



Clinical Teaching Track Appointment and Promotion Criteria

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*

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>
1	Candidate's record shows breadth of successful teaching experience.	<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>
2	Candidate participates in course development and design.	<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</p>

	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	Candidate participates in curriculum development, program planning and evaluation.	<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	<p>Candidate's instruction (potentially including mentoring, coaching, training, supervision) is of high quality.</p>	<p><i>Candidate provides evidence of...</i></p> <p>An understanding of the principles of differentiation, learner motivation and engagement, self-directed learning, and that instruction is of high quality.</p>	<p><i>Candidate provides evidence of...</i></p> <p>Adjusting teaching to meet students' needs, engaging students in their own learning, and that instruction is of high quality.</p>	<p><i>Candidate provides evidence of...</i></p> <p>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.</p>
5	<p>Candidate provides quality advising and mentoring.</p>	<p><i>Candidate provides evidence of...</i></p> <p><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.</p>	<p><i>Candidate provides evidence of...</i></p> <p><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.</p>	<p><i>Candidate provides evidence of...</i></p> <p><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.</p>
6	<p>Candidate supports SEHD efforts to secure funding for instructional activities/programs.</p>	<p><i>Candidate provides evidence of...</i></p> <p>NOTE: THIS STANDARD IS NOT REQUIRED AT THIS LEVEL.</p>	<p><i>Candidate provides evidence of...</i></p> <p>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).</p>	<p><i>Candidate provides evidence of...</i></p> <p>No additional criteria beyond those specified at the Associate level.</p>
7	<p>Candidate has impact on practice in community, state-wide and/or (inter)nationally.</p>	<p><i>Candidate provides evidence of...</i></p> <p><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</p>	<p><i>Candidate provides evidence of...</i></p> <p><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</p>	<p><i>Candidate provides evidence of...</i></p> <p><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</p>

		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 may engage in the scholarship of teaching.</p> <p>Note: Published inquiry on teaching may be listed in the research section of dossier as well.</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>Regular 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>	<p><i>(if so) Candidate provides evidence of...</i></p> <p><i>A national reputation 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.</i></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	Candidate demonstrates the ability to engage in, collaborate on or initiate inquiry and scholarship on teaching, program and practice.	<i>Candidate provides evidence of...</i> 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.	<i>Candidate provides evidence of...</i> 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.	<i>Candidate provides evidence of...</i> 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.
2	Candidate has constructed a record of high quality scholarly products.	<i>Candidate provides evidence of...</i> 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	<i>Candidate provides evidence of...</i> 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.	<i>Candidate provides evidence of...</i> A record of scholarly products which illustrates a <i>clear and ongoing presence and a state or national reputation</i> demonstrating significant impact.

3	Candidate has a record of high productivity.	<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	Candidate has a record of leadership and/or independence in constructing a scholarly program.	<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	Candidate's record of scholarship has impact/influence on knowledge and/or practice in the field.	<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</i> record of scholarship that shows leadership and reputation, impact, and contributes to the advancement of knowledge to the discipline, field and/or practice.
6	Candidate supports efforts to secure internal and external funding to support scholarship.	<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 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 Excellent</i>
1	Candidate provides Service to the school.	<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	Candidate provides Service to or on behalf of the university or previous organization(s).	<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	Candidate provides Service to the profession.	<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	Candidate provides Service to the community/partners:	<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

	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>
1	Candidate's record shows breadth of successful teaching experience.	<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>
2	Candidate participates in course development and design.	<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>
3	Candidate participates in curriculum development, program planning and evaluation	Participates in development of program level activity (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)

4	<p>Candidate's instruction (potentially including mentoring, coaching, training, supervision) is of high quality.</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>Candidate provides quality advising and mentoring.</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	<p>Candidate supports SEHD efforts to secure funding for instructional activities/programs.</p>	<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>	<p>Same as for Associate Professor</p>
7	<p>Candidate has impact on practice in community, state-wide and/or nationally.</p>	<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>

8	<p>Candidate <i>may</i> engage in the scholarship of teaching.</p> <p>Note: Published inquiry on teaching may be listed in the research section of dossier as well.</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

	Definitions	Assistant Professor Clinical Teaching Track <i>Examples for meeting the Criteria for Promotion</i>	Associate Professor Clinical Teaching Track <i>Examples for meeting the Criteria for Promotion</i>	Full Professor Clinical Teaching Track <i>Examples for meeting the Criteria for Promotion</i>
1	Candidate demonstrates the ability to engage in, collaborate on or initiate inquiry and scholarship on teaching, program and practice.	<p>Evidence (vita and application letter) upon hire or description of scholarly activity for promotion should have evidence of :</p> <ul style="list-style-type: none"> ▪ 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, ▪ a scholarship plan for the future consistent with 5-10% workload weighting. 	<p>Annual research/scholarship plan and accomplishments provide solid evidence of:</p> <ul style="list-style-type: none"> ▪ participation in scholarly activity that addresses significant problems/issues relevant to the SEHD and/or CU Denver mission and vision; and ▪ record of scholarly products consistent with 5-10% workload weighting. 	<p>Annual research/scholarship plan and accomplishments provide consistent evidence of:</p> <ul style="list-style-type: none"> ▪ participation in scholarly activity that addresses significant problems/issues relevant to the SEHD and/or CU Denver mission and vision; and ▪ an uninterrupted record of scholarly products consistent with 5-10% workload weighting.
2	Candidate has constructed a record of high quality scholarly products.	<p>Candidate is present in School district, community, state, and national level outlets.</p> <p>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.</p>	<p>Candidate is present in School district, community, state, and national level outlets.</p> <p>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.</p> <p>Scholarly products build over time and extend to broader and more diverse audiences.</p>	<p>Candidate is present in School district, community, state, and national level outlets.</p> <p>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.</p> <p>Record of scholarly products demonstrates a significant impact at local, state and/or national level.</p>

	Definitions	Assistant Professor Clinical Teaching Track <i>Examples for meeting the Criteria for Promotion</i>	Associate Professor Clinical Teaching Track <i>Examples for meeting the Criteria for Promotion</i>	Full Professor Clinical Teaching Track <i>Examples for meeting the Criteria for Promotion</i>
3	Candidate has a record of high productivity.	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 divers applied outlets. .
4	Candidate has a record of leadership and/or independence in scholarly products.	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.
5	Candidate's record of scholarship has impact/influence on knowledge and/or practice in the field.	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

	Definitions	Assistant Professor Clinical Teaching Track <i>Examples for meeting the Criteria for Promotion</i>	Associate Professor Clinical Teaching Track <i>Examples for meeting the Criteria for Promotion</i>	Full Professor Clinical Teaching Track <i>Examples for meeting the Criteria for Promotion</i>
			Publications chosen for recognition	
7	Candidate supports efforts to secure internal and external funding to support scholarship.	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>
1	Candidate provides Service to school.	<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	Candidate provides Service to the university.	<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.</p> <p>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	Candidate provides Service to the profession.	<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>
4	Candidate provides Service to the community/partners:	<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>