

COLLEGE OF EDUCATION

Guidelines for Promotion for Instructional, Research, and Clinical Series Faculty

Department of Counseling and Human Services
Department of Teaching and Learning
Department of Leadership, Research, and Foundations

THE UNIVERSITY OF COLORADO COLORADO SPRINGS

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Approved by College of Education

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OVERVIEW OF PROMOTION PROCESS FOR INSTRUCTIONAL/CLINICAL/RESEARCH FACULTY

These guidelines outline the promotion criteria and process for Instructional/Research/Clinical (IRC) faculty in the College of Education at the University of Colorado Colorado Springs. These promotion guidelines have been developed in accordance with the standards and guidelines of the University of Colorado Regent Laws and Policies 5.C.3 Instructional, Research, and Clinical Faculty; University of Colorado Regent Laws and Policies APS 5060; University of Colorado Regent Laws and Policies APS 5060—Appendix A; and UCCS Campus Policy 200-027. The policy is subject to review every five years or updated, as necessary, in the event of related college, campus or regent policy changes to ensure that it remains compliant and effective.

The promotion process supports the retention of high-quality IRC faculty by providing career progression and stability, protecting academic freedom, and recognizing excellence in teaching, leadership, service, research, and clinical practice. The process recognizes the contributions of these faculty members to the college, university, profession, and community. Levels of promotion offer higher recognition and salary than lower ranks.

The college encourages and values the development of diverse and inclusive practices and perspectives in teaching, research, and service. To this end, faculty are encouraged to demonstrate their commitment to promoting DEI principles and creating an inclusive environment in all workload categories.

It is important to note that promotion decisions are based on the candidate's record of achievement and potential for continued excellence in their work. The promotion process is a collaborative effort involving the candidate, their department, and the college, and it reflects the college's commitment to excellence in teaching, service, and leadership.

The three departments within the college—Counseling and Human Services, Teaching and Learning, and Leadership, Research and Foundations—are committed to these goals.

INSTRUCTIONAL/RESEARCH/CLINICAL FACULTY APPOINTMENT CLASSIFICATIONS UTILIZED IN COLLEGE OF EDUCATION

CU system policy APS 5060_Faculty Appointments establishes the position titles and promotion level designations of Instructional/Research/Clinical faculty reflected in this promotion criteria document. The common term is 'IRC faculty.' IRC faculty will generally focus their activities on one primary mission of the university— e. g. instruction, clinical practice, or research. In the College of Education there may be some overlap among responsibilities within categories.

Appointment of faculty members to a specific series and track is based on their primary area of responsibility. The faculty member's annual Letter of Appointment will provide clarity related to

employment expectations and default workload percentages. For promotion within a track, faculty members must demonstrate excellence in their primary area of responsibility.

Instructional Series: Teaching is the primary activity of faculty members in the Instructional Series. Service and leadership are also common assignments within this series. In accordance with program needs, individuals who possess the capability and/or desire to participate in scholarly activity/creative work shall have the opportunity to negotiate such engagements. In the College of Education position designations within this category are in the Instructional Series Track.

Clinical Series: Faculty members in the Clinical Series have their primary activity coordinating, supporting, mentoring, and supervising students in a variety of partner sites or field locations. Service and leadership are also common assignments within this series. In accordance with program needs, individuals who possess the capability and/or desire to participate in scholarly activity/creative work shall have the opportunity to negotiate such engagements. In the College of Education position designations within this category are in the Clinical Series Track.

Research Series: Research is the primary activity for faculty members in the Research Series. The College of Education does not currently employ IRC research faculty. For that reason, this document does not include specific information on the indicators and criteria for IRC research faculty. In the event the college does hire IRC research faculty, and upon hiring, a committee will be convened to identify the indicators and additional promotion criteria for IRC research faculty within six months of hire of first research IRC Faculty member.

DESIGNATION OF LEVELS OF PROMOTION FOR IRC FACULTY UTILIZED IN COLLEGE OF EDUCATION

IRC Faculty Type*	Level One	Level Two	Level Three
Instructional Series—Teaching Professor Track	Assistant Teaching Professor	Associate Teaching Professor	Teaching Professor
Clinical Series—Clinical Professor Track	Assistant Professor, Clinical Teaching Track	Associate Professor, Clinical Teaching Track	Professor, Clinical Teaching Track
Research Series	Position does not exist in COE	Position does not exist in COE	Position does not exist in COE

(*The UCCS campus has decided to discontinue the utilization of Instructor Series titles, opting instead to reclassify positions to analogous Teaching Professor Series titles. This transition is anticipated to be completed Fall, 2024.)

RELATED POLICY & BEST PRACTICE FOR IRC FACULTY PROMOTION IN COLLEGE OF EDUCATION

- This policy applies to IRC faculty members holding half-time (.5) or greater appointments.

- A typical IRC Faculty workload in the College of Education is represented by an 80/20 allocation with eighty percent teaching and twenty percent service.
- In accordance with program needs, individuals who possess the capability and/or desire to participate in scholarly activity/creative work shall have the opportunity to negotiate such engagements requiring the approval of the Department Chair and Dean.
- As stated in Regent Policy 5.C.3: Instructional, Research, and Clinical Faculty Appointments, the terms or a link to the terms for promotion, reappointment, and termination of IRC appointments shall be established in a letter of offer or employment agreement/contract.
- An annual letter of appointment to be issued each year shall designate position, and clearly articulate allocation of work responsibilities within the position—for example, 80% teaching/20% service or 80% teaching/10% service/10% scholarly or creative work or another allocation in accordance with program needs.
- University of Colorado APS 5060 generally designates IRC employment as ‘at-will.’ Per UCCS campus policy 200-027, these positions are expected to be ongoing, depending on faculty member’s performance, department needs, and funding availability and subject to university policy.
- IRC faculty members are either employees at-will, or per state statute, may qualify for alternative contracts (see APS 5053-Multi-Year Contracts for Instructional, Research, and Clinical Faculty). If the IRC faculty member *is engaged in at least 50% clinical activity*, then they may qualify for a limited or indeterminate appointment. (See C.R.S. 24-19-108.1.b).
- IRC faculty are not eligible for tenure.
- At the time of initial appointment, candidates with previous analogous experience in a college or university setting may be eligible to receive up to two years of credit towards promotion. The determination of eligibility for experiential credit will be made on a case-by-case basis by the Dean of the College of Education.
- In the process of orientation to a position, each IRC faculty shall be made aware of the COE promotion process and guidelines.
- The Department Chair will collaborate with the IRC faculty member to identify a suitable mentor. Among the duties of the mentor is helping to orient the IRC faculty member to the promotion process.

