successfully teaching a wide range of courses within area(s) of expertise, to include significant <i>leadership</i> in instructional and programmatic development work (see below).</p>

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Criteria for Excellent</i>  <i>Note: Excellence goes beyond successful course teaching and participation in program development/implementation.</i>	<b>Full Professor</b> <i>Criteria for Excellent</i>  <i>Note: To be excellent in both teaching and research for promotion to Full goes beyond successful course instruction in a number of the ways described below; it is <u>not</u> inclusive, however, of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.</i>
2	<b>Candidate participates in course development and design.</b>	<i>Candidate provides evidence of...</i>  <i>Participating</i> collaboratively with colleagues regarding course content, aligning content to program outcomes, and continually updating existing course content and materials to reflect knowledge advancements in the field.	<i>Candidate provides evidence of...</i>  <i>Leading</i> efforts and collaborating with colleagues to create and revise courses, align content to program outcomes, continually update existing course content and materials to reflect knowledge advancements in the field, and integrate technology into the implementation of courses consistent with expectations at the program level.	<i>Candidate provides evidence of...</i>  <i>Sustaining leadership</i> efforts and collaborating with colleagues to create and revise courses, align content to program outcomes, continually update existing course content and materials to reflect knowledge advancements in the field, and integrate technology into the implementation of courses consistent with expectations at the program level.

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Criteria for Excellent</i>	<b>Full Professor</b> <i>Criteria for Excellent</i>
3	<b>Candidate participates in curriculum development, program planning and evaluation.</b>	<p><i>Candidate provides evidence of...</i></p> <p><i>Participating in the (1) development, review, evaluation (i.e., comprehensive exams, Performance-Based Assessments [PBAs]), accreditation, and improvement of an integrated set of opportunities involving a program of study (i.e., courses, sequences, instructional experiences, pedagogical experiences, and assessment experiences) designed to achieve specific learning goals</i></p>	<p><i>Candidate provides evidence of...</i></p> <p><i>Leading the (1) development, review, evaluation (i.e., comprehensive exams, Performance-Based Assessments [PBAs]), accreditation, and improvement of an integrated set of opportunities involving a program of study (i.e., courses, sequences, instructional experiences, pedagogical experiences, and assessment experiences) designed to achieve</i></p>	<p><i>Note: To be excellent in both teaching and research for promotion to Full goes beyond successful course instruction in a number of the ways described below; it is <u>not</u> inclusive, however, of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.</i></p> <p><i>Candidate provides evidence of...</i></p> <p><i>Routinely leading the preparation of materials for accreditation review(s) and analyzing and using outcome data for continuous program improvement.</i></p>

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Criteria for Excellent</i>  <i>Note: Excellence goes beyond successful course teaching and participation in program development/implementation.</i>	<b>Full Professor</b> <i>Criteria for Excellent</i>  <i>Note: To be excellent in both teaching and research for promotion to Full goes beyond successful course instruction in a number of the ways described below; it is <u>not</u> inclusive, however, of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.</i>
		and (2) program evaluation of students.	specific learning goals, (2) program evaluation of students, and, (3) development of program level activities (e.g., certificates, tracks, and/or minors).	
4	<b>Candidate's instruction is of high quality.</b>	<i>Candidate provides evidence of...</i>  Adjusting teaching to meet students' needs, engaging students in their own learning, and that teaching is of high quality.	<i>Candidate provides evidence of...</i>  Adjusting teaching to meet students' needs, engaging students in their own learning, and that teaching is of high quality.	<i>Candidate provides evidence of...</i>  Adjusting teaching to meet students' needs, engaging students in their own learning and that teaching is of high quality.

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Criteria for Excellent</i>  <i>Note: Excellence goes beyond successful course teaching and participation in program development/implementation.</i>	<b>Full Professor</b> <i>Criteria for Excellent</i>  <i>Note: To be excellent in both teaching and research for promotion to Full goes beyond successful course instruction in a number of the ways described below; it is <u>not</u> inclusive, however, of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.</i>
5	<b>Candidate provides quality Advising and Mentoring.</b>	<i>Candidate provides evidence of...</i>  <i>Participation</i> in guiding, supporting, and informing students about programs, courses, and career development, as well as activities that create learning opportunities for students and/or other faculty, to encourage higher levels of expertise and/or guide professional development.	<i>Candidate provides evidence of...</i>  <i>Regular participation</i> in guiding, supporting, and informing students about programs, courses, and career development, as well as activities that create learning opportunities for students and/or other faculty, to encourage higher levels of expertise and/or guide professional development.	<i>Candidate provides evidence of...</i>  <i>Routine participation</i> in leading, guiding, supporting and informing students about programs, courses, and career development, as well as activities that create learning opportunities for students and/or other faculty, to encourage higher levels of expertise and/or guide professional development.

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Criteria for Excellent</i>  <i>Note: Excellence goes beyond successful course teaching and participation in program development/implementation.</i>	<b>Full Professor</b> <i>Criteria for Excellent</i>  <i>Note: To be excellent in both teaching and research for promotion to Full goes beyond successful course instruction in a number of the ways described below; it is <u>not</u> inclusive, however, of all of the ways a candidate demonstrates excellence for tenure and promotion review as Associate.</i>
<b>6</b>	<b>Candidate seeks funding to support instruction.</b>	NOTE: THIS STANDARD IS NOT REQUIRED AT THIS LEVEL.	Evidence of <i>efforts</i> to secure internal and external funding intended to advance teaching or program activities (e.g. personnel preparation, program development or improvement and/or technical assistance).	No additional criteria beyond those specified at the Tenure /Associate level.

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Criteria for Excellent</i>	<b>Full Professor</b> <i>Criteria for Excellent</i>
7	<b>Candidate has impact on practice in community, state-wide and/or nationally.</b>	<i>Candidate provides evidence of...</i>  <i>Participation</i> in activities that make teaching relevant external to CU Denver and which have an impact on practice and the community (local, state, national, and/or international levels) and is recognized for quality of work and influence through special appointments and invitations.	<i>Candidate provides evidence of...</i>  <i>Engaging regularly</i> in activities that make teaching relevant external to CU Denver which have an impact on practice and the community (local, state, national, and/or international levels) and is recognized for quality of work and influence through special appointments and invitations.	<i>Candidate provides evidence of...</i>  <i>Routinely engaging</i> in activities that make teaching relevant external to CU Denver which have an impact on practice and the community (local, state, national, and/or international levels) and is recognized for quality of work and influence through special appointments and invitations.
8	<b>Candidate may engage in the scholarship of teaching.</b>	<i>(if so) Candidate provides evidence of...</i>	<i>(if so) Candidate provides evidence of...</i>	<i>(if so) Candidate provides evidence of...</i>

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Criteria for Excellent</i>	<b>Full Professor</b> <i>Criteria for Excellent</i>
	<b>Note: Published inquiry on teaching may be listed in the research section of dossier as well.</b>	<i>Emergent agenda</i> for the scholarship of teaching.	<i>Regular engagement</i> in the scholarship of teaching which is published in highly respected (peer-reviewed and non-peer reviewed) journals and other outlets related to practice, instruction, and personnel preparation.	<i>A national reputation</i> for the scholarship of teaching which is published in highly respected (peer-reviewed and non-peer reviewed) journals and other outlets related to practice, instruction and personnel preparation across a variety of tiers and contributes to the advancement of practice and preparation in the field.

\* See Appendix A.2 for Criteria and Examples

## RTP STANDARDS FOR LEADERSHIP AND SERVICE\*

NOTE: If a faculty member is compensated through salary and/or time for leadership and service activities, those activities should be clearly documented as such and taken into consideration when evaluating the quantity of service activities. In addition, a candidate is expected to have a record of achievement across all four aspects of leadership and service.

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Standard for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Standard for Excellent</i>	<b>Full Professor</b> <i>Standard for Excellent</i>
<b>1</b>	<b>Candidate provides Leadership/Service to the school.</b>	<p><i>Candidate provides evidence of...</i></p> <p>Participating in service to the program area and school, promoting the mission and vision of the SEHD, contributing to increasing the school's reputation, improving the school's culture and program quality.</p>	<p><i>Candidate provides evidence of...</i></p> <p>Taking a lead in service to the program area and school, promoting the mission and vision of the SEHD, contributing to increasing the school's reputation, improving the school's culture and program quality.</p>	<p><i>Candidate provides evidence of...</i></p> <p>Regularly leading service to the program area and school. Promoting the mission and vision of the SEHD, contributing to increasing the school's reputation, improving the school's culture and program quality.</p>
<b>2</b>	<b>Candidate provides Leadership/Service to the university.</b>	<p><i>Candidate provides evidence of...</i></p> <p>Participating in service to the university that promotes the mission and vision of the university and contributes to increasing the quality of school culture), the effectiveness of self-governance, the quality of</p>	<p><i>Candidate provides evidence of...</i></p> <p>Taking the lead in service to the university that promotes the mission and vision of the university and contributes to increasing the quality of school culture), the effectiveness of self-governance, the quality of university</p>	<p><i>Candidate provides evidence of...</i></p> <p>Regularly leading service to the university that promotes the mission and vision of the university and contributing to increasing the quality of school culture), the effectiveness of self-governance, the quality of university</p>

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Standard for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Standard for Excellent</i>	<b>Full Professor</b> <i>Standard for Excellent</i>
		university programs and the reputation of the university.	programs and the reputation of the university.	programs and the reputation of the university.
<b>3</b>	<b>Candidate provides Leadership/Service to the profession.</b>	<i>Candidate provides evidence of...</i>  Participating in service to enhance the profession and bring recognition and distinction to CU Denver and the SEHD.	<i>Candidate provides evidence of...</i>  Taking the lead in service to enhance the profession and bring recognition and distinction to CU Denver and the SEHD.	<i>Candidate provides evidence of...</i>  Regularly leading service to enhance the profession and bring recognition and distinction to CU Denver and the SEHD.
<b>4</b>	<b>Candidate provides Leadership/Service to the community/ partners:</b>	<i>Candidate provides evidence of...</i>  Participating in service to communities, partners, and/or individuals that improve education and human development as well as build support for the SEHD.	<i>Candidate provides evidence of...</i>  Greater depth of involvement and taking a lead in service to communities, partners, and/or individuals that improve education and human development as well as build support for the SEHD.	<i>Candidate provides evidence of...</i>  Clear leadership and ongoing presence for service to communities, partners, and/or individuals that improve education and human development as well as build support for the SEHD.

\* See Appendix A.3 for Criteria and Examples

## APPENDIX A.1: SCHOLARLY/CREATIVE WORK CRITERIA AND EXAMPLES

	Standards and Definitions	Tenure/Associate Professor <i>Examples for meeting the Criteria for Meritorious</i>	Tenure/Associate Professor <i>Examples for meeting the Criteria for Excellent</i>	Full Professor <i>Examples for meeting the Criteria for Excellent</i>
<b>1</b>	<b>Candidate has constructed focused, sustained, and programmatic empirical and non-empirical research and scholarship.</b>	<p>Description of research statement should define clearly the:</p> <ul style="list-style-type: none"> <li>▪ problems/issues being addressed;</li> <li>▪ significance of addressing such problem(s) for the discipline, field, and/or practice;</li> <li>▪ conceptual and/or theoretical frameworks that serve as a foundation to the work; and,</li> <li>▪ research agenda.</li> </ul> <p>Employs feasible and coherent methods aligned to research questions.</p> <p>Documents data analyses which support and link to findings and interpretations.</p>	<p>Description of research statement should define clearly the:</p> <ul style="list-style-type: none"> <li>▪ problems/issues being addressed;</li> <li>▪ significance of addressing such problem(s) for the discipline, field, and/or practice;</li> <li>▪ conceptual and/or theoretical frameworks that serve as a foundation to the work; and,</li> <li>▪ research agenda.</li> </ul> <p>Employs rigorous, systematic methodologies.</p> <p>Documents data analyses which supports and links to findings and interpretations.</p>	<p>Description of research statement should define clearly the:</p> <ul style="list-style-type: none"> <li>▪ problems/issues being addressed;</li> <li>▪ significance of addressing such problem(s) for the discipline, field, and/or practice;</li> <li>▪ conceptual and/or theoretical frameworks that serve as a foundation to the work; and,</li> <li>▪ research agenda.</li> </ul> <p>Employs rigorous, systematic methodologies.</p> <p>Documents data analyses which supports and links to findings and interpretations.</p>

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Excellent</i>	<b>Full Professor</b> <i>Examples for meeting the Criteria for Excellent</i>
		Record of publications should: <ul style="list-style-type: none"> <li>▪ provide clear evidence of the focused research agenda;</li> <li>▪ be generally uninterrupted.</li> </ul>	Record of publications should: <ul style="list-style-type: none"> <li>▪ provide solid evidence of the focused research agenda;</li> <li>▪ be generally uninterrupted.</li> </ul>	Record of publications should: <ul style="list-style-type: none"> <li>▪ provide consistent evidence of the focused research over time;</li> <li>▪ be generally uninterrupted.</li> </ul>
2	<b>Candidate has constructed a record of high quality publications.</b>	The presence of national level outlets.  Some products must document the impact of the program of research.  A clear focus on national level outlets.	A significant proportion of work is published in national outlets.  A significant proportion of products document the impact of the program of research.	Ongoing focus on national outlets.  A clear majority of products are peer-reviewed.

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Excellent</i>	<b>Full Professor</b> <i>Examples for meeting the Criteria for Excellent</i>
				A clear majority of products document the impact of the program of research.
<b>3</b>	<b>Candidate has a record of high productivity.</b>	Publications indicate a balance over time of practice-based and research-based products (if the candidate chooses to publish about practice).	A significant proportion of publications are in research-based outlets.  There is a clear trajectory of advancement or inclusion of top-tier outlets.	A significant proportion of publications are in research-based outlets.
<b>4</b>	<b>Candidate has a record of leadership and/or independence in publications.</b>	Shows mentorship in research by publishing products with students, new faculty and/or community partners (principals, teachers, practitioners, directors, etc.)	Shows mentorship in research by publishing products with students, new faculty and/or community partners (principals, teachers, practitioners, directors, etc.).	Shows mentorship in research by publishing products with students, new faculty and/or community partners (principals, teachers, practitioners, directors, etc.).
<b>5</b>	<b>Candidate's record of research and scholarship has impact/influence on knowledge and/or practice in the field.</b>  Clarification of Terms:	Positive judgments by qualified peers through external letters.  Invitations from peers, as well as more senior scholars, to participate in conference symposia.	Positive judgments by qualified peers through external letters. Building a national reputation through activities such as invitations for: Consulting Leading national conferences Invitations for upper level	Positive judgments by qualified peers through external letters. Clear documentation of recognition for programmatic agenda (e.g., contributions to theory, methodological approaches, and/or

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Excellent</i>	<b>Full Professor</b> <i>Examples for meeting the Criteria for Excellent</i>
	<ul style="list-style-type: none"> <li>○ Impact implies the <i>Advancement of Knowledge</i> –i.e., Research that contributes to the development of new knowledge and/ or practice (e.g., new theory, methodology, or empirical evidence that contributes to the field).</li> </ul>	<p>Invitations to participate in material development.</p> <p>Invitations to present at conferences, meetings, and other organizational activities.</p> <p>Professional honors and awards.</p> <p>Awards from local, state, or national organizations for intellectual contributions to the field.</p> <p>Dissertation awards.</p> <p>Early Career Award.</p> <p>Community or Business awards Publications chosen for recognition.</p>	<p>(symposia, colloquia, keynote) presentations.</p> <p>Professional honors and awards.</p> <p>Awards from local, state, or national organizations for intellectual contributions to the field.</p> <p>Mid-Career Award.</p> <p>Community or Business awards.</p> <p>Publications chosen for recognition.</p>	<p>empirical findings that are directly attributable to the individual's work).</p> <p>Evidence of international recognition (e.g., invitations to write for international outlets, keynote speaker, national policy panels, prefaces, or prologues to books, Vice Presidential or Presidential sessions, etc.).</p> <p>Professional honors and awards.</p> <p>Awards from local, state or national organizations for intellectual contributions to the field. Career Award.</p> <p>Community or Business awards.</p> <p>Publications chosen for recognition.</p>

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Excellent</i>	<b>Full Professor</b> <i>Examples for meeting the Criteria for Excellent</i>
<b>6</b>	<b>A record of dissemination of research and scholarship in diverse venues and media that has impact.</b>	No additional criteria.	No additional criteria.	No additional criteria.
<b>7</b>	<b>Seeks internal and external Funding to support research and scholarship.</b>	No additional criteria.	Collaboration on externally funded projects.  Evidence of securing funding external to the university.	No additional criteria beyond those specified at the Tenure/Associate level.

## APPENDIX A.2: TEACHING CRITERIA AND EXAMPLES

	Standards and Definitions	Tenure/Associate Professor <i>Examples for meeting the Criteria for Meritorious</i>	Tenure/Associate Professor <i>Examples for meeting the Criteria for Excellent</i>	Full Professor <i>Examples for meeting the Criteria for Excellent</i>
1	<b>Candidate's record shows breadth of successful teaching experience.</b>	<p>Successfully teaches a <i>wide range</i> of courses within program area, when possible.</p> <p>Successfully teaches <i>courses</i> across program areas, when possible.</p>	<p>Successfully teaches a wide range of courses within program area, when possible.</p> <p>Successfully teaches courses <i>across program areas</i>, when possible.</p>	<p>Successfully teaches a wide range of courses within program area, when possible.</p> <p>Successfully teaches courses <i>across program areas</i>, when possible.</p>
2	<b>Candidate participates in course development and design.</b>	<p>Integrates technology into the implementation of courses consistent with expectations at the program level.</p> <p>Lead efforts to create, revise and update course content within program.</p>	<p>Participates in interdisciplinary collaboration regarding course content.</p> <p>Documents initiatives to bring innovation and creative approaches to teaching.</p>	<p>Mentors faculty in course development.</p> <p>Participates in interdisciplinary collaboration regarding course content with colleagues.</p>

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Excellent</i>	<b>Full Professor</b> <i>Examples for meeting the Criteria for Excellent</i>
		Participates in creating new course(s) aligned to program outcomes.	Takes leadership in creating new courses aligned with program outcomes.	Integrates technology into the implementation of courses consistent with expectations at the program level.  Documents initiatives to bring innovation and creative approaches to teaching.
<b>3</b>	<b>Candidate participates in curriculum development, program planning and evaluation</b>	Participates in development of program level activities (e.g., certificates, tracks, sequences and/or minors).	No additional criteria.	Reviews and improves curriculum Development of PBAs; Evaluation of the curriculum (i.e., comps, PBAs); Program level evaluation of students; Development of program level activities (e.g. certificates, tracks, and/or minors).
<b>4</b>	<b>Candidate's instruction is of high quality.</b>	Syllabi aligned to standards, current, and relevant.  Analysis of course outcomes (e.g., course exams) with a purpose of continuous teaching improvement.	Syllabi aligned to standards, current, and relevant.  Analysis of course outcomes (e.g., course exams) with a purpose of continuous teaching improvement.	Syllabi aligned to standards, current, and relevant.  Analysis of course outcomes (e.g., course exams) with a purpose of continuous teaching improvement.

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Excellent</i>	<b>Full Professor</b> <i>Examples for meeting the Criteria for Excellent</i>
		<p>Course and instructor ratings based on FCQ data; FCQ course and instructor data reflects consistent high levels, improvement in FCQ scores over time, and/or uses FCQ data to improve instruction.</p> <p>Positive peer evaluation of teaching for the purpose of teaching improvement.</p> <p>Use technology and diverse media (videos, software, etc.) where appropriate.</p> <p>Utilizes the University’s professional development resources (i.e., Center for Faculty Development, CU Online trainings, etc.).</p> <p>Collaborate with colleagues for professional development and/or improvement (i.e., sharing</p>	<p>Course and instructor ratings based on FCQ data; FCQ course and instructor data reflects consistent high levels, improvement in FCQ scores over time, and/or uses FCQ data to improve instruction.</p> <p>Positive peer evaluation of teaching for the purpose of teaching improvement.</p> <p>Use technology and diverse media (videos, software, etc.) where appropriate.</p> <p>Show innovation and creativity in teaching.</p> <p>Receive teaching awards.</p> <p>Utilize the University’s professional development resources (i.e., Center for Faculty Development, CU Online trainings, etc.).</p>	<p>Course and instructor ratings based on FCQ data; FCQ course and instructor data reflects consistently high levels, improvement in FCQ scores over time, and/or uses FCQ data to improve instruction.</p> <p>Positive peer evaluation of teaching for the purpose of teaching improvement.</p> <p>Use technology and diverse media (videos, software, etc.) where appropriate.</p> <p>Show innovation and creativity in teaching.</p> <p>Receive teaching awards</p> <p>Utilize the University’s professional development resources (i.e., Center for Faculty Development, CU Online trainings, etc.).</p>

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Excellent</i>	<b>Full Professor</b> <i>Examples for meeting the Criteria for Excellent</i>
		information, expertise, and resources with colleagues).	Collaborate with colleagues for professional development and/or improvement (i.e., sharing information, expertise, and resources with colleagues).  Use of teaching videos as evidence of reflective practice.	Collaborate with colleagues for professional development and/or improvement (i.e., sharing information, expertise, and resources with colleagues).  Use of teaching videos as evidence of reflective practice.
<b>5</b>	<b>Candidate provides quality Advising and Mentoring.</b>	Be available and accessible for student advising.  Provide timely and accurate information.  Be up to date on program changes and status.  Knowledge of and sharing relevant resources.  Show a record of success with students' perceptions of advising.	Be available and accessible for student advising.  Provide timely and accurate information.  Be up to date on program changes and status.  Knowledge of and sharing relevant resources.  Contribute to effective advisement SYSTEMS and RESOURCES (handbooks, websites, collaborative	Be available and accessible for student advising.  Provide timely and accurate information.  Be up to date on program changes and status.  Knowledge of and sharing relevant resources.  Contribute to effective advisement SYSTEMS and RESOURCES (handbooks, websites, collaborative

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Excellent</i>	<b>Full Professor</b> <i>Examples for meeting the Criteria for Excellent</i>
		<p>Work with doctoral students by serving on their committees.</p> <p>Direct independent studies.</p> <p>Guide students for post-degree jobs/doctoral programs/etc.</p> <p>Assist alumni in their professional development.</p> <p>Engage with doctoral or masters students in co-presenting, co-publishing, grantsmanship.</p>	<p>online forums, listservs, online forms, checklists, etc.).</p> <p>Show a record of success with students' perceptions of advising.</p> <p>Work with doctoral students by serving on their committees when possible.</p> <p>Direct independent studies.</p> <p>Guide students for post-degree jobs/doctoral programs/etc.</p> <p>Assist alumni in their professional development.</p> <p>Create and/or support student groups.</p> <p>Seek funding to support student involvement in research and service.</p> <p>Collaborate with part-time faculty to ensure quality instruction.</p>	<p>online forums, listservs, online forms, checklists, etc.).</p> <p>Show a record of success with students' perceptions of advising.</p> <p>Work with doctoral students by serving on their committees when possible.</p> <p>Direct independent studies.</p> <p>Guide students for post-degree jobs/doctoral programs/etc.</p> <p>Assist alumni in their professional development.</p> <p>Create and/or support student groups.</p> <p>Seek funding to support student involvement in research and service.</p> <p>Collaborate with part-time faculty to ensure quality instruction.</p>

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Excellent</i>	<b>Full Professor</b> <i>Examples for meeting the Criteria for Excellent</i>
			Possible: Collaborate with students on publishing, presenting.	Development of doctoral students, if appropriate, who go on to accept positions in higher education/research organizations  Mentor faculty.  Collaborate with students on publishing, presenting.  Mentor students to teach.
<b>6</b>	<b>Candidate seeks funding to support instruction.</b>	Evidence of efforts to secure internal and external funding intended to advance teaching or program activities (e.g. personnel preparation, program development or improvement or technical assistance).	Evidence of efforts to secure internal and external funding intended to advance teaching or program activities (e.g. personnel preparation, program development or improvement or technical assistance).	Evidence of efforts to secure internal and external funding intended to advance teaching or program activities (e.g. personnel preparation, program development or improvement or technical assistance).
<b>7</b>	<b>Candidate has impact on practice in community, state-wide and/or nationally.</b>	Present at practitioner conferences.  Provide workshops and/or training.  Participate in creating and sustaining partnerships relevant to program.	Present at practitioner conferences.  Provide workshops and/or training.  Be an external program reviewer.  Write a textbook to impact practice.	Present at practitioner conferences.  Provide workshops and/or training.  Be an external program reviewer.  Write a textbook to impact practice.