- The College of Education Dean's Office is responsible for reporting the years of service of faculty members to the Department Chair annually. The Department Chair will notify faculty members eligible for promotion. It is recommended that IRC faculty members also keep track of their years of service and monitor their annual evaluations to determine eligibility for promotion.
- All qualified IRC faculty may be considered for promotion when eligible.
- Promotion is not guaranteed and is dependent on successful completion of an application process, as well as the determination of merit based on designated criteria.
- If eligible, an IRC faculty member can initiate the promotion process from Level One to Level Two to Level Three. The faculty member must inform the Department Chair and the Dean's Office in writing of their intention to submit a promotion dossier following the timelines articulated in separate COE policy titled *College of Education Procedures for Promotion of Faculty*.
- The promotion review process, including timelines and deadlines, is documented in a separate policy accessible to both tenure-track and IRC faculty members. The policy will be available on SharePoint or can be obtained from the College of Education Dean's Office.
- Promotion is not a requirement for continued employment.
- IRC faculty who chooses not to apply for promotion when eligible shall not be denied future opportunities to apply for promotion or automatically terminated or non-renewed for failure to apply for promotion.
- Denial of a promotion shall not automatically result in the IRC faculty member's position being terminated or non-renewed.
- In the event a promotion is denied, the IRC faculty member will be eligible to reapply during the next promotion cycle in which they meet minimal requirements of eligibility for promotion.

LETTER OF OFFER AND ANNUAL LETTER OF APPOINTMENT

At-will positions are expected to be ongoing, depending on faculty member's performance, department needs, and funding availability and subject to university policy. The terms for promotion, reappointment, and termination of instructional, research, and clinical appointments shall be established in a letter of offer or employment agreement. In subsequent years, the dean of the college shall issue a letter annually informing the IRC faculty of the intent to continue or terminate the at-will position, although such a letter does not create a limited or indeterminate appointment or otherwise change the at-will nature of the employment. The negotiated workload may vary from a typical workload when a faculty member assumes administrative, other service or academic responsibilities.

Negotiated workloads may accommodate professional development allowing the IRC faculty member to enhance their professional knowledge, competence, and effectiveness. Such professional development opportunities are subject to the availability of funds.

ELIGIBILITY FOR PROMOTION OF INSTRUCTIONAL/RESEARCH/CLINICAL FACULTY

Promotion from Level One to Level Two: IRC faculty are eligible for Level One to Level Two promotion after four years of sustained excellent performance. To become eligible for Level Two, at least two of the preceding four years of the IRC faculty member's annual performance shall be rated as "Exceeding Expectations" or "Outstanding," and none of the preceding four annual performance evaluations shall fall below "Meeting Expectations." If service/leadership activities are included in the IRC faculty member's appointment, the IRC faculty member shall have received at least "Meeting Expectations" in the area of service/leadership every year over the last four years.

Promotion from Level Two to Level Three: IRC faculty are eligible for promotion from Level Two to Level Three after three years of sustained excellent performance. To become eligible for Level Three, at least two of the preceding three years of the IRC faculty member's annual performance evaluations shall be rated as "Exceeding Expectations" or "Outstanding," and none of the last three annual performance evaluations shall fall below "Meeting Expectations." If service/leadership activities are included in the senior IRC faculty member's appointment, the IRC faculty member shall have received at least "Meeting Expectations" in the area of service/leadership every year over the last three years. ***In the College of Education, indicators of leadership, as designated below, are preferred and will be given significant weight in the promotion from Level Two to Level Three.***

(Reference: UCCS CAMPUS POLICY 200-027 <https://vcaf.uccs.edu/sites/g/files/kjihxj1631/files/inline-files/200-027%20IRC%20Faculty%20Appointment%20Reappointment%20Promotion%20and%20Termination%20%28APPROVED%29.pdf>)

OVERVIEW OF COLLEGE OF EDUCATION PROCESS OF REQUEST PROMOTION FOR IRC FACULTY SERIES

College of Education IRC Promotion Primary Committee

In the College of Education, the appointed IRC Promotion Primary Committee plays a vital role in maintaining academic standards and ensuring the quality of the promotion process. The committee evaluates faculty members based on established criteria, including teaching effectiveness and service contributions, providing diverse perspectives on candidates. It upholds fairness, transparency, and institutional policies, avoiding conflicts of interest and preserving confidentiality. If a faculty member is not recommended for promotion, the committee may offer constructive feedback for improvement, fostering understanding and future promotion opportunities.

The IRC Promotion Primary Committee will carefully consider the individual circumstances and merits of each case of an eligible faculty member who requests promotion. For each candidate, the IRC Promotion Primary Committee will:

1) Confirm the candidate has met the minimum eligibility requirements—e.g. minimum number of years of service; annual evaluation ratings at or above promotion requirements).

2) Provide a thorough and careful evaluation of the candidate in each workload category applicable to the faculty position series.

- Note: The Promotion Primary Committee's role is to evaluate, not to advocate for, the candidate. It is essential that these evaluations carefully and thoroughly assess the candidate's strengths and weaknesses in relation to the established standards and criteria. Negative comments or votes must be explained. A statement such as "we do/do not recommend" is not sufficient. The Promotion Primary Committee's letter must explain clearly and with evidence the reasons for its recommendation. The Promotion Primary Committee's letter must specifically address how the candidate's record in each workload category meets the primary unit standards and criteria.

3) Provide a vote for each workload category and an overall recommendation for promotion.

- Note: The vote must specify the number of faculty members present and the actual vote—e. g., 4 of 4 PPC members were present and voted 3 - 1 in favor of promotion. A unanimous vote is not required, but a majority of the committee is required for a positive recommendation. Split votes must be addressed, with the inclusion of an explanation of the reasons for the minority votes. Those voting in the minority may write a separate report that describes their evaluation of the candidate's dossier and the points of disagreement with the committee majority.

4) Maintain confidentiality throughout the process.

- Note: Confidentiality includes candidate information; committee deliberations; materials submitted for evaluation; internal communications. Communication will be directly to the candidate and relevant administrators.

5) Per applicable timelines, the Dean's Office will notify the candidate of the decision—either acceptance or denial of the request—and provide the candidate copies of the letters from the Promotion Primary Committee, Department Chair, and the Dean. In the event of denial, the candidate will be advised of a timeline and guidance to reapply. In the event of acceptance, the candidate will be notified of the effective date of the promotion and provided updated salary information

Composition of Promotion Primary Committee for IRC Faculty

The Promotion Primary Committee shall consist of a minimum of three members as recommended by the Department Chair and approved by the Dean. The Department Chair may consider input from the

candidate regarding the composition of members of the Promotion Primary Committee. Typically, the Primary Promotion Committee will consist of:

- One IRC faculty member from the department, when available, of rank equal to or higher than the promotion rank being sought, will be appointed to chair the committee.
- One tenured faculty member from the department.
- One IRC faculty member of rank equal to or higher than the promotion rank being sought, from a COE department outside of the candidate's home department.
- One tenured faculty member from a COE department outside of the candidate's home department may be an optional member of the committee.

The Dean has final approval of the composition of the Promotion Primary Committee.

Department Chair's Review

Per UCCS campus policy 200-001 Section 3. v., the Department Chair will review the candidate's dossier and recommendation from the IRC Promotion Primary Committee and prepare a letter of review and recommendation to the Dean of the College of Education.

Dean's Review

The Dean of the College of Education will review the candidate's dossier and recommendation of the Promotion Primary Committee as reviewed by the Department Chair. The Dean may concur with, approve the promotion recommendation, and set an effective date of the promotion. The candidate will be notified of the promotion decision in accordance with annual timelines and deadlines applicable to the promotion process.

Annual Timeline Related to Promotion Process

A separate document—*College of Education Procedures for Promotion of Faculty*—outlines annual timelines and deadlines which apply to the promotion process. This document is available through the College of Education Dean's Office and is accessible in SharePoint.

Responsibility of the Candidate Requesting Promotion

Faculty members seeking promotion must understand and adhere to the college's promotion criteria and requirements for their desired academic rank. The Department Chair will typically notify a faculty member eligible for promotion, though it is advised that each faculty member track personal eligibility.

Initiation of Request for Promotion

A faculty member eligible for promotion opting to request promotion is responsible for:

- 1) Notifying the Department Chair and College of Education Dean's Office in writing of their intention to request promotion within annual timelines related to the college's promotion process.
- 2) Developing and submitting a dossier that provides evidence of meeting indicators in each specified workload category.
- 3) Timely submission of promotion materials by specified deadlines. The dossier must be organized to include four separate PDF documents. Each document should include bookmarked sections to allow for ease of navigation for reviewers:
 - Applicant's executive summary statement;
 - Applicant's curriculum vitae;
 - Applicant's Teaching Statement and documentation in support of selected indicators and;
 - Applicant's Service and Leadership statement and documentation in support of selected indicators when applicable.

IRC SERIES FACULTY APPEAL RIGHTS RELATED TO PROMOTION PROCESS IN COLLEGE OF EDUCATION

University of Colorado APS 5060 generally designates IRC employment as 'at-will.' Per policy guidance, Grievance Rights of at-will faculty are handled at the Primary Unit level, at the Dean level, or through processes defined by the UCCS Department of Human Resources.

In the case of a negative promotion decision, the IRC faculty member, within ten days of receipt of written notice may request review by the Provost.

1. The only grounds for a provost review are:
 - (a) procedural errors of sufficient magnitude that they may have affected the outcome;
 - (b) factual errors of sufficient magnitude that they may have affected the outcome; (c) the material violation of the Laws of the Regents or Regent Policy; or
 - (d) some combination of these grounds.
2. The provost may determine there are no grounds for appeal and uphold the dean's decision. In this circumstance, the case is closed.
3. If the provost determines there are grounds for an appeal, the provost may remand the case to the college to rectify errors and require the dean to then revise or reaffirm the original recommendation.

GUIDANCE FOR SELECTING ARTIFACTS IN SUPPORT OF A REQUEST FOR PROMOTION

The College of Education has established quality indicators for teaching and/or service/leadership that should be highlighted in a candidate's dossier when requesting a promotion. These indicators will vary based on the candidate's IRC position and level. The candidate's annual letter of appointment will specify their current job title and allocation of professional responsibilities, which will guide the areas of

performance to be emphasized in the dossier. Candidates should choose the relevant indicators based on their designated IRC Series, their assigned responsibilities, and level of promotion they are requesting.

The activities listed below are not exhaustive, all-inclusive, nor a list of requirements. There is no expectation that these are the only activities that faculty might engage in or that all these activities must be performed. The college recognizes the activities can and will likely change over time. If a faculty member has an activity that does not appear to fit into a pre-articulated category or one that may belong in more than one, they may make a case to the IRC Promotion Primary Committee for inclusion of the chosen artifact.

Supporting College of Education Commitment to Diversity, Equity, and Inclusion

IRC faculty are strongly encouraged to include both teaching quality indicators and service/leadership quality indicators in their promotion dossier showcasing how chosen indicator(s) demonstrate their commitment to promoting DEI principles and creating an inclusive environment.

Instruction Series Emphasis

The initial distinction of role is inherent in the designated Series of appointment of the IRC faculty member. Instructional series faculty weight teaching theoretical knowledge, foundational concepts, and essential principles in traditional classroom settings along with service responsibilities in the college, university, and community.

Clinical Series Emphasis

Clinical series faculty weight teaching activities which support students engaged with college partners, internships, and mentorships in clinical settings along with service responsibilities in the college, university, and community. They solicit and develop partnership settings; select and assign students to specific supervisors in partnership settings; and determine roles, responsibilities, policy, and procedure applicable to students engaged in partnership settings. Additionally, clinical series faculty implement a unique skillset to support students in clinical settings. As examples, they will emphasize duties such as facilitating mentorships; supporting students integrated into partnership settings; coaching students related to applying best practice in partnership settings; professionalism, and ethical behavior within the designated career field; resolving conflicts which may emerge; and determining disposition of potential disputes. Further, clinical series faculty may assign and supervise adjunct faculty who provide support to students in partnership settings. In the promotion process, it becomes incumbent upon clinical series faculty to emphasize indicators of promotion which reflect success within these areas.

Common Clinical Partnership Settings in the College of Education

Teaching and Learning: Coordination and supervision of pre-service teaching experiences; teaching internships; and student teaching experiences in school classrooms, special education settings, ESL settings, distance education and other support roles common within a school.

Counseling and Human Services: Coordination and supervision of professional experiences in school counseling settings; community counseling settings; and mental health clinics; substance abuse treatment centers; hospitals and health care settings; social service agencies; and rehabilitation centers.

Leadership, Research, & Foundations: Coordination and supervision of various leadership roles in schools and universities; nonprofit organizations; community development agencies; governmental agencies; foundations and philanthropic organizations; and corporate social responsibility departments.

Specific Indicators of Emphasis for IRC Faculty Seeking Promotion from Level Two to Three

Evidence of leadership in teaching and service distinguishes level two to level three promotion in the College of Education. Leadership in teaching involves guiding, inspiring, and effectively managing the learning experiences of students. It involves the ability to articulate a vision, motivate learners, and create an inclusive and innovative instructional environment. Effective leaders in teaching demonstrate adaptability, clear communication, and a commitment to continuous improvement. They empower students, foster critical thinking, and create a dynamic and supportive learning community. Leadership in teaching also includes activities such as mentoring others, participation in program improvement, and engagement in accreditation/reauthorization processes.

Leadership in service entails actively contributing to the department, college, and university's mission. It involves collaboration, innovative initiatives, and resource management to enhance the overall student experience. Effective leaders in service advocate for student success, demonstrate ethical and inclusive practices, and communicate transparently. They play a crucial role in community building, promoting a positive environment in their area of service and ensure the delivery of high-quality services. The key factor distinguishing promotion from level two to level three is the demonstration of leadership in both teaching and service. ***These indicators are bolded, below.***

Electing Indicators of Scholarly Activity and/or Creative Work for Promotion Dossier

An IRC faculty member who has negotiated scholarly activity or creative work as designated in their annual letter of appointment may choose to substitute evidence highlighting this aspect in their promotion dossier. If a faculty member elects this substitution, it will replace one of the two required indicators within the category of leadership or service. The faculty member is advised to work collaboratively with the department chair to identify acceptable indicator(s) representing the scholarly activity and/or creative work to be included in the candidate's dossier.