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Excellent</i>	<b>Full Professor</b> <i>Examples for meeting the Criteria for Excellent</i>
		<p>Impact on K-12 teaching.</p> <p>Participates in practitioner action research.</p> <p>Professional honors and awards.</p> <p>Awards from local, state, or national organizations for intellectual contributions to the field.</p> <p>Community or Business awards.</p> <p>Publications chosen for recognition.</p>	<p>Be invited to conduct a workshop or training.</p> <p>Participates in practitioner action-research.</p> <p>Professional honors and awards.</p> <p>Awards from local, state, or national organizations for intellectual contributions to the field.</p> <p>Community or Business awards.</p> <p>Publications chosen for recognition.</p>	<p>Be invited to conduct a workshop or training.</p> <p>Participates in practitioner action research.</p> <p>Professional honors and awards.</p> <p>Awards from local, state, or national organizations for intellectual contributions to the field.</p> <p>Community or Business awards.</p> <p>Publications chosen for recognition.</p>
<b>8</b>	<b>Candidate <i>may</i> engage in the scholarship of teaching.</b>	Includes Scholarship of teaching as part of teaching record.	Scholarship of teaching is included as part of the overall teaching record.	Scholarship of teaching is included as part of the overall teaching record;

	Standards and Definitions	Tenure/Associate Professor <i>Examples for meeting the Criteria for Meritorious</i>	Tenure/Associate Professor <i>Examples for meeting the Criteria for Excellent</i>	Full Professor <i>Examples for meeting the Criteria for Excellent</i>
	<p><b>Note: Published inquiry on teaching may be listed in the research section of dossier as well.</b></p>	<p>Scholarship demonstrates a commitment to SEHD and CU Denver mission and vision.</p> <p>Record of publications provides clear evidence of the focused research agenda.</p> <p>Record of instructional products (e.g., chapter supplements, online materials, handbooks, modules, etc.).</p> <p>Positive judgments by qualified peers through external letters.</p> <p>Invitations to participate in material development.</p>	<p>Scholarship demonstrates a commitment to SEHD and CU Denver mission and vision.</p> <p>Programmatic nature of the work is clear.</p> <ul style="list-style-type: none"> <li>▪ conceptual and/or theoretical frameworks that serve as a foundation to the work is clear and,</li> </ul> <p>Record of publications provides solid evidence of a focused research agenda.</p> <p>Record of instructional products instructional products (e.g., chapter supplements, online materials, handbooks, modules, etc.).</p>	<p>Scholarship demonstrates a commitment to SEHD and CU Denver mission and vision.</p> <p>Programmatic nature of the work is clear, in-depth, and impactful.</p> <p>Record provides consistent evidence of focused scholarship of teaching over time.</p> <p>Record of scholarly products illustrates a clear and ongoing presence and national reputation demonstrating significant impact.</p> <p>A clear majority of products document the impact of the program of research.</p>

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Excellent</i>	<b>Full Professor</b> <i>Examples for meeting the Criteria for Excellent</i>
		<p>Invitations to present at conferences, meetings, and other organizational activities.</p>	<p>Judgments by qualified peers through external letters building a national reputation through activities such as invitations for:</p> <ul style="list-style-type: none"> <li>▪ Consulting</li> <li>▪ Invitations for upper level (Symposia, colloquia, keynote) presentations on teaching</li> </ul>	<p>Positive judgments by qualified peers through external letters.</p> <p>Clear documentation of recognition for programmatic agenda</p>

### APPENDIX A.3: LEADERSHIP AND SERVICE CRITERIA AND EXAMPLES

Note: If a faculty member is compensated through salary and/or time for leadership and service activities those activities should be clearly documented as such and taken into consideration when evaluating the quantity of leadership and service activities.

	Standards and Definitions	Tenure/Associate Professor <i>Examples for meeting the Criteria for Meritorious</i>	Tenure/Associate Professor <i>Examples for meeting the Criteria for Excellent</i>	Full Professor <i>Examples for meeting the Criteria for Excellent</i>
<b>1</b>	<b>Candidate provides Leadership/Service to school.</b>	<p>Participates in organizational activities at the program and school levels (e.g., committee membership, ad hoc task forces).</p> <p>Participates in program evaluation for continuous improvement.</p> <p>Participates in the life of the program (e.g., sponsors/ advises student groups, revises student handbooks, plans student meetings [e.g., group</p>	<p>Exhibits leadership across organizational activities at the program or school levels (Chairs committees, committee membership, serves as Affiliate Chair, leads ad hoc or task force work).</p> <p>Takes lead in program evaluation for continuous improvement.</p> <p>Takes lead in life of the program (e.g., sponsors/ advises student groups, revises student handbooks, plans student meetings [e.g., group</p>	<p>Has a sustained record of exhibiting leadership across multiple organizational activities at the program or school levels (Chairs committees, committee membership, serves as Affiliate Chair, leads ad hoc or task force work).</p> <p>Has a sustained record of leadership in program evaluation for continuous improvement activities at the program and school levels.</p>

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Excellent</i>	<b>Full Professor</b> <i>Examples for meeting the Criteria for Excellent</i>
		advisory meetings, orientations, and student admissions meetings]).	advisory meetings, orientations, and student admissions meetings]).	Has a sustained record of leadership in the life of the program (e.g., sponsors/ advises student groups, revises student handbooks or plans student meetings [e.g., group advisory meetings, orientations, and student admissions meetings]).
<b>2</b>	<b>Candidate provides Leadership/Service to university.</b>	Participates on at least one university committee or involves themselves in university work (e.g., review of internal grants).  Attends commencement.  <b>Possible:</b>  Volunteer for undergraduate activities (e.g. recruitment, research symposia).	Participates more than one university committee or involves themselves in university work and initiatives (e.g., reviewing internal grants, participating in accreditation activities, serving as Marshal at commencement.  Attends commencement.	Assumes multiple leadership positions on university committees or involves themselves in university work and initiatives (e.g., reviewing internal grants, special project assignments, serving as Marshal at commencement).  Attends commencement.  Volunteer for undergraduate activities (e.g. recruitment, research symposia),

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Excellent</i>	<b>Full Professor</b> <i>Examples for meeting the Criteria for Excellent</i>
		Supports Dean’s development activities.	Volunteer for undergraduate activities (e.g. recruitment, research symposia).  Supports Dean’s development activities.	Supports Dean’s development activities.
3	<b>Candidate provides Leadership/Service to the profession.</b>	Service to local or state level professional organizations (could also be at the national level) or initiatives (e.g. board member for professional organization; participation on state level task forces or committees, coordination of conferences).  Serves as a member of a national or international professional organization board(s).	Provides service to national or international professional research community (e.g. serves as a program reviewer, member of an award committee, contributes to a national newsletter, acting as chair of a committee).  Serves as discussant or chair for research conferences.  Reviews manuscripts for journals.	Provides service to national or international professional research community and organizations (e.g., acting as chair/president of organizations and/or committees).  Serves as discussant, chair, or reviewer for conferences.  Reviews manuscripts for journals.  Serves on an editorial board of a journal.

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Excellent</i>	<b>Full Professor</b> <i>Examples for meeting the Criteria for Excellent</i>
		<p>Serves as a journal reviewer.</p> <p>Serves as a member of a review board.</p> <p>Serves on an executive board of professional organizations committees or panels.</p>	<p>Serves as a guest editor or co-editor of a journal.</p> <p>Evaluates state or federal grant proposals, conferences, or book proposals.</p> <p>Takes lead in the organization of conferences.</p> <p>Serves as a chair of professional organization boards.</p> <p>Holds service awards or recognition.</p>	<p>Evaluates state or federal grant proposals, conferences, or book proposals.</p> <p>Assumes leadership roles in the organization of conferences.</p> <p>Chairs professional organization boards.</p> <p>Takes leadership positions in national professional organizations.</p> <p>Holds service awards or recognition.</p>

	<b>Standards and Definitions</b>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Meritorious</i>	<b>Tenure/Associate Professor</b> <i>Examples for meeting the Criteria for Excellent</i>	<b>Full Professor</b> <i>Examples for meeting the Criteria for Excellent</i>
4	<b>Candidate provides Leadership/Service to the community/ partners:</b>	<p>Leads workshops</p> <p>Consults with community organizations/partners.</p> <p>Participates in advocacy efforts.</p> <p>Provides pro bono professional services related to your academic discipline.</p> <p>Participates on a community organization/school board.</p>	<p>Leads workshops</p> <p>Consults with community organizations/partners.</p> <p>Participates in advocacy efforts.</p> <p>Provides pro bono professional services related to your academic discipline.</p> <p>Participates on a community organization/school board.</p>	<p>Organizes and leads workshops</p> <p>Consults with community organizations/partners.</p> <p>Participates in advocacy efforts.</p> <p>Provides pro bono professional services related to your academic discipline.</p> <p>Participates on a community organization/school board.</p>



School of Education  
& Human Development  
UNIVERSITY OF COLORADO DENVER

# Clinical Teaching Track Appointment and Promotion Criteria

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## Preamble

Promotion decisions are among the most important processes that shape and define the work of all faculty, including Clinical faculty. The criteria outlined below form the basis for promotion reviews for Clinical faculty within the School of Education and Human Development (SEHD). As committees review candidates, they will consider all of these criteria and use collegial and professional judgment in arriving at evaluations of prior work and estimates of potential contributions.

The review process for promotion is designed to align the work of the faculty with the mission of the University and the School and to promote and ensure excellence as a standard for that work. The purpose of this document is to articulate the criteria for the School of Education and Human Development to guide Clinical faculty in terms of their own career advancement and as the basis for the review of their peers. The goal is to provide clear criteria, and examples of ways that individual faculty can document evidence in the form of activities, outcomes and products that address the criteria.

Reflected in the SEHD criteria for Clinical faculty promotion is our commitment to provide exemplary leadership in: the development of program and pedagogies; the effective preparation and continued development of teachers and clinicians, leaders and new scholars; work in the service of school and mental health services reform and improvement; and, scholarship in all of these domains.

While these SEHD criteria and rubrics are organized in the *traditional* dossier categories of teaching, research and service, the faculty in a School of Education and Human Development like ours, often work at the *intersections* of these areas. These intersections between teaching and scholarship, or between service and teaching, are critical given our mission to partner with local schools and communities in the preparation of new teachers and clinicians, as well as the promotion of school and mental health improvement and positive student outcomes in the Denver community and beyond.

Overall, it is the responsibility of each candidate to provide the context for his or her work in a clear narrative and presentation of data. This documentation is critical to the process so that each reviewer at every level will understand the candidate's work and provide a thorough and fair evaluation.

## **Clinical Teaching Track Faculty Titles and Hiring Processes**

### **A. Definitions**

1. Faculty in the clinical track hold positions through which they contribute to advancing teaching and service at the University of Colorado Denver (UCD) and the School of Education and Human Development (SEHD). They may hold faculty ranks Assistant professor, clinical teaching track; Associate professor, clinical teaching track; or Professor, clinical teaching track.
2. Faculty in the clinical teaching track engage in teaching, service and research/scholarship with a negotiable assignment of 80% teaching, 10% service and 5 to 10% research/scholarship. Primary teaching responsibilities for faculty in the clinical teaching track are focused on collaboratively building and/or maintaining programs within the SEHD that provide quality service regarding local, state, national, and international needs in alignment with the mission and strategic plan of the SEHD. Service responsibilities include service to the program to which they are assigned and to the School with other responsibilities as negotiated. Research /scholarship responsibilities offer an opportunity collaborate on or initiate programmatic inquiry and scholarship in alignment with SEHD mission and vision.
3. Faculty members in the clinical teaching track participate in the faculty governance process as defined by the SEHD and Faculty Senate, receive university faculty benefits with the exception of sabbaticals, and undergo annual merit reviews of their performance. They are not eligible for tenure.

### **B. Appointment of Faculty**

1. Faculty in the clinical teaching track hold positions as employees of the SEHD. They are recruited and appointed through university-recognized processes, similar to those used for tenure-track faculty.
2. When the School determines that a new faculty member in the clinical teaching track is needed, a search committee will be appointed by the Dean or Dean's representative. The position level will be determined by the Dean. Community or school-based educators who will be working with the faculty member in the clinical teaching track or are familiar with the work of faculty in the clinical teaching track may also be members of the committee. The search committee actively recruits faculty in the clinical teaching track and is charged to improve the diversity of the applicant pool for faculty in the clinical teaching track ranks.
3. Clinical teaching track candidates are expected to submit a letter of application, a current curriculum vitae, references, and other supporting material as determined by the search committee.
4. The Search Committee reviews applications, invites applicants for interviews, and makes recommendations to the Dean or Dean's representative. A template created by faculty in the clinical teaching track will be used to create an appropriate interview schedule for the candidates.
5. The Dean recommends the appointment to the Provost. Provost sends recommendation to the Chancellor, who makes final decisions about appointments.

6. After the initial one year contract, each subsequent contract is dependent upon the School's budget and a positive merit review of the faculty member's effectiveness in teaching and service.

### **C. Faculty Titles and Ranks in the Clinical Teaching Track**

For each of the faculty in the clinical teaching track titles, the Regents' definition is listed first, with the School's more specific definition listed after that.

#### **Assistant Professor, Clinical Teaching Track**

Regents' definition: 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 and/or provide clinical care.

SEHD definition: Assistant professors, clinical teaching track hold a doctoral degree in a relevant field, have deep experience in the area in which they will teach in the SEHD, and have experience teaching at the college level as well. There must be evidence of teaching effectiveness at the university level as well as potential for service and research/scholarship that supports the program and the School.

#### **Associate Professor, Clinical Teaching Track**

Regents' definition: Associate Professors in the clinical teaching track must have the terminal degree, be well qualified to teach and/or provide clinical care with considerable demonstrated evidence of successful teaching and demonstrated service.

SEHD definition: In addition to the qualifications of an assistant professor, clinical teaching track, an associate professor, clinical teaching track is expected to have had substantial relevant and successful teaching and professional experience in the field. In addition, they must demonstrate the potential to meet the service and research/scholarship criteria for associate professor, clinical teaching track in the SEHD.

#### **Professor, Clinical Teaching Track**

Regents' definition: Professors in the clinical teaching track must have the terminal degree, outstanding accomplishments in teaching, and/or provide clinical care, a record of leadership in the school, and a meritorious service record.

SEHD definition: In addition to the qualifications of an associate professor, a professor, clinical teaching track, is expected to have a record of excellence in teaching and in service, including evidence of leadership, and demonstrate the potential to meet the research/scholarship criteria for professor, clinical teaching track in the SEHD.

## APPOINTMENT AND PROMOTION CRITERIA FOR TEACHING\*

	<b>Definitions</b>	<b>Assistant Professor Clinical Teaching Track Criteria for Promotion</b>	<b>Associate Professor Clinical Teaching Track Criteria for Promotion</b>	<b>Full Professor Clinical Teaching Track Criteria for Promotion</b> <i>Note: To be excellent in both teaching and research/programmatic partnership for promotion to Full go beyond successful research and scholarly/programmatic activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for promotion review as Associate.</i>
<b>1</b>	<b>Candidate's record shows breadth of successful teaching experience.</b>	<i>Candidate provides evidence of...</i>  Teaching successfully in different contexts and/or multiple courses in area(s) of expertise.	<i>Candidate provides evidence of...</i>  Going beyond successfully teaching in different contexts or a range of courses within area(s) of expertise, to include <i>participation</i> in and support of innovative teaching.	<i>Candidate provides evidence of...</i>  Going beyond successfully teaching in different contexts or a range of courses within area(s) of expertise, to include leadership for and support of innovative teaching.
<b>2</b>	<b>Candidate participates in course development and design.</b>	<i>Candidate provides evidence of...</i>  <i>Participating</i> collaboratively with colleagues regarding course content, aligning content program outcomes, and continually updating existing course content and materials to reflect knowledge advancements in the field.	<i>Candidate provides evidence of...</i>  <i>Leading</i> efforts with colleagues to create and revise courses, align content to program outcomes, continually update existing course content and materials to reflect knowledge advancements in the field, and integrate technology into the implementation of courses consistent with expectations at the program level.	<i>Candidate provides evidence of...</i>  <i>Sustaining leadership</i> efforts and collaborating with colleagues to create and revise courses, align content to program outcomes, continually update existing course content and materials to reflect knowledge advancements in the field, and integrate technology into the implementation of courses consistent with

	Definitions	Assistant Professor Clinical Teaching Track <i>Criteria for Promotion</i>	Associate Professor Clinical Teaching Track <i>Criteria for Promotion</i>	Full Professor Clinical Teaching Track <i>Criteria for Promotion</i> <i>Note: To be excellent in both teaching and research/programmatic partnership for promotion to Full go beyond successful research and scholarly/programmatic activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for promotion review as Associate.</i>
				expectations at the program level.
3	<b>Candidate participates in curriculum development, program planning and evaluation.</b>	<i>Candidate provides evidence of...</i>  <i>Participating in the (1) development, review, evaluation (i.e., capstones, portfolios, Performance-Based Assessments [PBAs]), accreditation, and improvement of an integrated set of opportunities involving a program of study (i.e., courses, sequences, instructional experiences, pedagogical experiences, and assessment experiences) designed to achieve specific learning goals and (2) program evaluation of students. These activities could be located in a variety of education organizations such as schools, district, higher education or community organizations.</i>	<i>Candidate provides evidence of...</i>  <i>Participating in the (1) development, review, evaluation (i.e., capstones, portfolios, comprehensive exams, Performance-Based Assessments [PBAs]), accreditation, and improvement of an integrated set of opportunities involving a program of study (i.e., courses, sequences, instructional experiences, pedagogical experiences, and assessment experiences) designed to achieve specific learning goals and (2) program evaluation of students, and (3) development of program level activities (e.g., certificates, tracks, and/or minors).</i>	<i>Candidate provides evidence of...</i>  <i>Routinely supporting the preparation of material for accreditation review(s) and analyzing and using outcome data for continuous program improvement. Evidence of high impact program development in relevant contexts</i>

4	<b>Candidate's instruction (potentially including mentoring, coaching, training, supervision) is of high quality.</b>	<i>Candidate provides evidence of...</i>  An understanding of the principles of differentiation, learner motivation and engagement, self-directed learning, and that instruction is of high quality.	<i>Candidate provides evidence of...</i>  Adjusting teaching to meet students' needs, engaging students in their own learning, and that instruction is of high quality.	<i>Candidate provides evidence of...</i>  Adjusting teaching to meet students' needs, engaging students in their own learning, and that instruction is of high quality in all contexts within which candidates leads instruction.
5	<b>Candidate provides quality advising and mentoring.</b>	<i>Candidate provides evidence of...</i>  <i>Participating</i> in guiding, supporting and informing students/employees about programs, courses, and career development, as well as activities that create learning opportunities for students and/or other faculty/staff, to encourage higher levels of expertise and/or guide professional development.	<i>Candidate provides evidence of...</i>  <i>Regular participation</i> in guiding, supporting and informing students about programs, courses, and career development, as well as activities that create learning opportunities for students and/or other faculty, to encourage higher levels of expertise and/or guide professional development.	<i>Candidate provides evidence of...</i>  <i>Routine participation</i> in guiding, supporting and informing students about programs, courses, and career development, as well as activities that create learning opportunities for students and/or other faculty, to encourage higher levels of expertise and/or guide professional development.
6	<b>Candidate supports SEHD efforts to secure funding for instructional activities/programs.</b>	<i>Candidate provides evidence of...</i>  NOTE: THIS STANDARD IS NOT REQUIRED AT THIS LEVEL.	<i>Candidate provides evidence of...</i>  Evidence of <i>efforts</i> to secure internal or external funding intended to advance teaching or program activities (e.g., personnel preparation, program development, or improved and/or technical assistance).	<i>Candidate provides evidence of...</i>  No additional criteria beyond those specified at the Associate level.
7	<b>Candidate has impact on practice in community, state-wide and/or (inter) nationally.</b>	<i>Candidate provides evidence of...</i>  <i>Participation</i> in activities that make teaching relevant external to CU Denver and which have an impact on practice and the community (local, state, national, and/or international levels) and is recognized for quality of work and influence through	<i>Candidate provides evidence of...</i>  <i>Engaging regularly</i> in activities that make teaching relevant external to CU Denver and which have an impact on practice and the community (local, state, national, and/or international levels) and is recognized for quality of work and	<i>Candidate provides evidence of...</i>  <i>Routinely engages</i> in activities that make teaching relevant external to CU Denver and which have an impact on practice and the community (local, state, national, and/or international levels) and is recognized for quality of work and

		special appointments and invitations.	influence through special appointments and invitations.	influence through special appointments and invitations. Both the EXTENT of engagement (regular versus routine) as well as the level of impact and leadership must be evident.
8	<p>Candidate <i>may</i> engage in the scholarship of teaching.</p> <p><b>Note: Published inquiry on teaching may be listed in the research section of dossier as well.</b></p>	<p><i>(if so) Candidate provides evidence of...</i></p> <p><i>Emergent agenda</i> for the scholarship of teaching.</p>	<p><i>(if so) Candidate provides evidence of...</i></p> <p><i>Regular engagement</i> in the scholarship of teaching which is published in highly respected journals and other outlets related to practice, instruction, and personnel preparation.</p>	<p><i>(if so) Candidate provides evidence of...</i></p> <p><i>A national reputation</i> for the scholarship of teaching which is published in highly respected journals and other outlets related to practice, instruction, and personnel preparation across a variety of tiers and contributes to the advancement of practice and preparation in the field.</p>