QUALITY INDICATORS OF TEACHING CONSIDERED IN PROMOTION

The promotion process will prioritize the teaching contributions of the faculty member. The candidate must show that their courses align with stated course objectives, are well-structured, effectively delivered, and cover significant aspects of the topic. The candidate must also demonstrate a deep commitment to teaching, which includes professional interactions with students, responsiveness to student perspectives, involvement in curriculum development, and proficiency in conveying course material. Innovations and enhancements in teaching methods and curriculum development will also be considered during the promotion process.

Regent policy requires that each unit use at least three measures for teaching evaluations for promotion decisions. The evaluation of teaching performance will include a summary of Faculty Course Questionnaires (FCQs) as one element. Additional factors such as class size, course difficulty, and delivery mode, may also be considered when assessing teaching performance. **To maintain a sense of balance amongst different quality indicators, the ratings of FCQ's should consist of no more than a third of a faculty member's rating.**

Teaching Quality Indicators—IRC Faculty Promotion from Level One to Level Two

Candidates in the Instructional Series or Clinical Series being considered for promotion from IRC Level One to Level Two should submit a body of evidence for at least three of the quality indicators listed below. Other evidence may be included as support for each of the quality indicators.

1. Student perceptions of the usefulness of course content. Examples of evidence include:
 - a) course evaluations (ex. formal, informal, faculty developed surveys, FRC, FCQs)
 - b) student letters/emails/correspondence
 - c) student surveys
 - d) follow-up studies of graduates

2. Influence of the course content/program on students' learning. Examples of evidence include:
 - a) student projects
 - b) pre- and post-tests
 - c) course evaluations (ex. formal, informal, faculty developed surveys, FRC, FCQs)
 - d) comprehensive examinations
 - e) course syllabi
 - f) student portfolios
 - g) student surveys
 - h) input from school personnel

3. Engaging/coordinating clinical settings with college partners, internships, and mentorships.
 - a) soliciting and develop high quality partnership settings
 - b) the selection and orientation process for students
 - c) assignment of students to specific supervisors in partnership settings

- d) determining and communicating roles, responsibilities, policy, and procedure applicable to students engaged in partnership settings
4. Coordinating support of students in clinical settings.
- a) secure mentorships
 - b) supporting students integrated into partnership settings
 - c) coaching students related to applying best practice in partnership settings
 - d) teaching professionalism, and ethical behavior within the designated career field
 - e) resolving conflicts which may emerge
 - f) and determining disposition of potential disputes
 - g) assigning and supervising adjunct faculty who provide support to students in partnership settings
5. Influence of faculty's teaching practice on student learning. Examples of evidence include:
- a) course evaluations (ex. formal, informal, faculty developed surveys, FRC, FCQs)
 - b) peer evaluations
 - c) student portfolios
 - d) student letters
 - e) practicum evaluations
 - f) follow-up studies
 - g) student surveys
6. Influence of the course/program content on students' practice (when appropriate). Examples of evidence include:
- a) annual evaluations
 - b) students' self-evaluations of learning
 - c) course evaluations (ex. formal, informal, faculty developed surveys, FRC, FCQs)
 - d) video recordings
 - e) student portfolios
 - f) student initiation of new models
 - g) serving as a site supervisor at a P-12 school or community site
 - h) employer/school administrator/cooperating teacher surveys
 - i) student correspondence
7. Advising and/or mentoring relationships with students developed over time to improve professional practice. Examples of evidence include:
- a) student letters/communications
 - b) student portfolios/projects
 - c) supervision of internship/field experience/student teaching
8. Successful demonstration of efforts by the faculty member to assess and improve the quality of their teaching. Examples of evidence include:

- a) implementation of alternative assessment strategies
 - b) changes in teaching practice
 - c) course evaluations (ex. formal, informal, faculty developed surveys, FRC, FCQs)
 - d) peer observations
 - e) implementation of technological instructional strategies
 - f) course or program development or revision
 - g) participation in professional learning opportunities that influence ongoing course enhancement
 - h) participation in professional development which improves/enhances an element(s) of teaching performance
 - i) course approved for Quality Matters
9. Development as a teaching professional based on past performance and the development of a plan and focus for teaching. Examples of evidence include:
- a) continuously improving course evaluations (ex. formal, informal, faculty developed surveys, FRC, FCQs)
 - b) professional development plan
 - c) student letters/correspondence
 - d) annual reviews
 - e) Department Chair letter
 - f) peer observations

Teaching Quality Indicators—IRC Faculty Promotion from Level Two to Level Three

Candidates being considered for promotion from IRC Level Two to Level Three should submit a body of evidence for at least three of the quality indicators listed below. In the College of Education, indicators of leadership, as designated below, are preferred and will be given significant weight in the promotion from Level Two to Level Three. Evidence should include at least one of the leadership indicators shown in bold and italics.

1. Student perceptions of the usefulness of course content. Examples of evidence include:
 - a) course evaluations (ex. formal, informal, faculty developed surveys, FRC, FCQs)
 - b) student letters/emails/correspondence
 - c) student surveys
 - d) follow-up studies of graduates
 - e) ***Analysis of student perceptions of the usefulness of course content and how it will influence changes to teaching.***
2. Influence of the course content/program on students' learning. Examples of evidence include:
 - a) student projects
 - b) pre- and post-tests
 - c) course evaluations (ex. formal, informal, faculty developed surveys, FRC, FCQs)
 - d) comprehensive examinations
 - e) course syllabi

- f) student portfolios
 - g) student surveys
 - h) input from school personnel
 - i) ***Analysis of the influence of the course content/program on students' learning and how it will influence changes to teaching.***
3. Engaging/coordinating clinical settings with college partners, internships, and mentorships.
- a) ***soliciting and develop high quality partnership settings***
 - b) ***the selection and orientation process for students***
 - c) assignment of students to specific supervisors in partnership settings
 - d) ***determining and communicating roles, responsibilities, policy, and procedure applicable to students engaged in partnership settings***
4. Coordinating support students in clinical settings.
- b. ***secure mentorships***
 - c. ***supporting students integrated into partnership settings***
 - d. coaching students related to applying best practice in partnership settings
 - e. teaching professionalism, and ethical behavior within the designated career field
 - f. ***resolving conflicts which may emerge***
 - g. ***and determining disposition of potential disputes***
 - h. ***assigning and supervising adjunct faculty who provide support to students in partnership settings***
5. Influence of faculty's teaching practice on student learning. Examples of evidence include:
- a) course evaluations (ex. formal, informal, faculty developed surveys, FRC, FCQs)
 - b) peer evaluations
 - c) student portfolios
 - d) student letters
 - e) practicum evaluations
 - f) follow-up studies
 - g) student surveys
 - h) ***Analysis of the influence of faculty's teaching practice on student learning and how it will influence changes to teaching.***
6. Influence of the course/program content on students' practice (when appropriate). Example of evidence include:
- a) annual evaluations
 - b) students' self-evaluations of learning
 - c) course evaluations (ex. formal, informal, faculty developed surveys, FRC, FCQs)
 - d) video recordings
 - e) student portfolios
 - f) student initiation of new models

- g) serving as a site supervisor at a P-12 school or community site
 - h) employer/school administrator/cooperating teacher surveys
 - i) student correspondence
 - j) *Analysis of the influence of the course/program content on students' practice (when appropriate) and how it will influence changes to teaching.***
7. Advising and/or mentoring relationships with students developed over time to improve professional practice. Examples of evidence include:
- a) participation in a Master's or Doctoral thesis or project supervision
 - b) guidance for students conducting undergraduate research
 - c) independent studies
 - d) serving as a supervisor at a P-12 school or clinical community site
8. Successful demonstration of efforts by the faculty member to assess and improve the quality of their teaching. Examples of evidence include:
- a) implementation of alternative assessment strategies
 - b) changes in teaching practice
 - c) course evaluations (ex. formal, informal, faculty developed surveys, FRC, FCQs)
 - d) peer observations
 - e) implementation of technological instructional strategies
 - f) course or program development or revision
 - g) participation in professional learning opportunities that influence ongoing course enhancement
 - h) course approved for Quality Matters
9. Development as a teaching professional based on past performance and the development of a plan and focus for teaching. Examples of evidence include:
- a) continuously improving course evaluations (ex. formal, informal, faculty developed surveys, FRC, FCQs)
 - b) professional development plan
 - c) student letters/correspondence
 - d) a record of sustained ratings on annual reviews
 - e) Department Chair letter
 - f) peer observations
 - g) *leadership in mentoring another faculty member***
 - h) *leadership in conducting personnel development for other teachers/instructors (may be p-12); Colorado Department of Education and other government agencies; corporations; and nonprofits; or at the university***
10. Professional reputation in teaching with constituents at local, regional, state, or national levels who translate research into practice or develop new knowledge in the faculty member's field. Examples of evidence include:
- a) participation on reauthorization/accreditation committees
 - b) participation on local, regional, state, and national committees
 - c) letters from colleagues

- d) invited presentations or speeches
- e) peer reviews
- f) ***conducting professional development for schools/districts in community***

11. Successful collaboration with faculty colleagues that results in program success in meeting and exceeding state and national standards within the faculty member's field. Examples of evidence include:

- a) ***leadership and/or participation in the design, alignment, and improvement of program curriculum***
- b) ***leadership, participation, and/or contribution to the development, design, alignment, and improvement of programs delivered online***
- c) ***leadership, participation, and/or contribution to processes and activities relative to state and national accreditation***
- d) serving as a supervisor at a P-12 school or clinical site

QUALITY INDICATORS OF SERVICE AND LEADERSHIP CONSIDERED IN PROMOTION

As outlined in the annual letter of appointment, the faculty member is expected to exhibit a dedication to service and leadership. This includes utilizing their knowledge and abilities to make positive contributions to the wider community and promote the institution's mission. The candidate may engage in service activities that extend beyond their department and college, such as collaborating with the university and/or the community. The candidate must provide documentation of fulfilling their departmental and college service commitments. The assessment of a candidate's service contributions should consider both the quality and quantity of their involvement, as well as their overall impact and effectiveness.

[Service and Leadership Quality Indicators—IRC Faculty Promotion from Level One to Level Two](#)

Candidates being considered for promotion to from IRC Level One to Level Two should submit a body of evidence for at least two of the quality indicators listed below. Other evidence may be included as support for each of the quality indicators.

1. Professional service to the department. Examples of evidence include:
 - a) department committee membership
 - b) department search committee member
 - c) fulfilling department needs as they arise

2. Professional service to the college. Examples of evidence include:
 - a) college committee membership
 - b) college search committee member
 - c) college committee member for faculty evaluation
 - d) advisor to student college organization committee or task force leadership

3. Professional service to the university campus. Examples of evidence include:
 - a) participation in faculty governance, such as offices held or service on the campus
 - b) Faculty Assembly Executive Committee
 - c) campus committee membership advisor to student campus organization

4. Professional service to the university system. Examples of evidence include:
 - a) participation in faculty governance, such as offices held or service on the University Faculty Council Executive Committee
 - b) university committee or task force membership

5. Professional community, regional, or national service. Examples of evidence include:
 - a) professional service related to the University or College of Education mission, such as
 - b) board membership, community service projects, and presentations
 - c) professional service, such as committee offices, committee membership, task force
 - d) membership
 - e) professional practice related to the University or College of Education mission, such as
 - f) counseling, consulting, or direct service
 - g) professional textbook/peer journal reviewer

6. Professional service to community, regional, national, and/or international professional organizations. Examples of evidence include:
 - a) professional service, such as committee offices, committee membership, task force
 - b) membership, or conference committees
 - c) professional practice related to the University or College of Education mission, such as
 - d) counseling, consulting, or direct service
 - e) professional service and leadership in the governance of community, regional, national
 - f) and/or international professional organizations.

7. The work of any faculty member serving in an administrative capacity; who works on curriculum reform, development, or accreditation; or otherwise assists other faculty or faculty groups may count in the category of Service and Leadership Quality Indicators.

Service and Leadership Quality Indicators—IRC Faculty Promotion from Level Two to Level Three

Candidates being considered for promotion from Level Two to Level Three should submit a body of evidence for at least two of the quality indicators listed below. In the College of Education, indicators of leadership, as designated below, are preferred and will be given significant weight in the promotion from Level Two to Level Three. Evidence should include at least one of the leadership indicators shown in bold and italics.

1. Professional service and leadership to the department. Examples of evidence include:
 - a) department committee membership

- b) department committee leadership
 - c) fulfilling other department needs as they arise
 - d) department search committee chair
 - e) service as Program Coordinator, Associate Department Chair
2. Professional service and leadership to the college is required. Examples of evidence include:
- a) college committee leadership**
 - b) college committee membership
 - c) **college search committee chair** or member
 - d) college committee member or **chair for faculty evaluation**
 - e) advisor to student college organization**
 - f) task force leadership**
 - g) service as Program Coordinator, assistant Department Chair, Director or Associate Dean or Assistant Dean**
3. Professional service and leadership to the university campus. Examples of evidence include:
- a) **leadership in faculty governance**, such as offices held or service on the campus Faculty Assembly Executive Committee
 - b) participation in faculty governance, such as offices held or service on the campus
 - c) Faculty Assembly Executive Committee**
 - d) campus committee membership
 - e) committee or task force leadership**
 - f) **service in campus leadership** as a director, administrative associate, or other appointed administrative position
 - g) advisor to student campus organization**
4. Professional service and leadership to the university system. Examples of evidence include:
- a) **leadership in faculty governance**, such as offices held or service on the University Faculty Council Executive Committee
 - b) participation in faculty governance, such as offices held or service on the University Faculty Council Executive Committee
 - c) university committee or task force leadership**
 - d) university committee or task force membership**
 - e) service in campus **leadership as a director, administrative associate, or other appointed administrative position**
5. Professional community, regional, or national service **and leadership**. Examples of evidence include:
- a) professional service related to the University or College of Education mission, such as
 - b) board membership, community service projects, and presentations
 - c) professional service, such as committee offices, committee membership, task force
 - d) membership
 - e) professional practice related to the University or College of Education mission, such as

- f) counseling, consulting, or direct service
- g) professional textbook/peer journal reviewer

6. Professional service **and leadership** to community, regional, national, and/or international professional organizations. Examples of evidence include:

- a) professional service, such as committee offices, committee membership, task force
- b) membership, or conference committees
- c) professional practice related to the University or College of Education mission, such as counseling, consulting, or direct service
- d) professional service and leadership in the governance of community, regional, national and/or international professional organizations

7. The work of any faculty member **servicing in an administrative capacity**; who works on curriculum reform, development, or accreditation; or otherwise assists other faculty or faculty groups may count in the category of Service and Leadership Quality Indicators.