\* See Appendix A for criteria and examples

## APPOINTMENT AND PROMOTION CRITERIA FOR RESEARCH\*

	Definitions	Assistant Professor Clinical Teaching Track <i>Criteria for Promotion</i>	Associate Professor Clinical Teaching Track <i>Criteria for Promotion</i>	Full Professor Clinical Teaching Track <i>Criteria for Promotion</i> <i>Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for promotion review as Associate.</i>
1	<b>Candidate demonstrates the ability to engage in, collaborate on or initiate inquiry and scholarship on teaching, program and practice.</b>	<p><i>Candidate provides evidence of...</i></p> <p>The ability to engage in, collaborate on or initiate programmatic inquiry and scholarship which demonstrates a commitment to the SEHD and/or CU Denver mission and vision.</p>	<p><i>Candidate provides evidence of...</i></p> <p>An <i>emergent</i>, clear, sustained, and focused programmatic record of the engaging in, collaborating on or initiating programmatic inquiry and scholarship on teaching, program and practice which demonstrates a commitment to the SEHD and/or CU Denver mission and vision.</p>	<p><i>Candidate provides evidence of...</i></p> <p>A <i>clear, in-depth, sustained and impactful</i> programmatic record of engaging in, collaborating on or initiating programmatic scholarship on teaching, program and practice which demonstrates a commitment to the SEHD and/or CU Denver mission and vision.</p>
2	<b>Candidate has constructed a record of high quality scholarly products.</b>	<p><i>Candidate provides evidence of...</i></p> <p>A record of scholarly products; could include school, district, community, state, and national level outlets, e.g., a technical report, a newsletter, a research brief, lectures, keynotes, presentations, websites</p>	<p><i>Candidate provides evidence of...</i></p> <p>A record of scholarly products which build over time and extend to broader and more diverse audiences; includes school, district, community, state, and national level outlets.</p>	<p><i>Candidate provides evidence of...</i></p> <p>A record of scholarly products which illustrates a <i>clear and ongoing presence and a state or national reputation</i> demonstrating significant impact.</p>

3	<b>Candidate has a record of high productivity.</b>	<i>Candidate provides evidence of...</i>  A consistent pattern of scholarly products that reflects the candidate's workload	<i>Candidate provides evidence of...</i>  A consistent pattern of scholarly products that shows growing reputation and impact based upon their coherence and significance.	<i>Candidate provides evidence of...</i>  A multi-level body of work that is broad and diverse with evidence of impact in the field (see Appendix B for examples).
4	<b>Candidate has a record of leadership and/or independence in constructing a scholarly program.</b>	<i>Candidate provides evidence of...</i>  Scholarly products that reflect an ability to work independently and/or collaboratively; in collaboration, the faculty member assumes leadership.	<i>Candidate provides evidence of...</i>  Scholarly products reflect an ability to work independently and/or collaboratively; in collaboration, there is an emerging body of work with leadership as an author for a greater proportion of products.	<i>Candidate provides evidence of...</i>  Scholarly products reflect an ability to work independently and/or collaboratively; in collaboration, there is an established record of leadership as an author. Products are created or published with students, new faculty and/or community partners (principals, teachers, practitioners, directors, etc.).
5	<b>Candidate's record of scholarship has impact/influence on knowledge and/or practice in the field.</b>	<i>Candidate provides evidence of...</i>  A record of scholarship that shows <i>emergent</i> impact and contributes to the advancement of knowledge to the discipline, field and/or practice.	<i>Candidate provides evidence of...</i>  A record of scholarship that shows <i>significant</i> impact and contributes to the advancement of knowledge to the discipline, field and/or practice.	<i>Candidate provides evidence of...</i>  An <i>established record</i> of scholarship that shows leadership and reputation, impact, and contributes to the advancement of knowledge to the discipline, field and/or practice.
6	<b>Candidate supports efforts to secure internal and external funding to support scholarship.</b>	<i>Candidate provides evidence of...</i>  Evidence of a disposition for or efforts (individually or collaboratively) to secure or support internal and external funding directed to scholarly activities (based on workload and when available).	<i>Candidate provides evidence of...</i>  Evidence of efforts (individually or collaboratively) to secure or support internal and external funding directed to scholarly activities (based on workload and when available).	<i>Candidate provides evidence of...</i>  Ongoing, sustained efforts (individually or collaboratively) to secure or support internal and external funding directed to scholarly activities (based on workload and when available).

\* See Appendix B for criteria and examples

## APPOINTMENT AND PROMOTION CRITERIA FOR SERVICE\*

**NOTE:** When faculty are compensated through salary and/or time for service activities, clearly document as such. Take into consideration when evaluating the quantity of service activities. In addition, a candidate is expected to have a record of achievement across all four aspects of service.

<b>Definitions</b>		<b>Assistant Professor Clinical Teaching Track <i>Criteria for Promotion</i></b>	<b>Associate Professor Clinical Teaching Track <i>Criteria for Promotion</i></b>	<b>Full Professor Clinical Teaching Track <i>Criteria for Excellent</i></b>
<b>1</b>	<b>Candidate provides Service to the school.</b>	<i>Candidate provides evidence of...</i> Participating in service to the program area and school, promoting the mission and vision of the SEHD, contributing to increasing the school's reputation, improving the school's culture and program quality.	<i>Candidate provides evidence of...</i> Taking a lead in service to the program area and school, promoting the mission and vision of the SEHD, contributing to increasing the school's reputation, improving the school's culture and program quality.	<i>Candidate provides evidence of...</i> Regularly leading service to the program area and school. Promoting the mission and vision of the SEHD, contributing to increasing the school's reputation, improving the school's culture and program quality.
<b>2</b>	<b>Candidate provides Service to or on behalf of the university or previous organization(s).</b>	<i>Candidate provides evidence of...</i> Participating in service to or on behalf of the university or previous organization (s) that promotes the mission and vision of the institution and contributes to increasing the quality of culture, the quality of programs and the reputation of the institution.	<i>Candidate provides evidence of...</i> May lead service to or on behalf of the university that promotes the mission and vision of the university and contributes to increasing the quality of school culture, the effectiveness of self-governance, the quality of university programs and the reputation of the university.	<i>Candidate provides evidence of...</i> May lead service to or on behalf of the university that promotes the mission and vision of the university and contributes to increasing the quality of school culture), the effectiveness of self-governance, the quality of university programs and the reputation of the university.
<b>3</b>	<b>Candidate provides Service to the profession.</b>	<i>Candidate provides evidence of...</i> Participating in service to enhance the profession and bring recognition and distinction to CU Denver, the SEHD or previous organization.	<i>Candidate provides evidence of...</i> May lead service to enhance the profession and bring recognition and distinction to CU Denver, the SEHD or previous organization.	<i>Candidate provides evidence of...</i> May lead service to enhance the profession and bring recognition and distinction to CU Denver and the SEHD.
<b>4</b>	<b>Candidate provides Service to the community/ partners:</b>	<i>Candidate provides evidence of...</i> Participating in service to communities, partners, and/or individuals that improve education and human development.	<i>Candidate provides evidence of...</i> Greater depth of involvement and taking a lead in service to communities, partners, and/or individuals that improve education and human development as well as build support for the SEHD or previous organization.	<i>Candidate provides evidence of...</i> Clear leadership and ongoing presence for service to communities, partners, and/or individuals that improve education and human development as well as build support for the SEHD.

\* See Appendix C for criteria and examples

## APPENDIX A: TEACHING CRITERIA AND EXAMPLES

	<b>Definitions</b>	<b>Assistant Professor Clinical Teaching Track <i>Examples for meeting the Criteria for Meritorious</i></b>	<b>Associate Professor Clinical Teaching Track <i>Examples for meeting the Criteria for Excellent</i></b>	<b>Full Professor Clinical Teaching Track <i>Examples for meeting the Criteria for Excellent</i></b>
<b>1</b>	<b>Candidate's record shows breadth of successful teaching experience.</b>	<p>Successfully teaches a <i>wide range</i> of courses within program area, when possible.</p> <p>Successfully teaches courses <i>across program areas</i>, when possible.</p>	<p>Successfully teaches a wide range of courses within program area, when possible.</p> <p>Successfully teaches courses <i>across program areas</i>, when possible.</p>	<p>Successfully teaches a wide range of courses within program area, when possible.</p> <p>Successfully teaches courses <i>across program areas</i>, when possible.</p>
<b>2</b>	<b>Candidate participates in course development and design.</b>	<p>Integrates technology into the implementation of courses consistent with expectations at the program level.</p> <p>Lead efforts to create, revise and update course content within programs.</p> <p>Participates in creating new course(s) aligned to program outcomes.</p>	<p>Participates in interdisciplinary collaboration regarding course content.</p> <p>Documents initiatives to bring innovation and creative approaches to teaching.</p> <p>Takes leadership in creating new courses aligned with program outcomes.</p>	<p>Mentors junior faculty in course development.</p> <p>Participates in interdisciplinary collaboration regarding course content with colleagues.</p> <p>Integrates technology into the implementation of courses consistent with expectations at the program level.</p> <p>Documents initiatives to bring innovations and creative approaches to teaching.</p>
<b>3</b>	<b>Candidate participates in curriculum development, program planning and evaluation</b>	<p>Participates in development of program level activity (e.g., certificates, tracks, sequences, and/or minors).</p>	<p>No additional criteria</p>	<p>Reviews and improves curriculum development of PBAs: evaluation of the curriculum (i.e., comps, PBAs); program level evaluation of students; development of program level activities (e.g., certificates, tracks, and/or minors)</p>

<p><b>4</b></p>	<p><b>Candidate's instruction (potentially including mentoring, coaching, training, supervision) is of high quality.</b></p>	<p>Syllabi are aligned to standards, are current, and represent relevancy in the field.</p> <p>Analysis of course outcomes (e.g., course exams) with a purpose of continuous teaching improvement</p> <p>Course and instructor ratings based on FCQ data; FCQ course and instructor data reflects consistent high levels, improvement in FCQ scores over time, and/or uses FCQ data to improve instruction.</p> <p>Positive peer evaluation of teaching for the purpose of teaching improvement.</p> <p>Use technology and diverse media (videos, software, etc) where appropriate.</p> <p>Utilizes the university's professional development resources (i.e., Center for Faculty Development, CU Online trainings, etc)</p> <p>Collaborate with colleagues for professional development and/or improvement (i.e., sharing information, expertise, and resources with colleagues).</p>	<p>Syllabi are aligned to standards, are current, and represent relevancy in the field.</p> <p>Analysis of course outcomes (e.g., course exams) with a purpose of continuous teaching improvement</p> <p>Course and instructor ratings based on FCQ data; FCQ course and instructor data reflects consistent high levels, improvement in FCQ scores over time, and/or uses FCQ data to improve instruction.</p> <p>Positive peer evaluation of teaching for the purpose of teaching improvement.</p> <p>Use technology and diverse media (videos, software, etc) where appropriate.</p> <p>Implement innovation and creativity in teaching and share those ideas with the larger faculty</p> <p>Receive teaching awards</p> <p>Utilizes the university's professional development resources (i.e., Center for Faculty Development, CU Online trainings, etc)</p> <p>Collaborate with colleagues for professional development and/or improvement (i.e., sharing information, expertise, and resources with colleagues).</p>	<p>Syllabi are aligned to standards, are current, and represent relevancy in the field.</p> <p>Analysis of course outcomes (e.g., course exams) with a purpose of continuous teaching improvement</p> <p>Course and instructor ratings based on FCQ data; FCQ course and instructor data reflects consistent high levels, improvement in FCQ scores over time, and/or uses FCQ data to improve instruction.</p> <p>Positive peer evaluation of teaching for the purpose of teaching improvement.</p> <p>Use technology and diverse media (videos, software, etc) where appropriate.</p> <p>Implement innovation and creativity in teaching and demonstrate leadership in teaching innovation with the larger faculty</p> <p>Receive teaching awards</p> <p>Utilizes the university's professional development resources (i.e., Center for Faculty Development, CU Online trainings, etc)</p> <p>Collaborate with colleagues for professional development and/or improvement (i.e., sharing information, expertise, and resources with colleagues).</p>
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5	<p><b>Candidate provides quality advising and mentoring.</b></p>	<p>Be available and accessible for student advising</p> <p>Provide timely and accurate information</p> <p>Be up to date on program changes and status</p> <p>Knowledge of and sharing of relevant resources</p> <p>Show a record of success with students' perceptions of advising</p> <p>Guide students for post-degree jobs/ graduate programs/ professional engagement</p> <p>Assist alumni in their professional development</p>	<p>Be available and accessible for student advising</p> <p>Provide timely and accurate information</p> <p>Be up to date on program changes and status</p> <p>Knowledge of and sharing of relevant resources</p> <p>Contribute to effective advisement systems and resources (handbooks, websites, collaborative online forums, listserves, online form, checklists, etc)</p> <p>Show a record of success with students' perceptions of advising</p> <p>Guide students for post-degree jobs/ graduate programs/ professional engagement</p> <p>Assist alumni in their professional development</p> <p>Create and/or support student groups</p> <p>Collaborate with part-time faculty to ensure quality instruction</p> <p>Possible: Engage with students in co-presenting, co-publishing, or grantsmanship</p>	<p>Be available and accessible for student advising</p> <p>Provide timely and accurate information</p> <p>Be up to date on program changes and status</p> <p>Knowledge of and sharing of relevant resources</p> <p>Contribute to effective advisement systems and resources (handbooks, websites, collaborative online forums, listserves, online form, checklists, etc)</p> <p>Show a record of success with students' perceptions of advising</p> <p>Work with doctoral students by serving on committees when possible</p> <p>Guide students for post-degree jobs/ graduate programs/ professional engagement</p> <p>Assist alumni in their professional development</p> <p>Create and/or support student groups</p> <p>Collaborate with part-time faculty to ensure quality instruction</p> <p>Mentor junior clinical faculty</p> <p>Possible: Engage with students in co-presenting, co-publishing, or grantsmanship</p>
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6	<b>Candidate supports SEHD efforts to secure funding for instructional activities/programs.</b>	<p>NOTE: THIS STANDARD IS NOT REQUIRED AT THIS LEVEL.</p> <p>Internal and external funding applications/awards</p> <p>Subcontracts</p> <p>Fee for Service Contracts</p> <p>Foundation awards</p> <p>Donations/Contributions</p>	<p>Internal and external funding applications/awards</p> <p>Subcontracts</p> <p>Fee for Service Contracts</p> <p>Foundation awards</p> <p>Donations/Contributions</p>	Same as for Associate Professor
7	<b>Candidate has impact on practice in community, state-wide and/or nationally.</b>	<p>Present at practitioner conferences</p> <p>Provide workshops and/or trainings</p> <p>Builds relationships and collaborates with community partners relevant to program</p> <p>Collaborates on practitioner action research</p> <p>Professional honors and awards</p> <p>Awards from local, state, or national organizations for intellectual contributions to the field</p> <p>Community or business awards</p> <p>Publications chosen for recognition</p>	<p>Present at practitioner conferences</p> <p>Provide workshops and/or trainings</p> <p>Be invited to conduct a workshop or training</p> <p>Participates in sustaining partnerships or developing new partnerships relevant to program</p> <p>Write a textbook or chapter to impact practice</p> <p>Participates in practitioner action research</p> <p>Professional honors and awards</p> <p>Awards from local, state, or national organizations for intellectual contributions to the field</p> <p>Community or business awards</p> <p>Publications chosen for recognition</p>	<p>Present at practitioner conferences</p> <p>Provide workshops and/or trainings</p> <p>Participates in sustaining partnerships or developing new partnerships relevant to program</p> <p>Write a textbook or chapter to impact practice</p> <p>Be invited to conduct a workshop or training</p> <p>Participates in practitioner action research</p> <p>Professional honors and awards</p> <p>Awards from local, state, or national organizations for intellectual contributions to the field</p> <p>Community or business awards</p> <p>Publications chosen for recognition</p>

<p><b>8</b></p>	<p><b>Candidate <i>may</i> engage in the scholarship of teaching.</b></p> <p><b>Note: Published inquiry on teaching may be listed in the research section of dossier as well.</b></p>	<p>Includes Scholarship of Teaching as part of teaching record</p> <p>Scholarship demonstrates a commitment to SEHD and CU Denver mission and vision</p> <p>Record of instructional products (e.g., chapter supplements, online materials, handbooks, modules, etc)</p> <p>Positive judgments by qualified peers through external letters</p> <p>Invitations to participate in material development</p> <p>Invitations to present at conferences, meetings, and other organizational activities</p>	<p>Scholarship of Teaching is included as part of the overall teaching record</p> <p>Scholarship demonstrates a commitment to SEHD and CU Denver mission and vision</p> <p>Programmatic nature of the work is clear (conceptual and/or theoretical frameworks that serve as a foundation to the work is clear)</p> <p>Record of scholarly products provides solid evidence of a contributions to the field</p> <p>Record of instructional products (e.g., chapter supplements, online materials, handbooks, modules, etc)</p> <p>Judgments by qualified peers through external letters</p> <p>Building a national reputation through activities such as invitations for: consulting, invitations for upper level presentations on teaching (symposia, colloquia, keynote presentations on teaching)</p>	<p>Scholarship of Teaching is included as part of the overall teaching record</p> <p>Scholarship demonstrates a commitment to SEHD and CU Denver mission and vision</p> <p>Programmatic nature of the work is clear, in-depth, and impactful</p> <p>Record provides consistent evidence of focused scholarship of teaching over time</p> <p>Record of scholarly products illustrates a clear and ongoing presence and national reputation demonstrating significant impact</p> <p>A clear majority of products document the impact of the program of research</p> <p>Positive judgments by qualified peers through external letters</p> <p>Clear documentation of recognition for programmatic agenda</p>
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## APPENDIX B: RESEARCH CRITERIA AND EXAMPLES

	<b>Definitions</b>	<b>Assistant Professor Clinical Teaching Track</b> <i>Examples for meeting the Criteria for Promotion</i>	<b>Associate Professor Clinical Teaching Track</b> <i>Examples for meeting the Criteria for Promotion</i>	<b>Full Professor Clinical Teaching Track</b> <i>Examples for meeting the Criteria for Promotion</i>
<b>1</b>	<b>Candidate demonstrates the ability to engage in, collaborate on or initiate inquiry and scholarship on teaching, program and practice.</b>	Evidence (vita and application letter) upon hire or description of scholarly activity for promotion should have evidence of : <ul style="list-style-type: none"> <li>▪ participation in scholarly activity that addresses significant problems/issues relevant to the SEHD and/or CU Denver mission and vision or promotes the mission and vision of previous organization(s); and,</li> <li>▪ a scholarship plan for the future consistent with 5-10% workload weighting.</li> </ul>	Annual research/scholarship plan and accomplishments provide solid evidence of: <ul style="list-style-type: none"> <li>▪ participation in scholarly activity that addresses significant problems/issues relevant to the SEHD and/or CU Denver mission and vision; and</li> <li>▪ record of scholarly products consistent with 5-10% workload weighting.</li> </ul>	Annual research/scholarship plan and accomplishments provide consistent evidence of: <ul style="list-style-type: none"> <li>▪ participation in scholarly activity that addresses significant problems/issues relevant to the SEHD and/or CU Denver mission and vision; and</li> <li>▪ an uninterrupted record of scholarly products consistent with 5-10% workload weighting.</li> </ul>
<b>2</b>	<b>Candidate has constructed a record of high quality scholarly products.</b>	Candidate is present in School district, community, state, and national level outlets.  Products include books, articles, chapters, technical/research/policy reports, papers published in conference proceedings, papers presented at professional conferences but not published, workshop papers, manuals, guidebooks, or handbooks, websites, blog sites.	Candidate is present in School district, community, state, and national level outlets.  Products include books, articles, chapters, technical/research/policy reports, papers published in conference proceedings, papers presented at professional conferences but not published, workshop papers, manuals, guidebooks, or handbooks.  Scholarly products build over time and extend to broader and more diverse audiences.	Candidate is present in School district, community, state, and national level outlets.  Products include books, articles, chapters, technical/research/policy reports, papers published in conference proceedings, papers presented at professional conferences but not published, workshop papers, manuals, guidebooks, or handbooks, websites and blog sites.  Record of scholarly products demonstrates a significant impact at local, state and/or national level.

	<b>Definitions</b>	<b>Assistant Professor Clinical Teaching Track</b> <i>Examples for meeting the Criteria for Promotion</i>	<b>Associate Professor Clinical Teaching Track</b> <i>Examples for meeting the Criteria for Promotion</i>	<b>Full Professor Clinical Teaching Track</b> <i>Examples for meeting the Criteria for Promotion</i>
<b>3</b>	<b>Candidate has a record of high productivity.</b>	Candidate has begun to write and publish in his/her field, e.g., editorials, essays, newsletters, creative pieces and so forth.	Candidate published thought pieces and program descriptions in applied outlets within his/her field that have evidence of impact.	Candidate has reputation for influencing direction in his/her field through coherent publications in diverse applied outlets. .
<b>4</b>	<b>Candidate has a record of leadership and/or independence in scholarly products.</b>	Collaborates with faculty and/or community partners (principals, teachers, practitioners, directors, etc.) to develop scholarly products.	When collaborating with faculty and/or community partners to develop scholarly products, at times takes leadership as an author.	Shows leadership in scholarship by collaborating with students, new faculty and/or a diverse array of community partners (principals, teachers, practitioners, directors, etc.). Shows evidence of a clear program of inquiry and scholarship that is identified with his/her leadership.
<b>5</b>	<b>Candidate's record of scholarship has impact/influence on knowledge and/or practice in the field.</b>	<p>Invitations from peers or educational leaders to present at conferences, meetings and other organizational activities.</p> <p>Professional honors and awards.</p> <p>Dissertation awards</p> <p>Community or Business awards</p>	<p>Building a state or national reputation through activities such as invitations for organizing or presenting at national conferences</p> <p>Invitations to participate in material development, including curriculum/professional development manuals or policies and procedures guidebooks that are used at the district, state, or national level.</p> <p>Professional honors and awards.</p> <p>Awards from local, state or national organizations for intellectual contributions to the field.</p> <p>Community or Business awards</p>	<p>Clear documentation of recognition for impact on practice (e.g., contributions to district or state policies/procedures and/or empirical findings that are directly attributable to the individual's work).</p> <p>Sustained evidence of state or national recognition.</p> <p>Professional honors and awards.</p> <p>Awards from local, state or national organizations for intellectual contributions to the field.</p> <p>Community or Business awards</p> <p>Publications chosen for recognition</p>

	<b>Definitions</b>	<b>Assistant Professor Clinical Teaching Track</b> <i>Examples for meeting the Criteria for Promotion</i>	<b>Associate Professor Clinical Teaching Track</b> <i>Examples for meeting the Criteria for Promotion</i>	<b>Full Professor Clinical Teaching Track</b> <i>Examples for meeting the Criteria for Promotion</i>
			Publications chosen for recognition	
<b>7</b>	<b>Candidate supports efforts to secure internal and external funding to support scholarship.</b>	Candidate attempts to secure or support internal seed awards; local grants and contracts.	Candidate attempts to secure or support state and national funding in addition to those stated for Assistant and shows evidence of some success.	Candidate has a record of success securing or supporting funding for his/her work.