POLICY REFERENCES

UNIVERSITY OF COLORADO APS 5060_This administrative policy statement identifies and defines the different types of faculty appointments, approved faculty titles, and the terms and conditions associated with them (July 1, 2023).

- Article 5, Part C: Faculty Appointments and Tenure of the Laws of the Regents.
- Regent Policy 5.C: Faculty Appointments.
- Appendix A of University of Colorado Regent Laws and Policies APS 5060_Outlines position titles which designate levels of promotion available within each IRC track—Instructional, Research, or Clinical.

<https://www.cu.edu/ope/aps/5060>

SYSTEM FACULTY TITLES

APS Number 5060, Appendix A_Faculty Titles_<https://www.cu.edu/ope/aps/5060>)_This Appendix to APS Number 5060 defines Instructional, Research, Clinical faculty titles. Titles referenced in this document are currently in use in the College of Education or are anticipated to be utilized.

UCCS CAMPUS POLICY 200-027_This campus policy addresses Instructional, Research, and Clinical Faculty Appointment, Reappointment, Promotion, and Termination (April 29, 2022).

<https://vcf.uccs.edu/sites/g/files/kjihxj1631/files/inline-files/200-027%20IRC%20Faculty%20Appointment%20Reappointment%20Promotion%20and%20Termination%20%28APPROVED%29.pdf>

UCCS CAMPUS POLICY 200-001_ This policy specifies the procedures for reviewing and recommending candidates at the primary unit level, the first level review, and second level review (February 17, 2023).

https://vcaf.uccs.edu/sites/g/files/kjihxj1631/files/inline-files/2023-FEB-17_200-001%20Reappointment%2C%20Promotion%2C%20and%20Tenure%28APPROVED%29.pdf

COLLEGE OF EDUCATION _TIMELINES & PROCEDURES FOR PROMOTION OF IRC FACULTY

This separate document which outlines annual timelines related to the promotion process is available in SharePoint.

ATTACHMENT A

COLLEGE OF EDUCATION IRC PROMOTION GUIDELINES ASSISTANT TEACHING PROFESSOR TO ASSOCIATE TEACHING PROFESSOR

Instructional Series: Teaching is the primary activity of faculty members in the Instructional Series. In the College of Education, service and leadership are common assignments within this series. In accordance with program needs, individuals who possess the capability and/or desire to participate in scholarly activity/creative work shall have the opportunity to negotiate such engagements.

Initial Eligibility Requirement to Request Promotion: IRC faculty are eligible for Level One to Level Two promotion after four years of sustained excellent performance. To become eligible for Level Two, at least two of the preceding four years of the IRC faculty member’s annual performance shall be rated as “Exceeding Expectations” or “Outstanding,” and none of the preceding four annual performance evaluations shall fall below “Meeting Expectations.” If service/leadership activities are included in the IRC faculty member’s appointment, the IRC faculty member shall have received at least “Meeting Expectations” in the area of service/leadership every year over the last four years.

Initiation of Request for Promotion: A faculty member eligible for promotion opting to request promotion is responsible for:

- 1) Notifying the Department Chair and College of Education Dean’s Office in writing no later than the third Wednesday in March of their intention to request promotion in accordance with the timeline of the college’s promotion process.
- 2) Developing and submitting a dossier that provides evidence of meeting indicators in each specified workload category.
- 3) Timely submission of promotion materials by specified deadlines. The dossier must be organized to include four separate PDF documents. Each document should include bookmarked sections to allow for ease of navigation for reviewers:
 - Applicant’s executive summary statement;
 - Applicant’s curriculum vitae;
 - Applicant’s Teaching Statement and documentation in support of selected indicators and;
 - Applicant’s Service and Leadership statement and documentation in support of selected indicators.

QUALITY INDICATORS OF TEACHING	QUALITY INDICATORS OF SERVICE/LEADERSHIP
<p>The candidate being considered for promotion should submit a body of evidence for <u>at least three</u> of the quality indicators listed below—see specific guidance of examples within each category in <i>Guidelines for Promotion for Instructional, Research, and Clinical Track Faculty</i>.</p> <ul style="list-style-type: none"> • Student perceptions of the usefulness of course content. • Influence of the course content/program on students’ learning. • Influence of faculty’s teaching practice on student learning. • Influence of the course/program content on students’ practice. • Advising and/or mentoring relationships with students developed over time to improve professional practice • Successful demonstration of efforts by the faculty member to assess and improve the quality of their teaching. 	<p>The candidate being considered for promotion should submit a body of evidence for <u>at least two</u> of the quality indicators listed below—see specific guidance of examples within each category in <i>Guidelines for Promotion for Instructional, Research, and Clinical Track Faculty</i>.</p> <ul style="list-style-type: none"> • Professional service to the department. • Professional service to the college. • Professional service to the university campus. • Professional service to the university system. • Professional community, regional, or national service. • Professional service to community, regional, national, and/or international professional organizations. • The work of any faculty member serving in an administrative capacity who works on curriculum reform, development, or accreditation; or otherwise assists other faculty or faculty groups.

<ul style="list-style-type: none"> Development as a teaching professional based on past performance and the development of a plan and focus for teaching. 	
<p style="text-align: center;">QUALITY INDICATORS OF SCHOLARLY ACTIVITY OR CREATIVE WORK</p> <p>A faculty member who has negotiated scholarly activity or creative work as designated in their annual letter of appointment may choose to substitute evidence highlighting this aspect in their promotion dossier. If a faculty member elects this substitution, it will replace one of the two required indicators within the category of leadership or service. The faculty member is advised to work collaboratively with the department chair to identify acceptable indicator(s) representing the scholarly activity and/or creative work to be included in the candidate's dossier</p>	

ATTACHMENT B

COLLEGE OF EDUCATION

IRC PROMOTION GUIDELINES ASSOCIATE TEACHING PROFESSOR TO TEACHING PROFESSOR

Instructional Series: Teaching is the primary activity of faculty members in the Instructional Series. In the College of Education, service and leadership are common assignments within this series. In accordance with program needs, individuals who possess the capability and/or desire to participate in scholarly activity/creative work shall have the opportunity to negotiate such engagements.