## APPENDIX C: SERVICE CRITERIA AND EXAMPLES

**Note:** If a faculty member is compensated through salary and/or time for service activities, those activities should be clearly documented as such and taken into consideration when evaluating the quantity of service activities. In addition, a candidate is expected to have a record of achievement across all four aspects of service. \*The items below are examples; faculty members are not expected to participate in every catalog listed.

Definitions	Assistant Professor Clinical Teaching Track <i>*Examples for meeting the Criteria for Meritorious</i>	Associate Professor Clinical Teaching Track <i>*Examples for meeting the Criteria for Excellent</i>	Full Professor Clinical Teaching Track <i>*Examples for meeting the Criteria for Excellent</i>
<p><b>1</b>     <b>Candidate provides Service to school.</b></p>	<p>Participates in organizational activities at the program and school levels (e.g., committee membership, ad hoc task forces).</p> <p>Participates in program evaluation for continuous improvement.</p> <p>Participates in the life of the program (e.g., sponsors/ advises student groups, revises student handbooks, plans student meetings [e.g., group advisory meetings, orientations, and student admissions meetings]).</p> <p>Serves as lead teacher; mentors adjunct or other faculty in teaching.</p>	<p>Exhibits leadership across organizational activities at the program or school levels (Chairs committees, committee membership, serves as Affiliate Chair, leads ad hoc or task force work).</p> <p>Takes lead in program evaluation for continuous improvement.</p> <p>Takes lead in life of the program (e.g., sponsors/ advises student groups, revises student handbooks, plans student meetings [e.g., group advisory meetings, orientations, and student admissions meetings]).</p> <p>Serves as lead teacher; mentors adjunct or other faculty in teaching.</p>	<p>Has a sustained record of exhibiting leadership across multiple organizational activities at the program or school levels (Chairs committees, committee membership, serves as Affiliate Chair, leads ad hoc or task force work).</p> <p>Has a sustained record of leadership in program evaluation for continuous improvement activities at the program and school levels.</p> <p>Has a sustained record of leadership in the life of the program (e.g., sponsors/ advises student groups, revises student handbooks or plans student meetings [e.g., group advisory meetings, orientations, and student admissions meetings]).</p> <p>Has sustained record of serving as lead teacher and mentoring adjunct or other faculty in teaching.</p>

2	<b>Candidate provides Service to university.</b>	<p>Participates in a university committee or involves his/herself in university work (e.g., review of internal grants).</p> <p>Attends commencement.</p> <p>Volunteers for undergraduate activities (e.g. recruitment, research symposia).</p> <p>Attends university events, such as symposia, Common Read events, film series, conferences and talks.</p>	<p>May lead or involves him/herself in university committees, work and initiatives (e.g., reviewing internal grants, participating in accreditation activities, serving as Marshal at commencement</p> <p>Attends commencement.</p> <p>Volunteers for undergraduate events (recruitment, research symposia)</p> <p>Attends university events, such as symposia, Common Read events, film series, conferences and talks. Supports Dean’s development activities.</p>	<p>May lead or involves him/herself in university committees, work and initiatives (e.g., reviewing internal grants, participating in accreditation activities, serving as Marshal at commencement</p> <p>Attends commencement.</p> <p>Volunteers for undergraduate events (recruitment, research symposia)</p> <p>Attends university events, such as symposia, Common Read events, film series, conferences and talks.</p> <p>Supports Dean’s development activities.</p>
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3	<b>Candidate provides Service to the profession.</b>	<p>Service to local or state level professional organizations (could also be at the national level) or initiatives (e.g. board member for professional organization; participation on state level task forces or committees, coordination of conferences).</p> <p>Serves as a member of a national or international professional organization board(s).</p> <p>Serves as a journal reviewer.</p> <p>Serves as a member of a review</p>	<p>May lead service to local, state or national or international professional research/practitioner community (e.g. serves as a program reviewer, member of an award committee, contributes to a national newsletter, acting as chair of a committee).</p> <p>Serves as discussant or chair for research/practitioner conferences.</p> <p>Reviews manuscripts for journals.</p> <p>Serves as a guest editor or co-editor of a journal.</p>	<p>May lead service to national or international professional research/practitioner community and organizations (e.g., acting as chair/president of organizations and/or committees).</p> <p>Serves as discussant, chair, or reviewer for conferences.</p> <p>Reviews manuscripts for journals.</p> <p>Serves on an editorial board of a journal.</p> <p>Evaluates state or federal grant</p>
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		<p>board.</p> <p>Serves on an executive board of professional organizations, committees or panels.</p> <p>Invited to deliver workshops and trainings outside of SEHD</p>	<p>Evaluates state or federal grant proposals, conferences, or book proposals.</p> <p>Takes lead in the organization of conferences.</p> <p>Serves as a chair of professional organization boards.</p> <p>Holds service awards or recognition.</p> <p>Invited to deliver workshops and trainings outside of SEHD.</p>	<p>proposals, conferences, or book proposals.</p> <p>Assumes leadership roles in the organization of conferences.</p> <p>Chairs professional organization boards.</p> <p>Takes leadership positions in national professional organizations.</p> <p>Holds service awards or recognition.</p> <p>Invited to deliver workshops and trainings outside of SEHD</p>
<b>4</b>	<b>Candidate provides Service to the community/ partners:</b>	<p>Leads workshops</p> <p>Consults with community organizations/partners.</p> <p>Participates in advocacy efforts.</p> <p>Provides pro bono professional services related to your academic discipline, including teaching/co-teaching in a PK-12 classroom in a local school district.</p> <p>Participates on a community organization/school board or committee.</p> <p>Regular and active member of community organizations.</p>	<p>Leads workshops</p> <p>Consults with community organizations/partners.</p> <p>Participates in advocacy efforts.</p> <p>Provides pro bono professional services related to your academic discipline, including teaching/co-teaching in a PK-12 classroom in a local school district.</p> <p>Participates on a community organization/school board or committee.</p> <p>Regular and active member of community organizations.</p>	<p>Organizes and leads workshops</p> <p>Consults with community organizations/partners.</p> <p>Participates in advocacy efforts.</p> <p>Provides pro bono professional services related to your academic discipline.</p> <p>Participates on a community organization/school board or committee.</p> <p>Regular and active member of community organizations.</p>



School of Education  
& Human Development  
UNIVERSITY OF COLORADO DENVER

# Instructional Track Appointment and Promotion Criteria

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Approved by Dean Marvin Lynn & SEHD Faculty 11/28/23

Approved by Provost Constancio K. Nakuma 12/12/23

## Preamble

Promotion decisions are among the most important processes that shape and define the work of all faculty. The criteria outlined below form the basis for promotion reviews for Instructional faculty within the School of Education and Human Development (SEHD). As committees review candidates, they will consider all of these criteria and use collegial and professional judgment in arriving at evaluations of prior work and estimates of potential contributions.

The review process for promotion is designed to align the work of the faculty with the mission of the University and the School and to promote and ensure excellence as a standard for that work. The purpose of this document is to articulate the criteria for the School of Education and Human Development to guide Instructional faculty in terms of their own career advancement and as the basis for the review of their peers. The goal is to provide clear criteria, and examples of ways that individual faculty can document evidence in the form of activities, outcomes and products that address the criteria.

Reflected in the SEHD criteria for Instructional faculty promotion is our commitment to provide exemplary leadership in: the development of program and pedagogies; the effective preparation and continued development of teachers, clinicians, leaders and new scholars; and work in the service of school and mental health services reform and improvement.

While these SEHD criteria and rubrics are organized in the *traditional* dossier categories of teaching and service, the faculty in a School of Education and Human Development often work at the *intersections* of these areas. These intersections between teaching and scholarship, or between service and teaching, are critical given our mission to partner with local schools and communities in the preparation of new teachers and clinicians, as well as the promotion of school and mental health improvement and positive student outcomes in the Denver community and beyond.

The role of instructional faculty is primarily teaching with some allocation of service and leadership. Engagement in scholarly work (including scholarship of teaching and learning) is optional in this professional track. Instructional faculty are not eligible for tenure but are eligible for multi-year contracts per the School of Education and Human Development and University policies.

Overall, it is the responsibility of each candidate to provide the context for his or her work in a clear narrative and presentation of data. This documentation is critical to the process so that each reviewer at every level will understand the candidate's work and provide a thorough and fair evaluation.

## **Instructional Track Faculty Titles and Hiring Processes**

### **A. Definitions**

1. Faculty in the instructional track hold positions through which they contribute to advancing teaching and service at the University of Colorado Denver and the School of Education and Human Development (SEHD). They may hold faculty ranks Instructor, Senior Instructor, or Principal Instructor.
2. Faculty in the instructional track engage in teaching and service with a negotiable assignment of 80% teaching, 20% service. Primary teaching responsibilities for faculty in the instructional track are focused on collaboratively building and/or maintaining programs within the SEHD. Service responsibilities include service to the program to which they are assigned and to the School with other responsibilities as negotiated.
3. Faculty members in the instructional track participate in the faculty governance process as defined by the SEHD and Faculty Senate, receive university faculty benefits with the exception of sabbaticals, and undergo annual merit reviews of their performance. They are not eligible for tenure.

### **B. Appointment of Faculty**

1. Faculty in the instructional track hold positions as employees of the SEHD. They are recruited and appointed through university-recognized processes (APS # 5060).
2. When the School determines that a new faculty member in the instructional track is needed, a search committee will be appointed by the Dean or Dean's representative. The position level will be determined by the Dean in consultation with the faculty. Community or school-based educators who will be working with the faculty member in the instructional track or are familiar with the work of faculty in the instructional teaching track may also be members of the committee. The search committee actively recruits faculty in the instructional teaching track and is charged to improve the diversity of the applicant pool for faculty in the instructional teaching track ranks.
3. Instructional teaching track candidates are expected to submit a letter of application, a current curriculum vitae, references, and other supporting material as determined by the search committee.
4. The Search Committee reviews applications, invites applicants for interviews, and makes recommendations to the Dean or Dean's representative. A template created by faculty in the instructional teaching track will be used to create an appropriate interview schedule for the candidates.
5. The Dean recommends the appointment to the Provost. Provost sends recommendation to the Chancellor, who makes final decisions about appointments.
6. After the initial one year appointment, each subsequent appointment is dependent upon the School's budget and a positive merit review of the faculty member's effectiveness in teaching and service. Multi-year contracts will be considered upon procedures outlined by the SEHD and university.

### **C. Faculty Titles and Ranks in the Instructional Track**

For each of the faculty in the instructional track titles, the Regents' definition is listed first (as defined in APS # 5060), with the School's more specific definition listed after that.

#### **Instructor**

*Regents' definition:* Instructors usually have their master's degree or its equivalent and should be otherwise well-qualified to teach.

*SEHD definition:* Instructors hold a master's degree in a relevant field, have five years or more experience in the area in which they will teach in the SEHD.

#### **Senior Instructor**

*Regents' definition:* Senior Instructors usually have at least a master's degree. They have significant experience in teaching.

*SEHD definition:* Senior Instructors are expected to have a doctoral degree ***and/or*** substantial relevant and successful teaching and professional experience in the field. In addition, they must meet the criteria for senior instructor.

#### **Principal Instructor**

*Regents' definition:* Principal Instructors usually have at least a master's degree. They shall have a record of significant contribution to education.

*SEHD definition:* Principal Instructors are expected to have a doctoral degree ***and/or*** substantial relevant and successful teaching and professional experience in the field. There must be evidence of teaching effectiveness at the university level as well as a strong record of service in the field. In addition, they must meet the criteria for principal instructor.

## APPOINTMENT AND PROMOTION CRITERIA FOR TEACHING\*

	<b>Definitions</b>	<b>Instructor Criteria for Appointment</b>	<b>Senior Instructor Criteria for Promotion</b>	<b>Principal Instructor Criteria for Promotion</b>
<b>1</b>	<b>Candidate's record shows a breadth of successful teaching experience.</b>	<p><i>Candidate provides evidence of...</i></p> <p>Teaching successfully in different contexts and/or multiple courses in area(s) of expertise.</p>	<p><i>Candidate provides evidence of...</i></p> <p>Going beyond successfully teaching in different contexts or a range of courses within area(s) of expertise, to include <i>participation</i> in and support of innovative teaching.</p>	<p><i>Candidate provides evidence of...</i></p> <p>Going beyond successfully teaching in different contexts or a range of courses within area(s) of expertise, to include <i>leadership</i> for and support of innovative teaching.</p>
<b>2</b>	<b>Candidate participates in course development and design.</b>	<p><i>Candidate provides evidence of...</i></p> <p><i>Participating</i> collaboratively with colleagues regarding course content, aligning content program outcomes, and continually updating existing course content and materials to reflect knowledge advancements in the field.</p>	<p><i>Candidate provides evidence of...</i></p> <p><i>Leading</i> efforts with colleagues to create and revise courses, align content to program outcomes, continually update existing course content and materials to reflect knowledge advancements in the field, and integrate technology into the implementation of courses consistent with expectations at the program level.</p>	<p><i>Candidate provides evidence of...</i></p> <p><i>Sustaining leadership</i> efforts and collaborating with colleagues to create and revise courses, align content to program outcomes, continually update existing course content and materials to reflect knowledge advancements in the field, and integrate technology into the implementation of courses consistent with expectations at the program level.</p>
<b>3</b>	<b>Candidate participates in curriculum development, program planning and evaluation.</b>	<p><i>Candidate provides evidence of...</i></p> <p><i>Participating</i> in the (1) development, review, evaluation (i.e., capstones, portfolios, Performance-Based Assessments [PBAs]), accreditation, and improvement of an integrated set of opportunities involving a program of study (i.e., courses, sequences,</p>	<p><i>Candidate provides evidence of...</i></p> <p><i>Participating</i> in the (1) development, review, evaluation (i.e., capstones, portfolios, comprehensive exams, Performance-Based Assessments [PBAs]), accreditation, and improvement of an integrated set of opportunities involving a</p>	<p><i>Candidate provides evidence of...</i></p> <p><i>Routinely supporting and/or leading</i> the preparation of material for accreditation review(s) and analyzing and using outcome data for continuous program improvement. Evidence of high impact program development in relevant contexts.</p>

	<b>Definitions</b>	<b>Instructor <i>Criteria for Appointment</i></b>	<b>Senior Instructor <i>Criteria for Promotion</i></b>	<b>Principal Instructor <i>Criteria for Promotion</i></b>
		<p>instructional experiences, pedagogical experiences, and assessment experiences) designed to achieve specific learning goals and (2) program evaluation of students. These activities could be located in a variety of education organizations such as schools, districts, higher education or community organizations.</p>	<p>program of study (i.e., courses, sequences, instructional experiences, pedagogical experiences, and assessment experiences) designed to achieve specific learning goals and (2) program evaluation of students, and (3) development of program level activities (e.g., certificates, tracks, and/or minors).</p>	

4	<b>Candidate's instruction (potentially including mentoring, coaching, training, supervision) is of high quality.</b>	<i>Candidate provides evidence of...</i>  An understanding of the principles of differentiation, learner motivation and engagement, self-directed learning, and that instruction is of high quality.	<i>Candidate provides evidence of...</i>  Adjusting teaching to meet students' needs, engaging students in their own learning, and that instruction is of high quality.	<i>Candidate provides evidence of...</i>  Adjusting teaching to meet students' needs, engaging students in their own learning, and that instruction is of high quality in all contexts within which candidates leads instruction.
5	<b>Candidate provides quality advising and mentoring.</b>	<i>Candidate provides evidence of...</i>  NOTE: THIS STANDARD IS NOT REQUIRED AT INSTRUCTOR LEVEL.	<i>Candidate provides evidence of...</i>  <i>Participation</i> in guiding, supporting and informing students about programs, courses, and career development, as well as activities that create learning opportunities for students and/or other faculty, to encourage higher levels of expertise and/or guide professional development.	<i>Candidate provides evidence of...</i>  <i>Regular participation and leading</i> , guiding, supporting and informing students about programs, courses, and career development, as well as activities that create learning opportunities for students and/or other faculty, to encourage higher levels of expertise and/or guide professional development.
6	<b>Candidate has impact on practice in community, state-wide and/or (inter) nationally.</b>	<i>Candidate provides evidence of...</i>  <i>Participation</i> in activities that make teaching relevant external to CU Denver and which have an impact on practice and the community (local, state, national, and/or international levels) and is recognized for quality of work and influence through special appointments and invitations.	<i>Candidate provides evidence of...</i>  <i>Engaging</i> in activities that make teaching relevant external to CU Denver and which have an impact on practice and the community (local, state, national, and/or international levels) and is recognized for quality of work and influence through special appointments and invitations.	<i>Candidate provides evidence of...</i>  <i>Routinely engaging in and leading</i> activities that make teaching relevant external to CU Denver and which have an impact on practice and the community (local, state, national, and/or international levels) and is recognized for quality of work and influence through special appointments and invitations. Both the EXTENT of engagement as well as the level of impact and leadership must be evident.

7	<p><b>Candidate may support SEHD efforts to secure funding for instructional activities/programs.</b></p>	<p><i>Candidate provides evidence of...</i></p> <p>NOTE: THIS STANDARD IS NOT REQUIRED AT THIS LEVEL.</p>	<p><i>(if so) Candidate provides evidence of...</i></p> <p><i>Efforts to secure internal or external funding intended to advance teaching or program activities (e.g., personnel preparation, program development, or improved and/or technical assistance).</i></p>	<p><i>(if so) Candidate provides evidence of...</i></p> <p>No additional criteria beyond those specified at the Senior Instructor level.</p>
8	<p><b>Candidate may engage in the scholarship of teaching.</b></p>	<p><i>(if so) Candidate provides evidence of...</i></p> <p>NOTE: THIS STANDARD IS NOT REQUIRED AT THIS LEVEL.</p>	<p><i>(if so) Candidate provides evidence of...</i></p> <p><i>Emergent agenda for the scholarship of teaching.</i></p>	<p><i>(if so) Candidate provides evidence of...</i></p> <p><i>Engagement in the scholarship of teaching which is published in highly respected journals and other outlets related to practice, instruction, and personnel preparation.</i></p>

\* See Appendix A for criteria and examples

## APPOINTMENT AND PROMOTION CRITERIA FOR SERVICE\*

**NOTE:** When faculty are compensated through salary and/or time for service activities, clearly document as such. Take into consideration when evaluating the quantity of service activities. In addition, a candidate is expected to have a record of achievement across all four aspects of service.

<b>Definitions</b>		<b>Instructor Criteria for Appointment</b>	<b>Senior Instructor Criteria for Promotion</b>	<b>Principal Instructor Criteria for Excellent</b>
<b>1</b>	<b>Candidate provides Service to the school.</b>	<i>Candidate provides evidence of...</i> Participating in service to the program area and school, promoting the mission and vision of the SEHD, contributing to increasing the school's reputation, improving the school's culture and program quality.	<i>Candidate provides evidence of...</i> Leading in service to the program area and school, promoting the mission and vision of the SEHD, contributing to increasing the school's reputation, improving the school's culture and program quality.	<i>Candidate provides evidence of...</i> Formally leading service to the program area and school. Promoting the mission and vision of the SEHD, contributing to increasing the school's reputation, improving the school's culture and program quality.
<b>2</b>	<b>Candidate provides Service to or on behalf of the university or previous organization(s).</b>	<i>Candidate provides evidence of...</i> NOTE: THIS STANDARD IS NOT REQUIRED AT THIS LEVEL.	<i>Candidate provides evidence of...</i> Leading service to or on behalf of the university that promotes the mission and vision of the university and contributes to increasing the quality of school culture, the effectiveness of self-governance, the quality of university programs and the reputation of the university.	<i>Candidate provides evidence of...</i> Formally leading service to or on behalf of the university that promotes the mission and vision of the university and contributing to increasing the quality of school culture), the effectiveness of self-governance, the quality of university programs and the reputation of the university.
<b>3</b>	<b>Candidate provides Service to the profession.</b>	<i>Candidate provides evidence of...</i> NOTE: THIS STANDARD IS NOT REQUIRED AT THIS LEVEL.	<i>Candidate provides evidence of...</i> Leading service to enhance the profession and bring recognition and distinction to CU Denver, the SEHD or previous organization.	<i>Candidate provides evidence of...</i> Formally leading service to enhance the profession and bring recognition and distinction to CU Denver and the SEHD.
<b>4</b>	<b>Candidate provides Service to the community/ partners:</b>	<i>Candidate provides evidence of...</i> Participating in service to communities, partners, and/or individuals that improve education and human development.	<i>Candidate provides evidence of...</i> Greater depth of involvement and taking a lead in service to communities, partners, and/or individuals that improve education and human development as well as build support for the SEHD or previous organization.	<i>Candidate provides evidence of...</i> Clear leadership and ongoing presence for service to communities, partners, and/or individuals that improve education and human development as well as build support for the SEHD.