Initial Eligibility Requirement to Request Promotion: IRC faculty are eligible for promotion from Level Two to Level Three after three years of sustained excellent performance. To become eligible for Level Three, at least two of the preceding three years of the IRC faculty member's annual performance evaluations shall be rated as "Exceeding Expectations" or "Outstanding," and none of the last three annual performance evaluations shall fall below "Meeting Expectations." If service/leadership activities are included in the senior IRC faculty member's appointment, the IRC faculty member shall have received at least "Meeting Expectations" in the area of service/leadership every year over the last three years. ***In the College of Education, indicators of leadership, as designated below, are preferred and will be given significant weight in the promotion from Level Two to Level Three.***

Initiation of Request for Promotion: A faculty member eligible for promotion opting to request promotion is responsible for:

- 1) Notifying the Department Chair and College of Education Dean's Office in writing no later than the third Wednesday in March of their intention to request promotion in accordance with the timeline of the college's promotion process.
- 2) Developing and submitting a dossier that provides evidence of meeting indicators in each specified workload category.
- 3) Timely submission of promotion materials by specified deadlines. The dossier must be organized to include four separate PDF documents. Each document should include bookmarked sections to allow for ease of navigation for reviewers:
 - Applicant's executive summary statement;
 - Applicant's curriculum vitae;
 - Applicant's Teaching Statement and documentation in support of selected indicators and;
 - Applicant's Service and Leadership statement and documentation in support of selected indicators.

QUALITY INDICATORS OF TEACHING	QUALITY INDICATORS OF SERVICE/LEADERSHIP
The candidate being considered for promotion should submit a body of evidence <u>for at least three</u> of the quality indicators listed below. In the College of Education, <i>indicators of leadership</i> are preferred and will be given significant weight in the promotion from Level Two to Level Three. Evidence should <u>include at least one of the leadership</u>	The candidate being considered for promotion should submit a body of evidence <u>for at least two</u> of the quality indicators listed below. In the College of Education, <i>indicators of leadership</i> are preferred and will be given significant weight in the promotion from Level Two to Level Three. Evidence should <u>include at least one of the leadership</u>

indicators shown in bold and italics—see specific guidance of examples within each category in *Guidelines for Promotion for Instructional, Research, and Clinical Track Faculty*.

- Student perceptions of the usefulness of course content.
- Influence of the course content/program on students' learning.
- Influence of faculty's teaching practice on student learning.
- Influence of the course/program content on students' practice.
- Advising and/or mentoring relationships with students developed over time to improve professional practice
- Successful demonstration of efforts by the faculty member to assess and improve the quality of their teaching.
- Development as a teaching professional based on past performance and the development of a plan and focus for teaching.

indicators shown in bold and italics—see specific guidance of examples within each category in *Guidelines for Promotion for Instructional, Research, and Clinical Track Faculty*.

- Professional service to the department.
- Professional service to the college.
- Professional service to the university campus.
- Professional service to the university system.
- Professional community, regional, or national service.
- Professional service to community, regional, national, and/or international professional organizations.
- The work of any faculty member serving in an administrative capacity; who works on curriculum reform, development, or accreditation; or otherwise assists other faculty or faculty groups.

QUALITY INDICATORS OF SCHOLARLY ACTIVITY OR CREATIVE WORK

A faculty member who has negotiated scholarly activity or creative work as designated in their annual letter of appointment may choose to substitute evidence highlighting this aspect in their promotion dossier. If a faculty member elects this substitution, it will replace one of the two required indicators within the category of leadership or service. The faculty member is advised to work collaboratively with the department chair to identify acceptable indicator(s) representing the scholarly activity and/or creative work to be included in the candidate's dossier.

ATTACHMENT C

COLLEGE OF EDUCATION IRC PROMOTION GUIDELINES

ASSISTANT PROFESSOR, CLINICAL TEACHING TRACK TO ASSOCIATE PROFESSOR, CLINICAL TEACHING TRACK

Clinical Series: Faculty members in the Clinical Series in the College of Education have their primary activity coordinating, supporting, mentoring, and supervising students in a variety of partner sites or field locations. In the College of Education, service and leadership are also common assignments within this series. In accordance with program needs, individuals who possess the capability and/or desire to participate in scholarly activity/creative work shall have the opportunity to negotiate such engagements.

Initial Eligibility Requirement to Request Promotion: IRC faculty are eligible for Level One to Level Two promotion after four years of sustained excellent performance. To become eligible for Level Two, at least two of the preceding four years of the IRC faculty member’s annual performance shall be rated as “Exceeding Expectations” or “Outstanding,” and none of the preceding four annual performance evaluations shall fall below “Meeting Expectations.” If service/leadership activities are included in the IRC faculty member’s appointment, the IRC faculty member shall have received at least “Meeting Expectations” in the area of service/leadership every year over the last four years.

Initiation of Request for Promotion: A faculty member eligible for promotion opting to request promotion is responsible for:

- 1) Notifying the Department Chair and College of Education Dean’s Office in writing no later than the third Wednesday in March of their intention to request promotion in accordance with the timeline of the college’s promotion process.
- 2) Developing and submitting a dossier that provides evidence of meeting indicators in each specified workload category.
- 3) Timely submission of promotion materials by specified deadlines. The dossier must be organized to include four separate PDF documents. Each document should include bookmarked sections to allow for ease of navigation for reviewers:
 - Applicant’s executive summary statement;
 - Applicant’s curriculum vitae;
 - Applicant’s Teaching Statement and documentation in support of selected indicators and;
 - Applicant’s Service and Leadership statement and documentation in support of selected indicators.

QUALITY INDICATORS OF TEACHING	QUALITY INDICATORS OF SERVICE/LEADERSHIP
<p>The candidate being considered for promotion should submit a body of evidence for <u>at least three</u> of the quality indicators listed below with at least one quality indicator selected from clinical practice (<i>italicized and underlined</i>)—see specific guidance of examples within each category in <i>Guidelines for Promotion for Instructional, Research, and Clinical Track Faculty</i>.</p> <ul style="list-style-type: none"> • Student perceptions of the usefulness of course content. • Influence of the course content/program on students’ learning. • <i><u>Engaging/coordinating clinical settings with college partners, internships, and mentorships.</u></i> <ol style="list-style-type: none"> a) <i><u>soliciting and develop high quality partnership settings</u></i> b) <i><u>the selection and orientation process for students</u></i> 	<p>The candidate being considered for promotion should submit a body of evidence for <u>at least two</u> of the quality indicators listed below—see specific guidance of examples within each category in <i>Guidelines for Promotion for Instructional, Research, and Clinical Track Faculty</i>.</p> <ul style="list-style-type: none"> • Professional service to the department. • Professional service to the college. • Professional service to the university campus. • Professional service to the university system. • Professional community, regional, or national service. • Professional service to community, regional, national, and/or international professional organizations. • The work of any faculty member serving in an administrative capacity who works on curriculum reform, development, or accreditation; or otherwise assists other faculty or faculty groups.