\* See Appendix B for criteria and examples

## APPENDIX A: TEACHING CRITERIA AND EXAMPLES

	<b>Definitions</b>	<b>Instructor</b> <i>Examples for meeting the Criteria for Meritorious</i>	<b>Senior Instructor</b> <i>Examples for meeting the Criteria for Excellent</i>	<b>Principal Instructor</b> <i>Examples for meeting the Criteria for Excellent</i>
<b>1</b>	<b>Candidate's record shows breadth of successful teaching experience.</b>	<p>Successfully teaches a <i>wide range</i> of courses within program area, when possible.</p> <p>Successfully teaches courses <i>across program areas</i>, when possible.</p>	<p>Successfully teaches a wide range of courses within program area, when possible.</p> <p>Successfully teaches courses <i>across program areas</i>, when possible.</p>	<p>Successfully teaches a wide range of courses within program area, when possible.</p> <p>Successfully teaches courses <i>across program areas</i>, when possible.</p>
<b>2</b>	<b>Candidate participates in course development and design.</b>	<p>Integrates technology into the implementation of courses consistent with expectations at the program level.</p> <p>Lead efforts to create, revise and update course content within programs.</p> <p>Participates in creating new course(s) aligned to program outcomes.</p>	<p>Participates in interdisciplinary collaboration regarding course content.</p> <p>Documents initiatives to bring innovation and creative approaches to teaching.</p> <p>Takes leadership in creating new courses aligned with program outcomes.</p>	<p>Mentors other faculty in course development.</p> <p>Participates in interdisciplinary collaboration regarding course content with colleagues.</p> <p>Integrates technology into the implementation of courses consistent with expectations at the program level.</p> <p>Documents initiatives to bring innovations and creative approaches to teaching.</p>
<b>3</b>	<b>Candidate participates in curriculum development, program planning and evaluation</b>	<p>Participates in development of program level activity (e.g., certificates, tracks, sequences, and/or minors).</p>	<p>No additional criteria</p>	<p>Reviews and improves curriculum development of PBAs: evaluation of the curriculum (i.e., comps, PBAs); program level evaluation of students; development of program level activities (e.g., certificates, tracks, and/or minors)</p>

<p><b>4</b></p>	<p><b>Candidate's instruction (potentially including mentoring, coaching, training, supervision) is of high quality.</b></p>	<p>Syllabi are aligned to standards, are current, and represent relevancy in the field.</p> <p>Analysis of course outcomes (e.g., course exams) with a purpose of continuous teaching improvement</p> <p>Course and instructor ratings based on FCQ data; FCQ course and instructor data reflects consistent high levels, improvement in FCQ scores over time, and/or uses FCQ data to improve instruction.</p> <p>Positive peer evaluation of teaching for the purpose of teaching improvement.</p> <p>Use technology and diverse media (videos, software, etc) where appropriate.</p> <p>Utilizes the university's professional development resources (i.e., Center for Faculty Development and Advancement, CU Online trainings, etc)</p> <p>Collaborate with colleagues for professional development and/or improvement (i.e., sharing information, expertise, and resources with colleagues).</p>	<p>Syllabi are aligned to standards, are current, and represent relevancy in the field.</p> <p>Analysis of course outcomes (e.g., course exams) with a purpose of continuous teaching improvement</p> <p>Course and instructor ratings based on FCQ data; FCQ course and instructor data reflects consistent high levels, improvement in FCQ scores over time, and/or uses FCQ data to improve instruction.</p> <p>Positive peer evaluation of teaching for the purpose of teaching improvement.</p> <p>Use technology and diverse media (videos, software, etc) where appropriate.</p> <p>Implement innovation and creativity in teaching and share those ideas with the larger faculty</p> <p>Receive teaching awards</p> <p>Utilizes the university's professional development resources (i.e., Center for Faculty Development and Advancement, CU Online trainings, etc)</p> <p>Collaborate with colleagues for professional development and/or improvement (i.e., sharing information, expertise, and resources with colleagues).</p>	<p>Syllabi are aligned to standards, are current, and represent relevancy in the field.</p> <p>Analysis of course outcomes (e.g., course exams) with a purpose of continuous teaching improvement</p> <p>Course and instructor ratings based on FCQ data; FCQ course and instructor data reflects consistent high levels, improvement in FCQ scores over time, and/or uses FCQ data to improve instruction.</p> <p>Positive peer evaluation of teaching for the purpose of teaching improvement.</p> <p>Use technology and diverse media (videos, software, etc) where appropriate.</p> <p>Implement innovation and creativity in teaching and demonstrate leadership in teaching innovation with the larger faculty</p> <p>Receive teaching awards</p> <p>Utilizes the university's professional development resources (i.e., Center for Faculty Development and Advancement, CU Online trainings, etc)</p> <p>Collaborate with colleagues for professional development and/or improvement (i.e., sharing</p>
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				information, expertise, and resources with colleagues).
5	<b>Candidate provides quality advising and mentoring.</b>	<p>Be available and accessible for student advising</p> <p>Provide timely and accurate information</p> <p>Be up to date on program changes and status</p> <p>Knowledge of and sharing of relevant resources</p> <p>Show a record of success with students' perceptions of advising</p> <p>Guide students for post-degree jobs/ graduate programs/ professional engagement</p> <p>Assist alumni in their professional development</p>	<p>Be available and accessible for student advising</p> <p>Provide timely and accurate information</p> <p>Be up to date on program changes and status</p> <p>Knowledge of and sharing of relevant resources</p> <p>Contribute to effective advisement systems and resources (handbooks, websites, collaborative online forums, listserves, online form, checklists, etc)</p> <p>Show a record of success with students' perceptions of advising</p> <p>Guide students for post-degree jobs/ graduate programs/ professional engagement</p> <p>Assist alumni in their professional development</p> <p>Create and/or support student groups</p> <p>Collaborate with part-time faculty to ensure quality instruction</p> <p>Possible: Engage with students in co-presenting, co-publishing, or grantsmanship</p>	<p>Be available and accessible for student advising</p> <p>Provide timely and accurate information</p> <p>Be up to date on program changes and status</p> <p>Knowledge of and sharing of relevant resources</p> <p>Contribute to effective advisement systems and resources (handbooks, websites, collaborative online forums, listserves, online form, checklists, etc)</p> <p>Show a record of success with students' perceptions of advising</p> <p>Work with doctoral students by serving on committees when possible</p> <p>Guide students for post-degree jobs/ graduate programs/ professional engagement</p> <p>Assist alumni in their professional development</p> <p>Create and/or support student groups</p> <p>Collaborate with part-time faculty to ensure quality instruction</p> <p>Mentor junior IRC faculty</p>

				Possible: Engage with students in co-presenting, co-publishing, or grantsmanship
6	<b>Candidate supports SEHD efforts to secure funding for instructional activities/programs.</b>	NOTE: THIS STANDARD IS NOT REQUIRED AT THIS LEVEL.  Internal and external funding applications/awards  Subcontracts  Fee for Service Contracts  Foundation awards  Donations/Contributions	Internal and external funding applications/awards  Subcontracts  Fee for Service Contracts  Foundation awards  Donations/Contributions	Same as for Senior Instructor
7	<b>Candidate has impact on practice in community, state-wide and/or nationally.</b>	Present at practitioner conferences  Provide workshops and/or trainings  Builds relationships and collaborates with community partners relevant to program  Collaborates on practitioner action research  Professional honors and awards  Awards from local, state, or national organizations for intellectual contributions to the field  Community or business awards  Publications chosen for recognition	Present at practitioner conferences  Provide workshops and/or trainings  Be invited to conduct a workshop or training  Participates in sustaining partnerships or developing new partnerships relevant to program  Write a textbook or chapter to impact practice  Participates in practitioner action research  Professional honors and awards  Awards from local, state, or national organizations for intellectual contributions to the field	Present at practitioner conferences  Provide workshops and/or trainings  Participates in sustaining partnerships or developing new partnerships relevant to program  Write a textbook or chapter to impact practice  Be invited to conduct a workshop or training  Participates in practitioner action research  Professional honors and awards  Awards from local, state, or national organizations for intellectual contributions to the field

			Community or business awards	Community or business awards
			Publications chosen for recognition	Publications chosen for recognition
<b>8</b>	<p><b>Candidate <i>may</i> engage in the scholarship of teaching.</b></p> <p><b>Note: Published inquiry on teaching may be listed in the research section of dossier as well.</b></p>	<p>Includes Scholarship of Teaching as part of teaching record</p> <p>Scholarship demonstrates a commitment to SEHD and CU Denver mission and vision</p> <p>Record of instructional products (e.g., chapter supplements, online materials, handbooks, modules, etc)</p> <p>Positive judgments by qualified peers through external letters</p> <p>Invitations to participate in material development</p> <p>Invitations to present at conferences, meetings, and other organizational activities</p>	<p>Scholarship of Teaching is included as part of the overall teaching record</p> <p>Scholarship demonstrates a commitment to SEHD and CU Denver mission and vision</p> <p>Programmatic nature of the work is clear (conceptual and/or theoretical frameworks that serve as a foundation to the work is clear)</p> <p>Record of scholarly products provides solid evidence of a contributions to the field</p> <p>Record of instructional products (e.g., chapter supplements, online materials, handbooks, modules, etc)</p> <p>Judgments by qualified peers through external letters</p> <p>Building a national reputation through activities such as invitations for: consulting, invitations for upper level presentations on teaching (symposia, colloquia, keynote presentations on teaching)</p>	<p>Scholarship of Teaching is included as part of the overall teaching record</p> <p>Scholarship demonstrates a commitment to SEHD and CU Denver mission and vision</p> <p>Programmatic nature of the work is clear, in-depth, and impactful</p> <p>Record provides consistent evidence of focused scholarship of teaching over time</p> <p>Record of scholarly products illustrates a clear and ongoing presence and national reputation demonstrating significant impact</p> <p>A clear majority of products document the impact of the program of research</p> <p>Positive judgments by qualified peers through external letters</p> <p>Clear documentation of recognition for programmatic agenda</p>
<b>9</b>	<p><b>Candidate supports efforts to secure internal and external funding to support scholarship.</b></p>	<p>Candidate attempts to secure or support internal seed awards; local grants and contracts.</p>	<p>Candidate attempts to secure or support state and national funding in addition to those stated for Assistant and shows evidence of some success.</p>	<p>Candidate has a record of success securing or supporting funding for their work.</p>

## APPENDIX B: SERVICE CRITERIA AND EXAMPLES

**Note:** If a faculty member is compensated through salary and/or time for service activities, those activities should be clearly documented as such and taken into consideration when evaluating the quantity of service activities. In addition, a candidate is expected to have a record of achievement across all four aspects of service. \*The items below are examples; faculty members are not expected to participate in every catalog listed.

<b>Definitions</b>		<b>Instructor</b> <i>*Examples for meeting the Criteria for Meritorious</i>	<b>Senior Instructor</b> <i>*Examples for meeting the Criteria for Excellent</i>	<b>Principal Instructor</b> <i>*Examples for meeting the Criteria for Excellent</i>
<b>1</b>	<b>Candidate provides Service to school.</b>	<p>Participates in organizational activities at the program and school levels (e.g., committee membership, ad hoc task forces).</p> <p>Participates in program evaluation for continuous improvement.</p> <p>Participates in the life of the program (e.g., sponsors/ advises student groups, revises student handbooks, plans student meetings [e.g., group advisory meetings, orientations, and student admissions meetings]).</p> <p>Serves as lead teacher; mentors adjunct or other faculty in teaching.</p>	<p>Exhibits leadership across organizational activities at the program or school levels (Chairs committees, committee membership, serves as Affiliate Chair, leads ad hoc or task force work).</p> <p>Takes lead in program evaluation for continuous improvement.</p> <p>Takes lead in life of the program (e.g., sponsors/ advises student groups, revises student handbooks, plans student meetings [e.g., group advisory meetings, orientations, and student admissions meetings]).</p> <p>Serves as lead teacher; mentors adjunct or other faculty in teaching.</p>	<p>Has a sustained record of exhibiting leadership across multiple organizational activities at the program or school levels (Chairs committees, committee membership, serves as Affiliate Chair, leads ad hoc or task force work).</p> <p>Has a sustained record of leadership in program evaluation for continuous improvement activities at the program and school levels.</p> <p>Has a sustained record of leadership in the life of the program (e.g., sponsors/ advises student groups, revises student handbooks or plans student meetings [e.g., group advisory meetings, orientations, and student admissions meetings]).</p> <p>Has a sustained record of serving as lead teacher and mentoring adjunct or other faculty in teaching.</p>

2	<p><b>Candidate provides Service to university.</b></p>	<p>Participates in a university committee or involves themselves in university work (e.g., review of internal grants).</p> <p>Attends commencement.</p> <p>Volunteers for undergraduate activities (e.g. recruitment, research symposia).</p> <p>Attends university events, such as symposia, Common Read events, film series, conferences and talks.</p>	<p>May lead or involves themselves in university committees, work and initiatives (e.g., reviewing internal grants, participating in accreditation activities, serving as Marshal at commencement</p> <p>Attends commencement.</p> <p>Volunteers for undergraduate events (recruitment, research symposia)</p> <p>Attends university events, such as symposia, Common Read events, film series, conferences and talks. Supports Dean’s development activities.</p>	<p>May lead or involves themselves in university committees, work and initiatives (e.g., reviewing internal grants, participating in accreditation activities, serving as Marshal at commencement</p> <p>Attends commencement.</p> <p>Volunteers for undergraduate events (recruitment, research symposia)</p> <p>Attends university events, such as symposia, Common Read events, film series, conferences and talks.</p> <p>Supports Dean’s development activities.</p>
3	<p><b>Candidate provides Service to the profession.</b></p>	<p>Service to local or state level professional organizations (could also be at the national level) or initiatives (e.g. board member for professional organization; participation on state level task forces or committees, coordination of conferences).</p> <p>Serves as a member of a national or international professional organization board(s).</p> <p>Serves as a journal reviewer.</p> <p>Serves as a member of a review board.</p>	<p>May lead service to local, state or national or international professional research/practitioner community (e.g. serves as a program reviewer, member of an award committee, contributes to a national newsletter, acting as chair of a committee).</p> <p>Serves as discussant or chair for research/practitioner conferences.</p> <p>Reviews manuscripts for journals.</p> <p>Invited to deliver workshops and trainings outside of SEHD.</p>	<p>May lead service to national or international professional research/practitioner community and organizations (e.g., acting as chair/president of organizations and/or committees).</p> <p>Serves as discussant, chair, or reviewer for conferences.</p> <p>Reviews manuscripts for journals.</p> <p>Serves on an editorial board of a journal.</p> <p>Invited to deliver workshops and trainings outside of SEHD</p>

		<p>Serves on an executive board of professional organizations, committees or panels.</p> <p>Invited to deliver workshops and trainings outside of SEHD</p>	<p>Serves as a guest editor or co-editor of a journal.</p> <p>Evaluates state or federal grant proposals, conferences, or book proposals.</p> <p>Takes lead in the organization of conferences.</p> <p>Holds service awards or recognition.</p> <p>Serves as a chair of professional organization boards.</p>	<p>Evaluates state or federal grant proposals, conferences, or book proposals.</p> <p>Assumes leadership roles in the organization of conferences.</p> <p>Chairs professional organization boards.</p> <p>Takes leadership positions in national professional organizations.</p> <p>Holds service awards or recognition.</p>
<b>4</b>	<b>Candidate provides Service to the community/ partners:</b>	<p>Leads workshops</p> <p>Consults with community organizations/partners.</p> <p>Participates in advocacy efforts.</p> <p>Provides pro bono professional services related to your academic discipline, including teaching/co-teaching in a PK-12 classroom in a local school district.</p> <p>Participates on a community organization/school board or committee.</p> <p>Regular and active member of community organizations.</p>	<p>Consults with community organizations/partners.</p> <p>Leads workshops</p> <p>Participates in advocacy efforts.</p> <p>Provides pro bono professional services related to your academic discipline, including teaching/co-teaching in a PK-12 classroom in a local school district.</p> <p>Participates on a community organization/school board or committee.</p> <p>Regular and active member of community organizations.</p>	<p>Organizes and leads workshops</p> <p>Consults with community organizations/partners.</p> <p>Participates in advocacy efforts.</p> <p>Provides pro bono professional services related to your academic discipline.</p> <p>Participates on a community organization/school board or committee.</p> <p>Regular and active member of community organizations.</p>



School of Education  
& Human Development  
UNIVERSITY OF COLORADO DENVER

# Teaching Professor Track Appointment and Promotion Criteria

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Approved by Dean Marvin Lynn & SEHD Faculty 11/28/23

Approved by Provost Constancio K. Nakuma 12/12/23

## Preamble

Promotion decisions are among the most important processes that shape and define the work of all faculty, including Teaching Professor faculty. The criteria outlined below form the basis for promotion reviews for Teaching Professor faculty within the School of Education and Human Development (SEHD). As committees review candidates, they will consider all of these criteria and use collegial and professional judgment in arriving at evaluations of prior work and estimates of potential contributions.

The review process for promotion is designed to align the work of the faculty with the mission of the University and the School and to promote and ensure excellence as a standard for that work. The purpose of this document is to articulate the criteria for the School of Education and Human Development to guide Teaching Professor faculty in terms of their own career advancement and as the basis for the review of their peers. The goal is to provide clear criteria, and examples of ways that individual faculty can document evidence in the form of activities, outcomes and products that address the criteria.

Reflected in the SEHD criteria for Teaching Professor faculty promotion is our commitment to provide exemplary leadership in: the development of program and pedagogies; the effective preparation and continued development of teachers and clinicians, leaders and new scholars; work in the service of school and mental health services reform and improvement; and, scholarship in all of these domains.

While these SEHD criteria and rubrics are organized in the *traditional* dossier categories of teaching, research and service, the faculty in a School of Education and Human Development like ours, often work at the *intersections* of these areas. These intersections between teaching and scholarship, or between service and teaching, are critical given our mission to partner with local schools and communities in the preparation of new teachers and clinicians, as well as the promotion of school and mental health improvement and positive student outcomes in the Denver community and beyond.

Overall, it is the responsibility of each candidate to provide the context for his or her work in a clear narrative and presentation of data. This documentation is critical to the process so that each reviewer at every level will understand the candidate's work and provide a thorough and fair evaluation.

## **Teaching Professor Track Faculty Titles and Hiring Processes**

### **A. Definitions**

1. Faculty in the Teaching Professor track hold positions through which they contribute to advancing teaching, scholarly/creative work, and service at the University of Colorado Denver (CU Denver) and the School of Education and Human Development (SEHD). They may hold faculty ranks: Assistant Teaching Professor; Associate Teaching Professor; or Teaching Professor.
2. Faculty in the Teaching Professor track engage in teaching, service, and research/scholarship with a negotiable assignment of 60 to 80% teaching, 10 to 20% service and 10 to 20% research/scholarship. Primary teaching responsibilities for faculty in the Teaching Professor track are focused on collaboratively building and/or maintaining programs within the SEHD that provide quality service regarding local, state, national, and international needs in alignment with the mission and strategic plan of the SEHD. Service responsibilities include service to the program to which they are assigned and to the School with other responsibilities as negotiated. Research /scholarship responsibilities offer an opportunity collaborate on or initiate programmatic inquiry and scholarship in alignment with SEHD mission and vision.
3. Faculty members in the Teaching Professor track participate in the faculty governance process as defined by the SEHD and Faculty Senate, receive university faculty benefits with the exception of sabbaticals, and undergo annual merit reviews of their performance. They are not eligible for tenure.

### **B. Appointment of Faculty**

1. Faculty in the Teaching Professor track hold positions as employees of the SEHD. They are recruited and appointed through university-recognized processes, similar to those used for tenure-track faculty.
2. When the School determines that a new faculty member in the Teaching Professor track is needed, a search committee will be appointed by the Dean or Dean's representative. The position level will be determined by the Dean in consultation with the faculty. Community or school-based educators who will be working with the faculty member in the Teaching Professor track or are familiar with the work of faculty in the Teaching Professor track may also be members of the committee. The search committee actively recruits faculty in the Teaching Professor track and is charged to improve the diversity of the applicant pool for faculty in the Teaching Professor track ranks.
3. Teaching Professor track candidates are expected to submit a letter of application, a current curriculum vitae, references, and other supporting material as determined by the search committee.
4. The Search Committee reviews applications, invites applicants for interviews, and makes recommendations to the Dean or Dean's representative. A template created by faculty in the Teaching Professor track will be used to create an appropriate interview schedule for the candidates.

5. The Dean recommends the appointment to the Provost. Provost sends recommendation to the Chancellor, who makes final decisions about appointments.
6. After the initial one year appointment, each subsequent appointment is dependent upon the School's budget and a positive merit review of the faculty member's effectiveness in teaching and service. Multi-year contracts will be considered upon procedures outlined by the SEHD and university.

### **C. Faculty Titles and Ranks in the Teaching Professor Track**

For each of the faculty in the Teaching Professor track titles, the Regents' definition is listed first, with the School's more specific definition listed after that.

#### **Assistant Teaching Professor**

Regents' definition: Assistant Teaching Professor should have the terminal degree appropriate to their field or equivalent experience and should be well-qualified to teach at the level of instruction to which they are assigned.

SEHD definition: Assistant Teaching Professor should hold a doctoral degree in a relevant field, have deep experience in the area in which they will teach in the SEHD, and have experience teaching at the college level as well. There must be evidence of teaching effectiveness at the university level as well as potential for service and research/scholarship that supports the program and the School.

#### **Associate Teaching Professor**

Regents' definition: Associate Teaching Professor should have the terminal degree appropriate to their field or equivalent experience, and a record of successful teaching experience.

SEHD definition: In addition to the qualifications of an Assistant Teaching Professor, an Associate Teaching Professor is expected to have had substantial relevant and successful teaching and professional experience in the field. In addition, they must demonstrate the potential to meet the service and research/scholarship criteria for Associate Teaching Professor in the SEHD.

#### **Teaching Professor**

Regents' definition: Teaching Professor should have the terminal degree appropriate to their field or equivalent experience, and a consistent record of excellent teaching and pedagogical development since being appointed as Associate Teaching Professor.

SEHD definition: In addition to the qualifications of an Associate Teaching Professor, a Teaching Professor is expected to have a record of excellence in teaching and in service, including evidence of leadership, and demonstrate the potential to meet the research/scholarship criteria for Teaching Professor track in the SEHD.

## APPOINTMENT AND PROMOTION CRITERIA FOR TEACHING\*

	<b>Definitions</b>	<b>Assistant Teaching Professor Criteria for Appointment</b>	<b>Associate Teaching Professor Criteria for Promotion</b>	<b>Full Teaching Professor Criteria for Promotion</b> <i>Note: To be excellent in both teaching and research/programmatic partnership for promotion to Full go beyond successful research and scholarly/programmatic activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for promotion review as Associate.</i>
<b>1</b>	<b>Candidate's record shows breadth of successful teaching experience.</b>	<p><i>Candidate provides evidence of...</i></p> <p>Teaching successfully in different contexts and/or multiple courses in area(s) of expertise.</p>	<p><i>Candidate provides evidence of...</i></p> <p>Going beyond successfully teaching in different contexts or a range of courses within area(s) of expertise, to include <i>participation</i> in and support of innovative teaching.</p>	<p><i>Candidate provides evidence of...</i></p> <p>Going beyond successfully teaching in different contexts or a range of courses within area(s) of expertise, to include leadership for and support of innovative teaching.</p>
<b>2</b>	<b>Candidate participates in course development and design.</b>	<p><i>Candidate provides evidence of...</i></p> <p><i>Participating</i> collaboratively with colleagues regarding course content, aligning content program outcomes, and continually updating existing course content and materials to reflect knowledge advancements in the field.</p>	<p><i>Candidate provides evidence of...</i></p> <p><i>Leading</i> efforts with colleagues to create and revise courses, align content to program outcomes, continually update existing course content and materials to reflect knowledge advancements in the field, and integrate technology into the implementation of courses consistent with expectations at the program level.</p>	<p><i>Candidate provides evidence of...</i></p> <p><i>Sustaining leadership</i> efforts and collaborating with colleagues to create and revise courses, align content to program outcomes, continually update existing course content and materials to reflect knowledge advancements in the field, and integrate technology into the implementation of courses consistent with expectations at the program level.</p>

	<b>Definitions</b>	<b>Assistant Teaching Professor Criteria for Appointment</b>	<b>Associate Teaching Professor Criteria for Promotion</b>	<b>Full Teaching Professor Criteria for Promotion</b> <i>Note: To be excellent in both teaching and research/programmatic partnership for promotion to Full go beyond successful research and scholarly/programmatic activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for promotion review as Associate.</i>
<b>3</b>	<b>Candidate participates in curriculum development, program planning and evaluation.</b>	<p><i>Candidate provides evidence of...</i></p> <p><i>Participating in the (1) development, review, evaluation (i.e., capstones, portfolios, Performance-Based Assessments [PBAs]), accreditation, and improvement of an integrated set of opportunities involving a program of study (i.e., courses, sequences, instructional experiences, pedagogical experiences, and assessment experiences) designed to achieve specific learning goals and (2) program evaluation of students. These activities could be located in a variety of education organizations such as schools, district, higher education or community organizations.</i></p>	<p><i>Candidate provides evidence of...</i></p> <p><i>Participating in the (1) development, review, evaluation (i.e., capstones, portfolios, comprehensive exams, Performance-Based Assessments [PBAs]), accreditation, and improvement of an integrated set of opportunities involving a program of study (i.e., courses, sequences, instructional experiences, pedagogical experiences, and assessment experiences) designed to achieve specific learning goals and (2) program evaluation of students, and (3) development of program level activities (e.g., certificates, tracks, and/or minors).</i></p>	<p><i>Candidate provides evidence of...</i></p> <p><i>Routinely supporting the preparation of material for accreditation review(s) and analyzing and using outcome data for continuous program improvement. Evidence of high impact program development in relevant contexts</i></p>

4	<b>Candidate's instruction (potentially including mentoring, coaching, training, supervision) is of high quality.</b>	<i>Candidate provides evidence of...</i>  An understanding of the principles of differentiation, learner motivation and engagement, self-directed learning, and that instruction is of high quality.	<i>Candidate provides evidence of...</i>  Adjusting teaching to meet students' needs, engaging students in their own learning, and that instruction is of high quality.	<i>Candidate provides evidence of...</i>  Adjusting teaching to meet students' needs, engaging students in their own learning, and that instruction is of high quality in all contexts within which candidates leads instruction.
5	<b>Candidate provides quality advising and mentoring.</b>	<i>Candidate provides evidence of...</i>  <i>Participating</i> in guiding, supporting and informing students/employees about programs, courses, and career development, as well as activities that create learning opportunities for students and/or other faculty/staff, to encourage higher levels of expertise and/or guide professional development.	<i>Candidate provides evidence of...</i>  <i>Regular participation</i> in guiding, supporting and informing students about programs, courses, and career development, as well as activities that create learning opportunities for students and/or other faculty, to encourage higher levels of expertise and/or guide professional development.	<i>Candidate provides evidence of...</i>  <i>Routine participation</i> in guiding, supporting and informing students about programs, courses, and career development, as well as activities that create learning opportunities for students and/or other faculty, to encourage higher levels of expertise and/or guide professional development.
6	<b>Candidate supports SEHD efforts to secure funding for instructional activities/programs.</b>	<i>Candidate provides evidence of...</i>  NOTE: THIS STANDARD IS NOT REQUIRED AT THIS LEVEL.	<i>Candidate provides evidence of...</i>  Evidence of <i>efforts</i> to secure internal or external funding intended to advance teaching or program activities (e.g., personnel preparation, program development, or improved and/or technical assistance).	<i>Candidate provides evidence of...</i>  No additional criteria beyond those specified at the Associate level.
7	<b>Candidate has impact on practice in community, state-wide and/or (inter) nationally.</b>	<i>Candidate provides evidence of...</i>  <i>Participation</i> in activities that make teaching relevant external to CU Denver and which have an impact on practice and the community (local, state, national, and/or international levels) and is	<i>Candidate provides evidence of...</i>  <i>Engaging regularly</i> in activities that make teaching relevant external to CU Denver and which have an impact on practice and the community (local, state, national, and/or international levels) and is	<i>Candidate provides evidence of...</i>  <i>Routinely engages</i> in activities that make teaching relevant external to CU Denver and which have an impact on practice and the community (local, state, national, and/or international levels) and is

		recognized for quality of work and influence through special appointments and invitations.	recognized for quality of work and influence through special appointments and invitations.	recognized for quality of work and influence through special appointments and invitations. Both the EXTENT of engagement (regular versus routine) as well as the level of impact and leadership must be evident.
8	<p><b>Candidate may engage in the scholarship of teaching.</b></p> <p><b>Note: Published inquiry on teaching may be listed in the research section of dossier as well.</b></p>	<p><i>(if so) Candidate provides evidence of...</i></p> <p><i>Emergent agenda</i> for the scholarship of teaching.</p>	<p><i>(if so) Candidate provides evidence of...</i></p> <p><i>Regular engagement</i> in the scholarship of teaching which is published in highly respected journals and other outlets related to practice, instruction, and personnel preparation.</p>	<p><i>(if so) Candidate provides evidence of...</i></p> <p><i>A national reputation</i> for the scholarship of teaching which is published in highly respected journals and other outlets related to practice, instruction, and personnel preparation across a variety of tiers and contributes to the advancement of practice and preparation in the field.</p>

\* See Appendix A for criteria and examples

## APPOINTMENT AND PROMOTION CRITERIA FOR RESEARCH\*

	<b>Definitions</b>	<b>Assistant Teaching Professor Criteria for Appointment</b>	<b>Associate Teaching Professor Criteria for Promotion</b>	<b>Full Teaching Professor Criteria for Promotion</b> <i>Note: To be excellent in both teaching and research for promotion to Full goes beyond successful research and scholarly activities in the number of the ways described below. The candidate's dossier is evaluated as a body of the whole; it is <u>not</u> additive of all of the ways a candidate demonstrates excellence for promotion review as Associate.</i>
<b>1</b>	<b>Candidate demonstrates the ability to engage in, collaborate on or initiate inquiry and scholarship on teaching, program and practice.</b>	<p><i>Candidate provides evidence of...</i></p> <p>The ability to engage in, collaborate on or initiate programmatic inquiry and scholarship which demonstrates a commitment to the SEHD and/or CU Denver mission and vision.</p>	<p><i>Candidate provides evidence of...</i></p> <p>An <i>emergent</i>, clear, sustained, and focused programmatic record of the engaging in, collaborating on or initiating programmatic inquiry and scholarship on teaching, program and practice which demonstrates a commitment to the SEHD and/or CU Denver mission and vision.</p>	<p><i>Candidate provides evidence of...</i></p> <p>A <i>clear, in-depth, sustained and impactful</i> programmatic record of engaging in, collaborating on or initiating programmatic scholarship on teaching, program and practice which demonstrates a commitment to the SEHD and/or CU Denver mission and vision.</p>
<b>2</b>	<b>Candidate has constructed a record of high quality scholarly products.</b>	<p><i>Candidate provides evidence of...</i></p> <p>A record of scholarly products; could include school, district, community, state, and national level outlets, e.g., a technical report, a newsletter, a research brief, lectures, keynotes, presentations, websites</p>	<p><i>Candidate provides evidence of...</i></p> <p>A record of scholarly products which build over time and extend to broader and more diverse audiences; includes school, district, community, state, and national level outlets.</p>	<p><i>Candidate provides evidence of...</i></p> <p>A record of scholarly products which illustrates a <i>clear and ongoing presence and a state or national reputation</i> demonstrating significant impact.</p>

3	<b>Candidate has a record of high productivity.</b>	<i>Candidate provides evidence of...</i>  A consistent pattern of scholarly products that reflects the candidate's workload	<i>Candidate provides evidence of...</i>  A consistent pattern of scholarly products that shows growing reputation and impact based upon their coherence and significance.	<i>Candidate provides evidence of...</i>  A multi-level body of work that is broad and diverse with evidence of impact in the field (see Appendix B for examples).
4	<b>Candidate has a record of leadership and/or independence in constructing a scholarly program.</b>	<i>Candidate provides evidence of...</i>  Scholarly products that reflect an ability to work independently and/or collaboratively; in collaboration, the faculty member assumes leadership.	<i>Candidate provides evidence of...</i>  Scholarly products reflect an ability to work independently and/or collaboratively; in collaboration, there is an emerging body of work with leadership as an author for a greater proportion of products.	<i>Candidate provides evidence of...</i>  Scholarly products reflect an ability to work independently and/or collaboratively; in collaboration, there is an established record of leadership as an author. Products are created or published with students, new faculty and/or community partners (principals, teachers, practitioners, directors, etc.).
5	<b>Candidate's record of scholarship has impact/influence on knowledge and/or practice in the field.</b>	<i>Candidate provides evidence of...</i>  A record of scholarship that shows <i>emergent</i> impact and contributes to the advancement of knowledge to the discipline, field and/or practice.	<i>Candidate provides evidence of...</i>  A record of scholarship that shows <i>significant</i> impact and contributes to the advancement of knowledge to the discipline, field and/or practice.	<i>Candidate provides evidence of...</i>  An <i>established record</i> of scholarship that shows leadership and reputation, impact, and contributes to the advancement of knowledge to the discipline, field and/or practice.
6	<b>Candidate supports efforts to secure internal and external funding to support scholarship.</b>	<i>Candidate provides evidence of...</i>  Evidence of a disposition for or efforts (individually or collaboratively) to secure or support internal and external funding directed to scholarly activities (based on workload and when available).	<i>Candidate provides evidence of...</i>  Evidence of efforts (individually or collaboratively) to secure or support internal and external funding directed to scholarly activities (based on workload and when available).	<i>Candidate provides evidence of...</i>  Ongoing, sustained efforts (individually or collaboratively) to secure or support internal and external funding directed to scholarly activities (based on workload and when available).

\* See Appendix B for criteria and examples

## APPOINTMENT AND PROMOTION CRITERIA FOR SERVICE\*

**NOTE:** When faculty are compensated through salary and/or time for service activities, clearly document as such. Take into consideration when evaluating the quantity of service activities. In addition, a candidate is expected to have a record of achievement across all four aspects of service.

Definitions		Assistant Teaching Professor <i>Criteria for Appointment</i>	Associate Teaching Professor <i>Criteria for Promotion</i>	Teaching Professor <i>Criteria for Excellent</i>
1	<b>Candidate provides Service to the school.</b>	<i>Candidate provides evidence of...</i> Participating in service to the program area and school, promoting the mission and vision of the SEHD, contributing to increasing the school's reputation, improving the school's culture and program quality.	<i>Candidate provides evidence of...</i> Taking a lead in service to the program area and school, promoting the mission and vision of the SEHD, contributing to increasing the school's reputation, improving the school's culture and program quality.	<i>Candidate provides evidence of...</i> Regularly leading service to the program area and school. Promoting the mission and vision of the SEHD, contributing to increasing the school's reputation, improving the school's culture and program quality.
2	<b>Candidate provides Service to or on behalf of the university or previous organization(s).</b>	<i>Candidate provides evidence of...</i> Participating in service to or on behalf of the university or previous organization (s) that promotes the mission and vision of the institution and contributes to increasing the quality of culture, the quality of programs and the reputation of the institution.	<i>Candidate provides evidence of...</i> May lead service to or on behalf of the university that promotes the mission and vision of the university and contributes to increasing the quality of school culture, the effectiveness of self-governance, the quality of university programs and the reputation of the university.	<i>Candidate provides evidence of...</i> May lead service to or on behalf of the university that promotes the mission and vision of the university and contributing to increasing the quality of school culture), the effectiveness of self-governance, the quality of university programs and the reputation of the university.
3	<b>Candidate provides Service to the profession.</b>	<i>Candidate provides evidence of...</i> Participating in service to enhance the profession and bring recognition and distinction to CU Denver, the SEHD or previous organization.	<i>Candidate provides evidence of...</i> May lead service to enhance the profession and bring recognition and distinction to CU Denver, the SEHD or previous organization.	<i>Candidate provides evidence of...</i> May lead service to enhance the profession and bring recognition and distinction to CU Denver and the SEHD.
4	<b>Candidate provides Service to the community/ partners:</b>	<i>Candidate provides evidence of...</i> Participating in service to communities, partners, and/or individuals that improve education and human development.	<i>Candidate provides evidence of...</i> Greater depth of involvement and taking a lead in service to communities, partners, and/or individuals that improve education and human development as well as build support for the SEHD or previous organization.	<i>Candidate provides evidence of...</i> Clear leadership and ongoing presence for service to communities, partners, and/or individuals that improve education and human development as well as build support for the SEHD.

\* See Appendix C for criteria and examples

## APPENDIX A: TEACHING CRITERIA AND EXAMPLES

	<b>Definitions</b>	<b>Assistant Teaching Professor</b> <i>Examples for meeting the Criteria for Appointment</i>	<b>Associate Teaching Professor</b> <i>Examples for meeting the Criteria for Promotion</i>	<b>Teaching Professor</b> <i>Examples for meeting the Criteria for Promotion</i>
<b>1</b>	<b>Candidate's record shows breadth of successful teaching experience.</b>	<p>Successfully teaches a <i>wide range</i> of courses within program area, when possible.</p> <p>Successfully teaches courses <i>across program areas</i>, when possible.</p>	<p>Successfully teaches a wide range of courses within program area, when possible.</p> <p>Successfully teaches courses <i>across program areas</i>, when possible.</p>	<p>Successfully teaches a wide range of courses within program area, when possible.</p> <p>Successfully teaches courses <i>across program areas</i>, when possible.</p>
<b>2</b>	<b>Candidate participates in course development and design.</b>	<p>Integrates technology into the implementation of courses consistent with expectations at the program level.</p> <p>Lead efforts to create, revise and update course content within programs.</p> <p>Participates in creating new course(s) aligned to program outcomes.</p>	<p>Participates in interdisciplinary collaboration regarding course content.</p> <p>Documents initiatives to bring innovation and creative approaches to teaching.</p> <p>Takes leadership in creating new courses aligned with program outcomes.</p>	<p>Mentors junior faculty in course development.</p> <p>Participates in interdisciplinary collaboration regarding course content with colleagues.</p> <p>Integrates technology into the implementation of courses consistent with expectations at the program level.</p> <p>Documents initiatives to bring innovations and creative approaches to teaching.</p>
<b>3</b>	<b>Candidate participates in curriculum development, program planning and evaluation</b>	<p>Participates in development of program level activity (e.g., certificates, tracks, sequences, and/or minors).</p>	<p>No additional criteria</p>	<p>Reviews and improves curriculum development of PBAs: evaluation of the curriculum (i.e., comps, PBAs); program level evaluation of students; development of program level activities (e.g., certificates, tracks, and/or minors)</p>

<p><b>4</b></p>	<p><b>Candidate's instruction (potentially including mentoring, coaching, training, supervision) is of high quality.</b></p>	<p>Syllabi are aligned to standards, are current, and represent relevancy in the field.</p> <p>Analysis of course outcomes (e.g., course exams) with a purpose of continuous teaching improvement</p> <p>Course and instructor ratings based on FCQ data; FCQ course and instructor data reflects consistent high levels, improvement in FCQ scores over time, and/or uses FCQ data to improve instruction.</p> <p>Positive peer evaluation of teaching for the purpose of teaching improvement.</p> <p>Use technology and diverse media (videos, software, etc) where appropriate.</p> <p>Utilizes the university's professional development resources (i.e., Center for Faculty Development and Advancement, CU Online trainings, etc)</p> <p>Collaborate with colleagues for professional development and/or improvement (i.e., sharing information, expertise, and resources with colleagues).</p>	<p>Syllabi are aligned to standards, are current, and represent relevancy in the field.</p> <p>Analysis of course outcomes (e.g., course exams) with a purpose of continuous teaching improvement</p> <p>Course and instructor ratings based on FCQ data; FCQ course and instructor data reflects consistent high levels, improvement in FCQ scores over time, and/or uses FCQ data to improve instruction.</p> <p>Positive peer evaluation of teaching for the purpose of teaching improvement.</p> <p>Use technology and diverse media (videos, software, etc) where appropriate.</p> <p>Implement innovation and creativity in teaching and share those ideas with the larger faculty</p> <p>Receive teaching awards</p> <p>Utilizes the university's professional development resources (i.e., Center for Faculty Development and Advancement, CU Online trainings, etc)</p> <p>Collaborate with colleagues for professional development and/or improvement (i.e., sharing information, expertise, and resources with colleagues).</p>	<p>Syllabi are aligned to standards, are current, and represent relevancy in the field.</p> <p>Analysis of course outcomes (e.g., course exams) with a purpose of continuous teaching improvement</p> <p>Course and instructor ratings based on FCQ data; FCQ course and instructor data reflects consistent high levels, improvement in FCQ scores over time, and/or uses FCQ data to improve instruction.</p> <p>Positive peer evaluation of teaching for the purpose of teaching improvement.</p> <p>Use technology and diverse media (videos, software, etc) where appropriate.</p> <p>Implement innovation and creativity in teaching and demonstrate leadership in teaching innovation with the larger faculty</p> <p>Receive teaching awards</p> <p>Utilizes the university's professional development resources (i.e., Center for Faculty Development and Advancement, CU Online trainings, etc)</p> <p>Collaborate with colleagues for professional development and/or improvement (i.e., sharing</p>
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				information, expertise, and resources with colleagues).
5	<b>Candidate provides quality advising and mentoring.</b>	<p>Be available and accessible for student advising</p> <p>Provide timely and accurate information</p> <p>Be up to date on program changes and status</p> <p>Knowledge of and sharing of relevant resources</p> <p>Show a record of success with students' perceptions of advising</p> <p>Guide students for post-degree jobs/ graduate programs/ professional engagement</p> <p>Assist alumni in their professional development</p>	<p>Be available and accessible for student advising</p> <p>Provide timely and accurate information</p> <p>Be up to date on program changes and status</p> <p>Knowledge of and sharing of relevant resources</p> <p>Contribute to effective advisement systems and resources (handbooks, websites, collaborative online forums, listserves, online form, checklists, etc)</p> <p>Show a record of success with students' perceptions of advising</p> <p>Guide students for post-degree jobs/ graduate programs/ professional engagement</p> <p>Assist alumni in their professional development</p> <p>Create and/or support student groups</p> <p>Collaborate with part-time faculty to ensure quality instruction</p> <p>Possible: Engage with students in co-presenting, co-publishing, or grantsmanship</p>	<p>Be available and accessible for student advising</p> <p>Provide timely and accurate information</p> <p>Be up to date on program changes and status</p> <p>Knowledge of and sharing of relevant resources</p> <p>Contribute to effective advisement systems and resources (handbooks, websites, collaborative online forums, listserves, online form, checklists, etc)</p> <p>Show a record of success with students' perceptions of advising</p> <p>Work with doctoral students by serving on committees when possible</p> <p>Guide students for post-degree jobs/ graduate programs/ professional engagement</p> <p>Assist alumni in their professional development</p> <p>Create and/or support student groups</p> <p>Collaborate with part-time faculty to ensure quality instruction</p> <p>Mentor junior Teaching Professor faculty</p>

				Possible: Engage with students in co-presenting, co-publishing, or grantsmanship
6	<b>Candidate supports SEHD efforts to secure funding for instructional activities/programs.</b>	NOTE: THIS STANDARD IS NOT REQUIRED AT THIS LEVEL.  Internal and external funding applications/awards  Subcontracts  Fee for Service Contracts  Foundation awards  Donations/Contributions	Internal and external funding applications/awards  Subcontracts  Fee for Service Contracts  Foundation awards  Donations/Contributions	Same as for Associate Teaching Professor
7	<b>Candidate has impact on practice in community, state-wide and/or nationally.</b>	Present at practitioner conferences  Provide workshops and/or trainings  Builds relationships and collaborates with community partners relevant to program  Collaborates on practitioner action research  Professional honors and awards  Awards from local, state, or national organizations for intellectual contributions to the field  Community or business awards  Publications chosen for recognition	Present at practitioner conferences  Provide workshops and/or trainings  Be invited to conduct a workshop or training  Participates in sustaining partnerships or developing new partnerships relevant to program  Write a textbook or chapter to impact practice  Participates in practitioner action research  Professional honors and awards  Awards from local, state, or national organizations for intellectual contributions to the field	Present at practitioner conferences  Provide workshops and/or trainings  Participates in sustaining partnerships or developing new partnerships relevant to program  Write a textbook or chapter to impact practice  Be invited to conduct a workshop or training  Participates in practitioner action research  Professional honors and awards  Awards from local, state, or national organizations for intellectual contributions to the field

			Community or business awards	Community or business awards
			Publications chosen for recognition	Publications chosen for recognition
8	<p><b>Candidate <i>may</i> engage in the scholarship of teaching.</b></p> <p><b>Note: Published inquiry on teaching may be listed in the research section of dossier as well.</b></p>	<p>Includes Scholarship of Teaching as part of teaching record</p> <p>Scholarship demonstrates a commitment to SEHD and CU Denver mission and vision</p> <p>Record of instructional products (e.g., chapter supplements, online materials, handbooks, modules, etc)</p> <p>Positive judgments by qualified peers through external letters</p> <p>Invitations to participate in material development</p> <p>Invitations to present at conferences, meetings, and other organizational activities</p>	<p>Scholarship of Teaching is included as part of the overall teaching record</p> <p>Scholarship demonstrates a commitment to SEHD and CU Denver mission and vision</p> <p>Programmatic nature of the work is clear (conceptual and/or theoretical frameworks that serve as a foundation to the work is clear)</p> <p>Record of scholarly products provides solid evidence of a contributions to the field</p> <p>Record of instructional products (e.g., chapter supplements, online materials, handbooks, modules, etc)</p> <p>Judgments by qualified peers through external letters</p> <p>Building a national reputation through activities such as invitations for: consulting, invitations for upper level presentations on teaching (symposia, colloquia, keynote presentations on teaching)</p>	<p>Scholarship of Teaching is included as part of the overall teaching record</p> <p>Scholarship demonstrates a commitment to SEHD and CU Denver mission and vision</p> <p>Programmatic nature of the work is clear, in-depth, and impactful</p> <p>Record provides consistent evidence of focused scholarship of teaching over time</p> <p>Record of scholarly products illustrates a clear and ongoing presence and national reputation demonstrating significant impact</p> <p>A clear majority of products document the impact of the program of research</p> <p>Positive judgments by qualified peers through external letters</p> <p>Clear documentation of recognition for programmatic agenda</p>

## APPENDIX B: RESEARCH CRITERIA AND EXAMPLES

	<b>Definitions</b>	<b>Assistant Teaching Professor</b> <i>Examples for meeting the Criteria for Appointment</i>	<b>Associate Teaching Professor</b> <i>Examples for meeting the Criteria for Promotion</i>	<b>Full Teaching Professor</b> <i>Examples for meeting the Criteria for Promotion</i>
<b>1</b>	<b>Candidate demonstrates the ability to engage in, collaborate on or initiate inquiry and scholarship on teaching, program and practice.</b>	Evidence (vita and application letter) upon hire or description of scholarly activity for promotion should have evidence of : <ul style="list-style-type: none"> <li>▪ participation in scholarly activity that addresses significant problems/issues relevant to the SEHD and/or CU Denver mission and vision or promotes the mission and vision of previous organization(s); and,</li> <li>▪ a scholarship plan for the future consistent with 5-10% workload weighting.</li> </ul>	Annual research/scholarship plan and accomplishments provide solid evidence of: <ul style="list-style-type: none"> <li>▪ participation in scholarly activity that addresses significant problems/issues relevant to the SEHD and/or CU Denver mission and vision; and</li> <li>▪ record of scholarly products consistent with 5-10% workload weighting.</li> </ul>	Annual research/scholarship plan and accomplishments provide consistent evidence of: <ul style="list-style-type: none"> <li>▪ participation in scholarly activity that addresses significant problems/issues relevant to the SEHD and/or CU Denver mission and vision; and</li> <li>▪ an uninterrupted record of scholarly products consistent with 5-10% workload weighting.</li> </ul>
<b>2</b>	<b>Candidate has constructed a record of high quality scholarly products.</b>	Candidate is present in School district, community, state, and national level outlets.  Products include books, articles, chapters, technical/research/policy reports, papers published in conference proceedings, papers presented at professional conferences but not published, workshop papers, manuals, guidebooks, or handbooks, websites, blog sites.	Candidate is present in School district, community, state, and national level outlets.  Products include books, articles, chapters, technical/research/policy reports, papers published in conference proceedings, papers presented at professional conferences but not published, workshop papers, manuals, guidebooks, or handbooks.  Scholarly products build over time and extend to broader and more diverse audiences.	Candidate is present in School district, community, state, and national level outlets.  Products include books, articles, chapters, technical/research/policy reports, papers published in conference proceedings, papers presented at professional conferences but not published, workshop papers, manuals, guidebooks, or handbooks, websites and blog sites.  Record of scholarly products demonstrates a significant impact at local, state and/or national level.