<ul style="list-style-type: none"> c) <u>assignment of students to specific supervisors in partnership settings</u> d) <u>determining and communicating roles, responsibilities, policy, and procedure applicable to students engaged in partnership settings</u> • <u>Coordinating support of students in clinical settings.</u> <ul style="list-style-type: none"> a) <u>secure mentorships</u> b) <u>supporting students integrated into partnership settings</u> c) <u>coaching students related to applying best practice in partnership settings</u> d) <u>teaching professionalism, and ethical behavior within the designated career field</u> e) <u>resolving conflicts which may emerge</u> f) <u>and determining disposition of potential disputes</u> g) <u>assigning and supervising adjunct faculty who provide support to students in partnership settings</u> • Influence of faculty's teaching practice on student learning. • Influence of the course/program content on students' practice. • Advising and/or mentoring relationships with students developed over time to improve professional practice • Successful demonstration of efforts by the faculty member to assess and improve the quality of their teaching. • Development as a teaching professional based on past performance and the development of a plan and focus for teaching. 	
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QUALITY INDICATORS OF SCHOLARLY ACTIVITY OR CREATIVE WORK

A faculty member who has negotiated scholarly activity or creative work as designated in their annual letter of appointment may choose to substitute evidence highlighting this aspect in their promotion dossier. If a faculty member elects this substitution, it will replace one of the two required indicators within the category of leadership or service. The faculty member is advised to work collaboratively with the department chair to identify acceptable indicator(s) representing the scholarly activity and/or creative work to be included in the candidate's dossier.

ATTACHMENT D

COLLEGE OF EDUCATION IRC PROMOTION GUIDELINES

ASSOCIATE PROFESSOR, CLINICAL TEACHING TRACK TO PROFESSOR, CLINICAL TEACHING TRACK

Clinical Series: Faculty members in the Clinical Series in the College of Education have their primary activity coordinating, supporting, mentoring, and supervising students in a variety of partner sites or field locations. This series includes the Clinical Teaching (C/T) Track, the Clinical Practice Track, and the Clinical Track. In the College of Education, service and leadership are also common assignments within this series. In accordance with program needs, individuals who possess the capability and/or desire to participate in scholarly activity/creative work shall have the opportunity to negotiate such engagements.

Initial Eligibility Requirement to Request Promotion: IRC faculty are eligible for promotion from Level Two to Level Three after three years of sustained excellent performance. To become eligible for Level Three, at least two of the preceding three years of the IRC faculty member’s annual performance evaluations shall be rated as “Exceeding Expectations” or “Outstanding,” and none of the last three annual performance evaluations shall fall below “Meeting Expectations.” If service/leadership activities are included in the senior IRC faculty member’s appointment, the IRC faculty member shall have received at least “Meeting Expectations” in the area of service/leadership every year over the last three years. ***In the College of Education, indicators of leadership, as designated below, are preferred and will be given significant weight in the promotion from Level Two to Level Three.***

Initiation of Request for Promotion: A faculty member eligible for promotion opting to request promotion is responsible for:

- 1) Notifying the Department Chair and College of Education Dean’s Office in writing no later than the third Wednesday in March of their intention to request promotion in accordance with the timeline of the college’s promotion process.
- 2) Developing and submitting a dossier that provides evidence of meeting indicators in each specified workload category.
- 3) Timely submission of promotion materials by specified deadlines. These materials are referred to as the candidate’s ‘promotion dossier.’ The dossier must be organized to include four separate PDF documents. Each document should include bookmarked sections to allow for ease of navigation for reviewers:
 - Applicant’s executive summary statement;
 - Applicant’s curriculum vitae;
 - Applicant’s Teaching Statement and documentation in support of selected indicators and;
 - Applicant’s Service and Leadership statement and documentation in support of selected indicators.

QUALITY INDICATORS OF TEACHING	QUALITY INDICATORS OF SERVICE/LEADERSHIP
<p>The candidate being considered for promotion should submit a body of evidence for <u>at least three</u> of the quality indicators listed below with at least one quality indicator selected from clinical practice (<i>italicized and underlined</i>)—see specific guidance of examples within each category in <i>Guidelines for Promotion for Instructional, Research, and Clinical Track Faculty</i>.</p> <ul style="list-style-type: none"> • Student perceptions of the usefulness of course content. • Influence of the course content/program on students’ learning. • <u><i>Engaging/coordinating clinical settings with college partners, internships, and mentorships.</i></u> 	<p>The candidate being considered for promotion should submit a body of evidence <u>for at least two</u> of the quality indicators listed below. In the College of Education, <i>indicators of leadership</i> are preferred and will be given significant weight in the promotion from Level Two to Level Three. Evidence should <u>include at least one of the leadership indicators shown in bold and italics</u>—see specific guidance of examples within each category in <i>Guidelines for Promotion for Instructional, Research, and Clinical Track Faculty</i>.</p> <ul style="list-style-type: none"> • Professional service to the department. • Professional service to the college. • Professional service to the university campus.

<ul style="list-style-type: none"> a) <u>soliciting and develop high quality partnership settings</u> b) <u>the selection and orientation process for students</u> c) <u>assignment of students to specific supervisors in partnership settings</u> d) <u>determining and communicating roles, responsibilities, policy, and procedure applicable to students engaged in partnership settings</u> • <u>Coordinating support of students in clinical settings.</u> <ul style="list-style-type: none"> a) <u>secure mentorships</u> b) <u>supporting students integrated into partnership settings</u> c) <u>coaching students related to applying best practice in partnership settings</u> d) <u>teaching professionalism, and ethical behavior within the designated career field</u> e) <u>resolving conflicts which may emerge</u> f) <u>and determining disposition of potential disputes</u> g) <u>assigning and supervising adjunct faculty who provide support to students in partnership settings</u> • Influence of faculty's teaching practice on student learning. • Influence of the course/program content on students' practice. • Advising and/or mentoring relationships with students developed over time to improve professional practice • Successful demonstration of efforts by the faculty member to assess and improve the quality of their teaching. • Development as a teaching professional based on past performance and the development of a plan and focus for teaching. 	<ul style="list-style-type: none"> • Professional service to the university system. • Professional community, regional, or national service. • Professional service to community, regional, national, and/or international professional organizations. • The work of any faculty member serving in an administrative capacity who works on curriculum reform, development, or accreditation; or otherwise assists other faculty or faculty groups.
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QUALITY INDICATORS OF SCHOLARLY ACTIVITY OR CREATIVE WORK

A faculty member who has negotiated scholarly activity or creative work as designated in their annual letter of appointment may choose to substitute evidence highlighting this aspect in their promotion dossier. If a faculty member elects this substitution, it will replace one of the two required indicators within the category of leadership or service. The faculty member is advised to work collaboratively with the department chair to identify acceptable indicator(s) representing the scholarly activity and/or creative work to be included in the candidate's dossier.