	<b>Definitions</b>	<b>Assistant Teaching Professor</b> <i>Examples for meeting the Criteria for Appointment</i>	<b>Associate Teaching Professor</b> <i>Examples for meeting the Criteria for Promotion</i>	<b>Full Teaching Professor</b> <i>Examples for meeting the Criteria for Promotion</i>
<b>3</b>	<b>Candidate has a record of high productivity.</b>	Candidate has begun to write and publish in his/her field, e.g., editorials, essays, newsletters, creative pieces and so forth.	Candidate published thought pieces and program descriptions in applied outlets within his/her field that have evidence of impact.	Candidate has reputation for influencing direction in his/her field through coherent publications in diverse applied outlets. .
<b>4</b>	<b>Candidate has a record of leadership and/or independence in scholarly products.</b>	Collaborates with faculty and/or community partners (principals, teachers, practitioners, directors, etc.) to develop scholarly products.	When collaborating with faculty and/or community partners to develop scholarly products, at times takes leadership as an author.	Shows leadership in scholarship by collaborating with students, new faculty and/or a diverse array of community partners (principals, teachers, practitioners, directors, etc.). Shows evidence of a clear program of inquiry and scholarship that is identified with his/her leadership.
<b>5</b>	<b>Candidate's record of scholarship has impact/influence on knowledge and/or practice in the field.</b>	Invitations from peers or educational leaders to present at conferences, meetings and other organizational activities.  Professional honors and awards.  Dissertation awards  Community or Business awards	Building a state or national reputation through activities such as invitations for organizing or presenting at national conferences  Invitations to participate in material development, including curriculum/professional development manuals or policies and procedures guidebooks that are used at the district, state, or national level.  Professional honors and awards.  Awards from local, state or national organizations for intellectual contributions to the field.  Community or Business awards	Clear documentation of recognition for impact on practice (e.g., contributions to district or state policies/procedures and/or empirical findings that are directly attributable to the individual's work).  Sustained evidence of state or national recognition.  Professional honors and awards.  Awards from local, state or national organizations for intellectual contributions to the field.  Community or Business awards  Publications chosen for recognition

	<b>Definitions</b>	<b>Assistant Teaching Professor</b> <i>Examples for meeting the Criteria for Appointment</i>	<b>Associate Teaching Professor</b> <i>Examples for meeting the Criteria for Promotion</i>	<b>Full Teaching Professor</b> <i>Examples for meeting the Criteria for Promotion</i>
			Publications chosen for recognition	
<b>6</b>	<b>Candidate supports efforts to secure internal and external funding to support scholarship.</b>	Candidate attempts to secure or support internal seed awards; local grants and contracts.	Candidate attempts to secure or support state and national funding in addition to those stated for Assistant and shows evidence of some success.	Candidate has a record of success securing or supporting funding for his/her work.

## APPENDIX C: SERVICE CRITERIA AND EXAMPLES

**Note:** If a faculty member is compensated through salary and/or time for service activities, those activities should be clearly documented as such and taken into consideration when evaluating the quantity of service activities. In addition, a candidate is expected to have a record of achievement across all four aspects of service. \*The items below are examples; faculty members are not expected to participate in every catalog listed.

<b>Definitions</b>		<b>Assistant Teaching Professor</b> <i>*Examples for meeting the Criteria for Appointment</i>	<b>Associate Teaching Professor</b> <i>*Examples for meeting the Criteria for Promotion</i>	<b>Teaching Professor</b> <i>*Examples for meeting the Criteria for Promotion</i>
<b>1</b>	<b>Candidate provides Service to school.</b>	<p>Participates in organizational activities at the program and school levels (e.g., committee membership, ad hoc task forces).</p> <p>Participates in program evaluation for continuous improvement.</p> <p>Participates in the life of the program (e.g., sponsors/ advises student groups, revises student handbooks, plans student meetings [e.g., group advisory meetings, orientations, and student admissions meetings]).</p> <p>Serves as lead teacher; mentors adjunct or other faculty in teaching.</p>	<p>Exhibits leadership across organizational activities at the program or school levels (Chairs committees, committee membership, serves as Affiliate Chair, leads ad hoc or task force work).</p> <p>Takes lead in program evaluation for continuous improvement.</p> <p>Takes lead in life of the program (e.g., sponsors/ advises student groups, revises student handbooks, plans student meetings [e.g., group advisory meetings, orientations, and student admissions meetings]).</p> <p>Serves as lead teacher; mentors adjunct or other faculty in teaching.</p>	<p>Has a sustained record of exhibiting leadership across multiple organizational activities at the program or school levels (Chairs committees, committee membership, serves as Affiliate Chair, leads ad hoc or task force work).</p> <p>Has a sustained record of leadership in program evaluation for continuous improvement activities at the program and school levels.</p> <p>Has a sustained record of leadership in the life of the program (e.g., sponsors/ advises student groups, revises student handbooks or plans student meetings [e.g., group advisory meetings, orientations, and student admissions meetings]).</p> <p>Has sustained record of serving as lead teacher and mentoring adjunct or other faculty in teaching.</p>

2	<b>Candidate provides Service to university.</b>	<p>Participates in a university committee or involves his/herself in university work (e.g., review of internal grants).</p> <p>Attends commencement.</p> <p>Volunteers for undergraduate activities (e.g. recruitment, research symposia).</p> <p>Attends university events, such as symposia, Common Read events, film series, conferences and talks.</p>	<p>May lead or involves him/herself in university committees, work and initiatives (e.g., reviewing internal grants, participating in accreditation activities, serving as Marshal at commencement</p> <p>Attends commencement.</p> <p>Volunteers for undergraduate events (recruitment, research symposia)</p> <p>Attends university events, such as symposia, Common Read events, film series, conferences and talks. Supports Dean’s development activities.</p>	<p>May lead or involves him/herself in university committees, work and initiatives (e.g., reviewing internal grants, participating in accreditation activities, serving as Marshal at commencement</p> <p>Attends commencement.</p> <p>Volunteers for undergraduate events (recruitment, research symposia)</p> <p>Attends university events, such as symposia, Common Read events, film series, conferences and talks.</p> <p>Supports Dean’s development activities.</p>
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3	<b>Candidate provides Service to the profession.</b>	<p>Service to local or state level professional organizations (could also be at the national level) or initiatives (e.g. board member for professional organization; participation on state level task forces or committees, coordination of conferences).</p> <p>Serves as a member of a national or international professional organization board(s).</p> <p>Serves as a journal reviewer.</p>	<p>May lead service to local, state or national or international professional research/practitioner community (e.g. serves as a program reviewer, member of an award committee, contributes to a national newsletter, acting as chair of a committee).</p> <p>Serves as discussant or chair for research/practitioner conferences.</p> <p>Reviews manuscripts for journals.</p> <p>Serves as a guest editor or co-editor of a journal.</p>	<p>May lead service to national or international professional research/practitioner community and organizations (e.g., acting as chair/president of organizations and/or committees).</p> <p>Serves as discussant, chair, or reviewer for conferences.</p> <p>Reviews manuscripts for journals.</p> <p>Serves on an editorial board of a journal.</p>
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		<p>Serves as a member of a review board.</p> <p>Serves on an executive board of professional organizations, committees or panels.</p> <p>Invited to deliver workshops and trainings outside of SEHD</p>	<p>Evaluates state or federal grant proposals, conferences, or book proposals.</p> <p>Takes lead in the organization of conferences.</p> <p>Serves as a chair of professional organization boards.</p> <p>Holds service awards or recognition.</p> <p>Invited to deliver workshops and trainings outside of SEHD.</p>	<p>Evaluates state or federal grant proposals, conferences, or book proposals.</p> <p>Assumes leadership roles in the organization of conferences.</p> <p>Chairs professional organization boards.</p> <p>Takes leadership positions in national professional organizations.</p> <p>Holds service awards or recognition.</p> <p>Invited to deliver workshops and trainings outside of SEHD</p>
<b>4</b>	<b>Candidate provides Service to the community/ partners:</b>	<p>Leads workshops</p> <p>Consults with community organizations/partners.</p> <p>Participates in advocacy efforts.</p> <p>Provides pro bono professional services related to your academic discipline, including teaching/co-teaching in a PK-12 classroom in a local school district.</p> <p>Participates on a community organization/school board or committee.</p> <p>Regular and active member of community organizations.</p>	<p>Leads workshops</p> <p>Consults with community organizations/partners.</p> <p>Participates in advocacy efforts.</p> <p>Provides pro bono professional services related to your academic discipline, including teaching/co-teaching in a PK-12 classroom in a local school district.</p> <p>Participates on a community organization/school board or committee.</p>	<p>Organizes and leads workshops</p> <p>Consults with community organizations/partners.</p> <p>Participates in advocacy efforts.</p> <p>Provides pro bono professional services related to your academic discipline.</p> <p>Participates on a community organization/school board or committee.</p> <p>Regular and active member of community organizations.</p>

			Regular and active member of community organizations.	
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**Appendix C: Fall 2026 Merit Review Rubric TT Faculty**

**NAME:**

<b>Teaching</b>					
<p>The categories listed below are aligned with promotion criteria that outlines expectations of faculty. These criteria are then categorized into “REQUIRED for merit” for categories that are expected of all faculty and into “OPTIONAL for merit” for categories that many of us do but are not expected of everyone, every year.</p> <p>Considerations have been made for <i>potential</i> evidence and indicators under each rating, but this document is intended to provide <i>guidance</i> for the committee; it will organically change to meet the committee needs and faculty roles. Therefore, the evidence listed in each category is intended to be a starting point not an exhaustive list to allow faculty to explain and expand on their merit.</p>					
	1 – Did Not Meet Expectations	2 – Below Expectations	3 – Met Expectations	4 – Exceeded Expectations	5 - Outstanding
<p><b>REQUIRED FOR MERIT:</b></p> <p>Quality of Instruction</p> <p><i>**While we acknowledge that you may not have full control over all aspects of your program and the courses you needed to teach, we encourage you to showcase how you have exceeded in the quality of instructional aspects you have control over.</i></p>	<p>No evidence is provided to demonstrate good quality of instruction</p>	<p>Provides evidence of instruction but the quality is questionable.</p>	<p>Provides strong evidence that their instruction is of good quality.</p> <p><b>Potential evidence to consider:</b></p> <ul style="list-style-type: none"> <li>--Evidence of students’ engagement in their learning/student focused</li> <li>--Syllabi aligns with standards</li> <li>--Use a variety of methods &amp; techniques.</li> <li>--Effectively use a variety of technology/diverse media to enhance instruction</li> <li>--Teaches a wide range of courses (ex: 8</li> </ul>	<p>Provides strong evidence that the quality of instruction exceeds expectations.</p> <p><b>Potential evidence to consider:</b></p> <ul style="list-style-type: none"> <li>--Intentional efforts to align incorporate DEI mission, vision, and efforts</li> <li>--Innovative attempts in teaching are evident</li> <li>--Taught multiple new courses to instructor</li> <li>--Supervised independent studies not counted in load</li> <li>--FCQ average or above Instructor avg = 4 Course avg = 4</li> </ul>	<p><i>The rating for this area is reserved for those standing out among their peers in a given year.</i></p>

			<p>separate courses vs 2 courses taught four times)</p> <ul style="list-style-type: none"> <li>--Wide range of course format (online, remote, hybrid, F2F)</li> <li>--Wide range of student levels (undergrad, MA, doctoral)</li> <li>--Range of course sizes</li> <li>-- At least a FCQ 4.0 average (the curriculum committee expectation for SEHD adjuncts)</li> </ul>	<p>**with good response rate and potentially student feedback.</p>	
<p><b>REQUIRED FOR MERIT:</b></p> <p>Advising/Mentoring</p>	<p>Little to no advising or mentoring was demonstrated</p>	<p>n/a</p>	<p>Advising and mentoring load matches program need</p> <p><b>Potential evidence to consider:</b></p> <ul style="list-style-type: none"> <li>--Was available and accessible for student advising</li> <li>--Provided timely and accurate information</li> <li>--Kept up to date on program changes and status</li> <li>--Knowledge of and shared relevant resources</li> <li>--Showed a record of success with students' perceptions of advising</li> <li>--Advising students from a variety of programs and levels</li> </ul>	<p>Expanded advising and mentoring</p> <p><b>Potential evidence to consider:</b></p> <ul style="list-style-type: none"> <li>--Contributed to effective advisement systems and resources (handbooks, websites, collaborative online forums, listservs, online form, checklists)</li> <li>--Created and/or supported student groups</li> <li>--Collaborated with part-time faculty/lecturers to ensure quality instruction</li> <li>--Co-presented, co-published, or grantsmanship with student authors and other resume building</li> </ul>	<p><i>The rating for this area is reserved for those standing out among their peers in a given year.</i></p>

				<p>experiences for students collaborating on projects with you</p> <p>--Guided students for post-degree jobs/graduate programs/professional engagement</p> <p>--Assisted alumni in their professional development</p> <p>--Advised and mentored across programs (MA, PhD, EdD, concentrations) and/or with alumni</p> <p>--Mentored fellow faculty</p>	
<p><b>REQUIRED FOR MERIT:</b></p> <p>Curriculum development</p>	<p>Did not participate in curriculum development</p>	<p>n/a</p>	<p>Contributed to <b>student development</b> through ongoing course revisions and/or significant course revisions</p>	<p>Contributed to <b>program development</b> through new course creation, and course alignments, program evaluation</p>	<p>Contributed to <b>SEHD development</b> through new programs, concentrations, certificates, and/or accreditation</p>
<p><b>OPTIONAL FOR MERIT:</b></p> <p>Secure funding for instructional activities/programs</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p><b>Potential evidence to consider:</b></p> <p>--Internal funding applications/awards (i.e. ORS, SEHD, UCDALI, CFDA/CETL)</p> <p>--External funding applications/awards</p> <p>--Subcontracts</p> <p>--Fee for Service Contracts</p>	<p><i>The rating for this area is reserved for those standing out among their peers in a given year.</i></p>

				<ul style="list-style-type: none"> <li>--Foundation awards</li> <li>--Donations/Contributions</li> </ul>	
<p><b>OPTIONAL FOR MERIT:</b></p> <p>Professional development and continuous personal improvement</p>	n/a	n/a	n/a	<p><b>Potential evidence to consider:</b></p> <ul style="list-style-type: none"> <li>--Attended SEHD Lunch &amp; Learns</li> <li>--Attended SEHD's DEI workshops</li> <li>-- Utilized the university's professional development resources (i.e., attended CFDA or CETL events)</li> <li>--Evidence of continuous improvement of courses</li> <li>---Positive peer evaluation of teaching.</li> <li>--Utilized online training resources (i.e., National Center for Faculty Development &amp; Diversity)</li> <li>--Collaborated with colleagues for professional development and/or improvement (i.e., sharing information, expertise, and resources with colleagues).</li> <li>--Attended conferences</li> <li>--Attended professional development</li> <li>--Participated in book clubs</li> </ul>	<p><i>The rating for this area is reserved for those standing out among their peers in a given year.</i></p>

<p><b>OPTIONAL FOR MERIT:</b></p> <p>Impact of teaching in community, state-wide and/or (inter) nationally</p> <p><i>**Some of these may also be included below in research but here were focused on presentations and dissemination about your content expertise, not about your research, evaluation, or scholarly inquiry</i></p>	n/a	n/a	n/a	<p><b>Potential evidence to consider:</b></p> <ul style="list-style-type: none"> <li>--Presented at practitioner conferences</li> <li>--Provided workshops and/or trainings</li> <li>--Guest lectures</li> <li>--Built relationships and collaborates with community partners relevant to program</li> <li>--Collaborated on practitioner action research</li> <li>--Participated in sustaining partnerships or developing new partnerships relevant to program</li> <li>--Disseminated writings (including non-peer reviewed) intended to impact practice</li> <li>--Other creative ways to disseminate your content</li> <li>--Positive judgments by qualified peers through external letters</li> </ul>	<p><i>The rating for this area is reserved for those standing out among their peers in a given year.</i></p>
<p><b>OPTIONAL FOR MERIT:</b></p> <p>Scholarship of teaching and learning</p> <p><i>Defined nicely <a href="#">here</a> and <a href="#">here</a> it goes beyond curiosity into dissemination</i></p>	n/a	n/a	n/a	<p><b>Potential evidence to consider:</b></p> <ul style="list-style-type: none"> <li>--Record of instructional products (e.g., chapter supplements, online materials, handbooks, modules) created/ disseminated beyond courses</li> </ul>	<p><i>The rating for this area is reserved for those standing out among their peers in a given year.</i></p>

<p><i>**Some of these may also be included in research but here we note dissemination (presentations and publications) that are about your teaching practices, not about results from a systematic inquiry</i></p>				<p>--Invitations to participate in material development  --Presentations at conferences, meetings, and other organizational activities focused on your content expertise  --Conference proceedings, publications, and other writing disseminated focused on your content expertise</p>	
<p><b>OPTIONAL FOR MERIT:</b>  Teaching awards</p>	n/a	n/a	n/a	n/a	<p><b>Potential evidence to consider:</b>  --Professional honors and awards  --Awards from local, state, or national organizations for intellectual contributions to the field  --Community or business awards  --Teaching publications chosen for recognition</p>
<p><b>Notes:</b></p>					

Research						
	Research areas	1 – Fails to Meet Expectations	2 – Below Expectations	3 – Meeting Expectations	4 – Exceeds Expectations	5 - Outstanding
R e s e a r c h	Peer reviewed pubs	No evidence of research	Evidence of 1 publication or grant  For a 2.5, has additional activities, such as, developing a new line of inquiry, developing new research collaborations, interdisciplinary work, a non-peer reviewed publication, in press peer reviewed publications, articles under review, peer reviewed book chapters, peer-reviewed presentations, on-going grant work (e.g., proposals), internal grant, or equivalent	<b>Have 2 core research activities:</b> <i>peer reviewed</i> publication, book, and/or new external funded grant  For a 3.5, has additional activities, such as, developing a new line of inquiry, developing new research collaborations, interdisciplinary work, a non-peer reviewed publication, in press peer reviewed publications, articles under review, peer-reviewed presentations, on-going grant work	<b>Have 3 core research activities:</b> <i>peer reviewed</i> publication, book, and/or new external funded grant  For a 4.5, has additional activities, such as, developing a new line of inquiry, developing new research collaborations, interdisciplinary work, a non-peer reviewed publication, in press peer-reviewed publications, articles under review, peer-reviewed book chapters, peer reviewed presentations, on-going grant work (e.g., proposals), internal grant, or equivalent	<b>Have 4 core research activities:</b> <i>peer reviewed</i> publication, book, and/or new external funded grant
	Non peer reviewed pubs					
	Grants (received, ongoing, rejected)					
	Conferences					
	Other research indicators					

				(e.g., proposals), internal grant, or equivalent		
Notes:						

<b>Service</b>					
<p>The categories listed below are aligned with promotion criteria that outlines expectations of faculty. These criteria are then categorized into “REQUIRED for merit” for categories that are expected of all faculty and into “OPTIONAL for merit” for categories that many of us do but are not expected of everyone, every year.</p> <p>Considerations have been made for <i>potential</i> evidence and indicators under each rating, but this document is intended to provide <i>guidance</i> for the committee; it will organically change to meet the committee needs and faculty roles. Therefore, the evidence listed in each category is intended to be a starting point not an exhaustive list to allow faculty to explain and expand on their merit.</p>					
	1 – Did Not Meet Expectations	2 – Below Expectations	3 – Met Expectations	4 – Exceeded Expectations	5 - Outstanding
<b>REQUIRED FOR MERIT:</b>  Program service  <i>**While we acknowledge that you may not have full control over all aspects of your program</i>	Did not attend or participate in program meetings and activities	No evidence of active program participation beyond attending meetings	Provided evidence of active program participation	<b>Potential evidence to consider:</b>  --Program evaluation/revision for continuous improvement --Reviewed applications/conducted interviews as part of admissions --Planned student meetings (group advisory meetings,	<i>The rating for this area is reserved for those standing out among their peers in a given year.</i>

<p><i>service, we encourage you to showcase aspects you do have control over.</i></p>				<p>orientations, and student admissions meetings)  --Encouraged current student networks (workshops, learning sessions, attends student-led groups, facilitated social gatherings, job postings, career sessions)  --Served as a course/program lead teacher; mentors lecturers or other faculty in teaching  --Marketed program (website, fliers, videos)  --Recruited for program (hosts informational sessions, meets with prospective students)</p>	
<p><b>REQUIRED FOR MERIT:</b></p> <p>SEHD service</p>	<p>No evidence of SEHD service</p>	<p>Only met one of the required criteria</p>	<p><b>Required:</b></p> <ol style="list-style-type: none"> <li>Served on one SEHD committee</li> </ol> <p><i>Expected attendance at SEHD faculty meetings counts as SEHD service time, but this is not tracked or documented for merit</i></p>	<p><b>Potential evidence to consider:</b></p> <p>--Served on more than one SEHD committee  --Served on working group for SEHD initiative  --Took leadership responsibilities within committee or working groups  --Led an SEHD committee  --Led or planned part of faculty meetings</p>	<p><i>The rating for this area is reserved for those standing out among their peers in a given year.</i></p>
<p><b>OPTIONAL FOR MERIT:</b></p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p><b>Potential evidence to consider:</b></p>	<p><i>The rating for this area is reserved for</i></p>

University service				<ul style="list-style-type: none"> <li>--Served on a university committee.</li> <li>--Served on multiple university committees</li> <li>--Led university committee(s)</li> <li>--Attended commencement.</li> <li>--Volunteered for undergraduate activities (e.g. recruitment, research symposia).</li> <li>--Attended university events, such as symposia, Common Read events, film series, conferences and talks.</li> </ul>	<i>those standing out among their peers in a given year.</i>
<b>OPTIONAL FOR MERIT:</b>  State/ National/ International professional service	n/a	n/a	n/a	<b>Potential evidence to consider:</b> <ul style="list-style-type: none"> <li>--Served as a member of a national or international professional organization board(s).</li> <li>--Service to local or state level professional organizations (could also be at the national level) or initiatives (e.g. board member for professional organization, state level task forces or committees, coordination of conferences).</li> <li>--Took leadership positions in professional organizations.</li> <li>--Contributed to leadership capacities in professional organizations.</li> </ul>	<i>The rating for this area is reserved for those standing out among their peers in a given year.</i>

<p><b>OPTIONAL FOR MERIT:</b></p> <p>Conference professional service</p> <p><i>**This is service at or for conferences, not attending or presenting</i></p>	n/a	n/a	n/a	<p><b>Potential evidence to consider:</b></p> <ul style="list-style-type: none"> <li>--Reviewed conference proposals.</li> <li>--Volunteered during the conference.</li> <li>--Served as discussant or chair for research/practitioner conferences.</li> <li>--Supported with conference organization.</li> <li>--Assumed leadership roles in the organization of conferences.</li> </ul>	<p><i>The rating for this area is reserved for those standing out among their peers in a given year.</i></p>
<p><b>OPTIONAL FOR MERIT:</b></p> <p>Journals</p> <p><i>**This is service related to journals, not publishing</i></p>	n/a	n/a	n/a	<p><b>Potential evidence to consider:</b></p> <ul style="list-style-type: none"> <li>--Served as a journal or book proposal reviewer.</li> <li>--Served on an editorial board of a journal.</li> <li>--Served as editor, co-editor, or guest editor for a journal or book.</li> </ul>	<p><i>The rating for this area is reserved for those standing out among their peers in a given year.</i></p>
<p><b>OPTIONAL FOR MERIT:</b></p> <p>Grants</p> <p><i>**This is not grant writing</i></p>	n/a	n/a	n/a	<p><b>Potential evidence to consider:</b></p> <ul style="list-style-type: none"> <li>--Evaluated university, state or federal grant proposals.</li> <li>--Participated in a grant review committee/panel</li> </ul>	<p><i>The rating for this area is reserved for those standing out among their peers in a given year.</i></p>
<p><b>OPTIONAL FOR MERIT:</b></p>	n/a	n/a	n/a	<p><b>Potential evidence to consider:</b></p>	<p><i>The rating for this area is reserved for</i></p>

Community service				<ul style="list-style-type: none"> <li>--Led workshops pro bono</li> <li>--Consulted with community organizations/partners pro bono</li> <li>--Provided pro bono professional services related to your academic discipline.</li> <li>--Participated in advocacy efforts.</li> <li>--Regular and active member of community organizations.</li> <li>--Participated on a community organization/ school board committee.</li> </ul>	<i>those standing out among their peers in a given year.</i>
<b>OPTIONAL FOR MERIT:</b>  Service Award	n/a	n/a	n/a	n/a	<b>Potential evidence to consider:</b>  --Awarded specific recognition of service by the school, university, or organization
<b>Notes:</b>					

**Appendix C: 2024-2025 Merit Review Rubric – IRC Faculty**

## Teaching

The categories listed below are aligned with promotion criteria that outlines expectations of faculty. These criteria are then categorized into “REQUIRED for merit” for categories that are expected of all faculty and into “OPTIONAL for merit” for categories that many of us do but are not expected of everyone, every year.

Considerations have been made for *potential* evidence and indicators under each rating, but this document is intended to provide *guidance* for the committee; it will organically change to meet the committee needs and faculty roles. Therefore, the evidence listed in each category is intended to be a starting point not an exhaustive list to allow faculty to explain and expand on their merit.

	1 – Did Not Meet Expectations	2 – Below Expectations	3 – Met Expectations	4 – Exceeded Expectations	5 - Outstanding
<p><b>REQUIRED FOR MERIT:</b></p> <p>Quality of Instruction</p> <p><i>**While we acknowledge that you may not have full control over all aspects of your program and the courses you needed to teach, we encourage you to showcase how you have exceeded in the quality of instructional aspects you have control over.</i></p>	<p>No evidence is provided to demonstrate good quality of instruction</p>	<p>Provides evidence of instruction but the quality is questionable.</p>	<p>Provides strong evidence that their instruction is of good quality.</p> <p><b>Potential evidence to consider:</b></p> <ul style="list-style-type: none"> <li>--Evidence of students’ engagement in their learning/student focused</li> <li>--Syllabi aligns with standards</li> <li>--Use a variety of methods &amp; techniques.</li> <li>--Effectively use a variety of technology/diverse media to enhance instruction</li> <li>--Teaches a wide range of courses (ex: 8</li> </ul>	<p>Provides strong evidence that the quality of instruction exceeds expectations.</p> <p><b>Potential evidence to consider:</b></p> <ul style="list-style-type: none"> <li>--Intentional efforts to align incorporate DEI mission, vision, and efforts</li> <li>--Innovative attempts in teaching are evident</li> <li>--Taught multiple new courses to instructor</li> <li>--Supervised independent studies not counted in load</li> </ul>	<p><i>The rating for this area is reserved for those standing out among their peers in a given year.</i></p>

			<p>separate courses vs 2 courses taught four times)</p> <p>--Wide range of course format (online, remote, hybrid, F2F)</p> <p>--Wide range of student levels (undergrad, MA, doctoral)</p> <p>--Range of course sizes</p>		
<p><b>REQUIRED FOR MERIT:</b></p> <p>FCQs</p>	Below 3.0 average	Below 4.0 average	At least a 4.0 average (the curriculum committee expectation for SEHD adjuncts)	SEHD average or above Instructor avg = 4.5 Course avg = 4.3 **with good response rate and potentially student feedback.	<i>The rating for this area is reserved for those standing out among their peers in a given year.</i>
<p><b>REQUIRED FOR MERIT:</b></p> <p>Advising/Mentoring</p>	Little to no advising or mentoring was demonstrated	n/a	<p>Advising and mentoring load matches program need</p> <p><b>Potential evidence to consider:</b></p> <p>--Was available and accessible for student advising</p> <p>--Provided timely and accurate information</p> <p>--Kept up to date on program changes and status</p> <p>--Knowledge of and shared relevant resources</p>	<p>Expanded advising and mentoring</p> <p><b>Potential evidence to consider:</b></p> <p>--Contributed to effective advisement systems and resources (handbooks, websites, collaborative online forums, listservs, online form, checklists)</p> <p>--Created and/or supported student groups</p> <p>--Collaborated with part-time faculty/lecturers to ensure quality instruction</p>	<i>The rating for this area is reserved for those standing out among their peers in a given year.</i>

			--Showed a record of success with students' perceptions of advising	--Co-presented, co-published, or grantsmanship with student authors and other resume building experiences for students collaborating on projects with you --Guided students for post-degree jobs/ graduate programs/ professional engagement --Assisted alumni in their professional development --Advised and mentored across programs (MA, PhD, EdD, concentrations) and/or with alumni --Mentored fellow faculty	
<b>REQUIRED FOR MERIT:</b>  Curriculum development	Did not participate in curriculum development	n/a	Contributed to <b>student development</b> through ongoing course revisions and/or significant course revisions	Contributed to <b>program development</b> through new course creation, and course alignments, program evaluation	Contributed to <b>SEHD development</b> through new programs, concentrations, certificates, and/or accreditation
<b>OPTIONAL FOR MERIT:</b>  Secure funding for instructional activities/programs	n/a	n/a	n/a	<b>Potential evidence to consider:</b> --Internal funding applications/awards (i.e. ORS, SEHD, UCDALI, CFDA/CETL)	<i>The rating for this area is reserved for those standing out among their peers in a given year.</i>

<p><i>**This may also be included below in research but here we are considering grants supporting your teaching and PD along with grants including student funding – aka grant impacting teaching and students</i></p>				<ul style="list-style-type: none"> <li>--External funding applications/awards</li> <li>--Subcontracts</li> <li>--Fee for Service Contracts</li> <li>--Foundation awards</li> <li>--Donations/Contributions</li> </ul>	
<p><b>OPTIONAL FOR MERIT:</b></p> <p>Professional development and continuous personal improvement</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p><b>Potential evidence to consider:</b></p> <ul style="list-style-type: none"> <li>--Attended SEHD Lunch &amp; Learns</li> <li>--Attended SEHD’s DEI workshops</li> <li>-- Utilized the university’s professional development resources (i.e., attended CFDA or CETL events)</li> <li>--Evidence of continuous improvement of courses</li> <li>---Positive peer evaluation of teaching.</li> <li>--Utilized online training resources (i.e., National Center for Faculty Development &amp; Diversity)</li> <li>--Collaborated with colleagues for professional development and/or improvement (i.e., sharing information, expertise, and resources with colleagues).</li> <li>--Attended conferences</li> </ul>	<p><i>The rating for this area is reserved for those standing out among their peers in a given year.</i></p>

				<ul style="list-style-type: none"> <li>--Attended professional development</li> <li>--Participated in book clubs</li> </ul>	
<p><b>OPTIONAL FOR MERIT:</b></p> <p>Impact of teaching in community, state-wide and/or (inter) nationally</p> <p><i>**Some of these may also be included below in research but here were focused on presentations and dissemination about your content expertise, not about your research, evaluation, or scholarly inquiry</i></p>	n/a	n/a	n/a	<p><b>Potential evidence to consider:</b></p> <ul style="list-style-type: none"> <li>--Presented at practitioner conferences</li> <li>--Provided workshops and/or trainings</li> <li>--Guest lectures</li> <li>--Built relationships and collaborates with community partners relevant to program</li> <li>--Collaborated on practitioner action research</li> <li>--Participated in sustaining partnerships or developing new partnerships relevant to program</li> <li>--Disseminated writings (including non-peer reviewed) intended to impact practice</li> <li>--Other creative ways to disseminate your content</li> <li>--Positive judgments by qualified peers through external letters</li> </ul>	<i>The rating for this area is reserved for those standing out among their peers in a given year.</i>
<p><b>OPTIONAL FOR MERIT:</b></p>	n/a	n/a	n/a	<p><b>Potential evidence to consider:</b></p>	<i>The rating for this area is reserved for those standing out</i>

<p>Scholarship of teaching and learning</p> <p><i>Defined nicely <a href="#">here</a> and <a href="#">here</a> it goes beyond curiosity into dissemination</i></p> <p><i>**Some of these may also be included in research but here we note dissemination (presentations and publications) that are about your teaching practices, not about results from a systematic inquiry</i></p>				<ul style="list-style-type: none"> <li>--Record of instructional products (e.g., chapter supplements, online materials, handbooks, modules) created/ disseminated beyond courses</li> <li>--Invitations to participate in material development</li> <li>--Presentations at conferences, meetings, and other organizational activities focused on your content expertise</li> <li>--Conference proceedings, publications, and other writing disseminated focused on your content expertise</li> </ul>	<p><i>among their peers in a given year.</i></p>
<p><b>OPTIONAL FOR MERIT:</b></p> <p>Teaching awards</p>	n/a	n/a	n/a	n/a	<p><b>Potential evidence to consider:</b></p> <ul style="list-style-type: none"> <li>--Professional honors and awards</li> <li>--Awards from local, state, or national organizations for intellectual contributions to the field</li> <li>--Community or business awards</li> <li>--Teaching publications</li> </ul>

					chosen for recognition
<b>Notes:</b>					

## IRC RESEARCH

Defining scholarship: Scholarship includes activities that contribute directly to the cumulative knowledge or creative resources in a faculty member's discipline. Regardless of the form in which scholarship is presented it should: 1) Result in a product or artifact that reflects one's professional and academic expertise; and 2) Be disseminated beyond the campus.

Defining systematic inquiry: The systematic process of collecting and logically analyzing information to provide explanations.

Defining research: Research is a process of systematic inquiry that entails collection of data, documentation of critical information, and analysis and interpretation of that data/information, in accordance with suitable methodologies set by specific professional fields and academic disciplines.

Defining evaluation: Evaluation is the process of examining the performance of an organization, program, project, policy, or any other intervention to determine its relevance, adequacy, effectiveness, efficiency, and progress for the purpose of identifying areas for improvement. Essentially, it refers to the combination of evidence and values to determine whether an intervention has merit, worth, or significance.

Defining scholarship of teaching and learning: SoTL is a systematic investigation of a teaching/learning issue that is shared for review, dissemination and possibly some action that changes what is done in the classroom.

*For IRC faculty, research studies, evaluation studies, and SOTL studies are treated as equally valuable lines of inquiry.*

	<b>1 –Did Not Meet Expectations</b>	<b>2 – Below Expectations</b>	<b>3 – Met Expectations</b>	<b>4 – Exceeded Expectations</b>	<b>5 - Outstanding</b>
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<p><b>REQUIRED:</b></p> <p>Demonstrate the ability to engage in, collaborate on or initiate inquiry and scholarship</p>	<p>No evidence of research or evaluation projects was demonstrated</p>	<p>Demonstrated at least 1 area of systematic inquiry but felt like less than their contracted time/effort was needed</p>	<p>Demonstrated at least 1 area of systematic inquiry that feels appropriate for their contracted time/effort</p>	<p>Demonstrated multiple lines of inquiry that exceeded expectations</p>	<p>Demonstrated multiple lines of inquiry that go considerably above their contracted time/effort</p>
<p><b>REQUIRED:</b></p> <p>High quality scholarly products</p>	<p>No dissemination of research or evaluation was demonstrated</p>	<p>Demonstrated that results were shared in some manner but not in a way that had impact enough to be added to their CV</p>	<p>Results of systematic inquiry were disseminated in the last year resulting in 1-2 additions to their CV (examples below)</p>	<p>Results of systematic inquiry were disseminated in the last year resulting in 3-4 additions to their CV (examples below)</p>	<p>Results of systematic inquiry were disseminated in the last year resulting in 5+ additions to their CV (examples below)</p>
<p><b>Published (written) dissemination may include:</b></p> <ul style="list-style-type: none"> <li>–Articles (peer reviewed, non-peer reviewed)</li> <li>–Books</li> <li>–Book chapters</li> <li>–Technical research/ evaluation/ policy reports</li> <li>–Newsletters about your inquiry</li> <li>–Research brief papers published in conference proceedings</li> <li>–Website dissemination of your research</li> <li>–Manuals, guidebooks, or handbooks</li> <li>–Blog sites about your research</li> </ul> <p><b>Presentation (verbal) dissemination may include:</b></p> <ul style="list-style-type: none"> <li>–Professional conferences (peer reviewed, non-peer reviewed)</li> <li>–Local/ community lectures and workshops regarding your research</li> <li>–Papers presented at professional conferences</li> <li>–Invited keynote presentations about your inquiry</li> <li>–Podcasts about your inquiry</li> </ul>					
<p><b>OPTIONAL:</b></p> <p>Leadership and/or independence in</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>Demonstrated leadership</p> <p><b>Potential evidence may include:</b></p>	<p>Evidence of multiple leadership roles</p>

constructing a scholarly program				<ul style="list-style-type: none"> <li>–PI or co-PI role</li> <li>–leading a team on a project/inquiry</li> <li>–conducting solo projects/inquiry</li> <li>–1st author on a publication or presentation</li> </ul>	
<p><b>OPTIONAL:</b></p> <p>Impact/ influence on knowledge and/or practice in the field</p>	n/a	n/a	n/a	<p>Provides evidence of impact and contribution to the advancement of knowledge to the discipline, field and/or practice.</p> <p><b>Potential evidence may include:</b></p> <ul style="list-style-type: none"> <li>–Peer reviewed articles or presentations</li> <li>–Publishing in high impact journals</li> <li>–Invitations from peers or educational leaders to present at conferences, meetings and other organizational activities.</li> <li>–Invitations to participate in material development, including curriculum/ PD manuals or policies and procedures guidebooks that are used at the district, state, or national level.</li> </ul>	<p>Provides outstanding levels of impact and field contribution</p> <p><b>Potential evidence may include:</b></p> <ul style="list-style-type: none"> <li>–Professional honors and awards.</li> <li>–Dissertation awards</li> <li>–Community or Business awards</li> <li>–Awards from local, state or national organizations for intellectual contributions to the field.</li> <li>–Clear documentation of recognition for impact on practice (e.g., contributions to district or state policies/procedures and/or empirical findings that are directly attributable to the individual's work).</li> <li>–Publications chosen for recognition</li> </ul>

<b>OPTIONAL:</b> Internal and external funding	n/a	n/a	n/a	Evidence of attempted or securing funding for research, evaluation, or other systematic inquiries	Multiple evidence of attempted or securing funding for research, evaluation, or other systematic inquiries
Notes:					

<b>Service</b>					
<p>The categories listed below are aligned with promotion criteria that outlines expectations of faculty. These criteria are then categorized into “REQUIRED for merit” for categories that are expected of all faculty and into “OPTIONAL for merit” for categories that many of us do but are not expected of everyone, every year.</p> <p>Considerations have been made for <i>potential</i> evidence and indicators under each rating, but this document is intended to provide <i>guidance</i> for the committee; it will organically change to meet the committee needs and faculty roles. Therefore, the evidence listed in each category is intended to be a starting point not an exhaustive list to allow faculty to explain and expand on their merit.</p>					
	1 – Did Not Meet Expectations	2 – Below Expectations	3 – Met Expectations	4 – Exceeded Expectations	5 - Outstanding
<b>REQUIRED FOR MERIT:</b>  Program service  <i>**While we acknowledge that you may not have full control over all aspects of your program</i>	Did not attend or participate in program meetings and activities	No evidence of active program participation beyond attending meetings	Provided evidence of active program participation	<b>Potential evidence to consider:</b>  --Program evaluation/revision for continuous improvement --Reviewed applications/conducted interviews as part of admissions --Planned student meetings (group advisory meetings,	<i>The rating for this area is reserved for those standing out among their peers in a given year.</i>

<p><i>service, we encourage you to showcase aspects you do have control over.</i></p>				<p>orientations, and student admissions meetings)  --Encouraged current student networks (workshops, learning sessions, attends student-led groups, facilitated social gatherings, job postings, career sessions)  --Served as a course/program lead teacher; mentors lecturers or other faculty in teaching  --Marketed program (website, fliers, videos)  --Recruited for program (hosts informational sessions, meets with prospective students)</p>	
<p><b>REQUIRED FOR MERIT:</b></p> <p>SEHD service</p>	<p>No evidence of SEHD service</p>	<p>Only met one of the required criteria</p>	<p><b>Required:</b></p> <ol style="list-style-type: none"> <li>Served on one SEHD committee</li> </ol> <p><i>Expected attendance at SEHD faculty meetings counts as SEHD service time, but this is not tracked or documented for merit</i></p>	<p><b>Potential evidence to consider:</b></p> <p>--Served on more than one SEHD committee  --Served on working group for SEHD initiative  --Took leadership responsibilities within committee or working groups  --Led an SEHD committee  --Led or planned part of faculty meetings</p>	<p><i>The rating for this area is reserved for those standing out among their peers in a given year.</i></p>
<p><b>OPTIONAL FOR MERIT:</b></p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p><b>Potential evidence to consider:</b></p>	<p><i>The rating for this area is reserved for</i></p>

University service				<ul style="list-style-type: none"> <li>--Served on a university committee.</li> <li>--Served on multiple university committees</li> <li>--Led university committee(s)</li> <li>--Attended commencement.</li> <li>--Volunteered for undergraduate activities (e.g. recruitment, research symposia).</li> <li>--Attended university events, such as symposia, Common Read events, film series, conferences and talks.</li> </ul>	<i>those standing out among their peers in a given year.</i>
<b>OPTIONAL FOR MERIT:</b>  State/ National/ International professional service	n/a	n/a	n/a	<b>Potential evidence to consider:</b> <ul style="list-style-type: none"> <li>--Served as a member of a national or international professional organization board(s).</li> <li>--Service to local or state level professional organizations (could also be at the national level) or initiatives (e.g. board member for professional organization, state level task forces or committees, coordination of conferences).</li> <li>--Took leadership positions in professional organizations.</li> <li>--Contributed to leadership capacities in professional organizations.</li> </ul>	<i>The rating for this area is reserved for those standing out among their peers in a given year.</i>

<p><b>OPTIONAL FOR MERIT:</b></p> <p>Conference professional service</p> <p><i>**This is service at or for conferences, not attending or presenting</i></p>	n/a	n/a	n/a	<p><b>Potential evidence to consider:</b></p> <ul style="list-style-type: none"> <li>--Reviewed conference proposals.</li> <li>--Volunteered during the conference.</li> <li>--Served as discussant or chair for research/practitioner conferences.</li> <li>--Supported with conference organization.</li> <li>--Assumed leadership roles in the organization of conferences.</li> </ul>	<p><i>The rating for this area is reserved for those standing out among their peers in a given year.</i></p>
<p><b>OPTIONAL FOR MERIT:</b></p> <p>Journals</p> <p><i>**This is service related to journals, not publishing</i></p>	n/a	n/a	n/a	<p><b>Potential evidence to consider:</b></p> <ul style="list-style-type: none"> <li>--Served as a journal or book proposal reviewer.</li> <li>--Served on an editorial board of a journal.</li> <li>--Served as editor, co-editor, or guest editor for a journal or book.</li> </ul>	<p><i>The rating for this area is reserved for those standing out among their peers in a given year.</i></p>
<p><b>OPTIONAL FOR MERIT:</b></p> <p>Grants</p> <p><i>**This is not grant writing</i></p>	n/a	n/a	n/a	<p><b>Potential evidence to consider:</b></p> <ul style="list-style-type: none"> <li>--Evaluated university, state or federal grant proposals.</li> <li>--Participated in a grant review committee/panel</li> </ul>	<p><i>The rating for this area is reserved for those standing out among their peers in a given year.</i></p>
<p><b>OPTIONAL FOR MERIT:</b></p>	n/a	n/a	n/a	<p><b>Potential evidence to consider:</b></p>	<p><i>The rating for this area is reserved for</i></p>

Community service				<ul style="list-style-type: none"> <li>--Led workshops pro bono</li> <li>--Consulted with community organizations/partners pro bono</li> <li>--Provided pro bono professional services related to your academic discipline.</li> <li>--Participated in advocacy efforts.</li> <li>--Regular and active member of community organizations.</li> <li>--Participated on a community organization/ school board committee.</li> </ul>	<i>those standing out among their peers in a given year.</i>
<b>OPTIONAL FOR MERIT:</b>  Service Award	n/a	n/a	n/a	n/a	<b>Potential evidence to consider:</b>  --Awarded specific recognition of service by the school, university, or organization
<b>Notes:</b>					