

## Film & Television IRC Faculty Promotion Guidelines and Criteria

**Functional Area:** IRC Promotion

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**Supersedes:** CAM Teaching Professor Appointment and Promotion Criteria

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**Applies to:** IRC Faculty in the Film & Television (FITV) Program, College of Arts & Media

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### Introduction

Promotion for IRC faculty (Instructional, Research, and Clinical) marks a significant milestone in a faculty member's professional and academic journey. These guidelines recognize the distinctive nature of IRC roles in the Film & Television (FITV) Program, the centrality of instructional excellence to its mission, and the lasting impact that teaching faculty have on student learning, creative development, and professional readiness.

The purpose of this document is to articulate the criteria, evidence, evaluative bodies, and review processes that guide promotion within the Teaching Professor Track, Instructor Track, and Lecturer positions in the Film & Television (FITV) Program—and to provide dossier guidelines outlining the materials and documentation that candidates must submit when seeking promotion.

The Film & Television Program emphasizes the integration of theory and practice across cinematic arts, including narrative, documentary, television, acting, and emerging media forms. IRC faculty play a pivotal role in ensuring students acquire the intellectual and creative competencies necessary to succeed in a rapidly evolving media landscape.

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### FITV Teaching Professor Track Roles & Responsibilities

Teaching Professor Track faculty in Film & Television carry responsibilities distributed as follows:

- **Teaching:** 80%
- **Scholarly and Creative Work:** 10%
- **Leadership and Service:** 10%

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These percentages reflect the program's emphasis on teaching excellence while recognizing the essential contributions of creative engagement and service to the vitality of the program, college, and university.

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### **Academic Freedom and Free Expression for IRC Faculty**

Under University of Colorado Board of Regents Policy 5.C (Freedom of Expression) and longstanding principles of academic freedom, IRC faculty in the Department of Film & Television are protected in their rights to free expression, academic freedom, and creative activity. As a public institution, CU Denver is bound by the First Amendment, affirming broad latitude for faculty to teach, research, create, and express dissenting or controversial ideas without fear of discipline or termination based solely on viewpoint.

Consistent with Regents policy, the Department may not restrict expression simply because it is unpopular, controversial, or offensive. While civility is encouraged, it cannot be used to suppress protected speech. Limits on expression are narrow and apply only where speech violates the law, constitutes true threats or unlawful harassment, or materially disrupts university operations. All members of the community share responsibility for respecting others' expressive rights and refraining from obstructing lawful expression.

### **Teaching Professor Rank Expectations**

#### **Assistant Teaching Professor**

Demonstrates potential for teaching excellence and mentorship; participates in curriculum delivery and development; serves the department, college, and university; and demonstrates ongoing engagement in professional and/or creative activity.

#### **Associate Teaching Professor**

Demonstrates consistent excellence in teaching and mentorship; contributes to curriculum development and program initiatives; provides sustained service to the department, college, and university; and maintains an ongoing record of professional and/or creative activity.

#### **Full Teaching Professor**

Demonstrates sustained teaching excellence, pedagogical innovation, and mentorship of faculty and students; leads curriculum and program development; provides significant service to the program, college, and university; and demonstrates sustained, impactful professional and/or creative practice.

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## Time to Promotion

Promotion timelines for FITV Teaching Professor Track faculty are flexible and not bound by a fixed number of years in rank. Candidates are encouraged to apply for promotion when they can document a substantial record of achievement consistent with the criteria outlined throughout this document. Promotion should reflect not only time in service but also demonstrable growth, innovation, and contribution to the program's teaching, scholarly and creative, and leadership and service missions.

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## Primary Unit Criteria

### Promotion from Assistant to Associate Teaching Professor

Candidates for promotion to Associate Teaching Professor must demonstrate excellence in teaching and effectiveness in scholarly/creative activity and service, consistent with assigned workload expectations. Evidence might include the following examples; faculty are not expected to demonstrate every item listed:

#### 1. Teaching (80%)

Teaching is the primary responsibility of FITV Teaching Professor Track faculty. Candidates must provide evidence of excellence in instruction, curriculum engagement, pedagogy, and mentorship.

##### a. Course Instruction and Development

- Designs and delivers courses that meet or exceed departmental and program standards.
- Produces syllabi that clearly state learning outcomes, assessment methods, and sequential skill development.
- Demonstrates teaching effectiveness through FCQs at or above department averages, positive peer reviews, and documented student learning outcomes.
- Regularly revises courses to reflect updated practices, technologies, and trends in the field.
- Designs and delivers in-person, hybrid, and online courses that meet or exceed departmental and program standards.
- Develops and maintains an organized, welcoming, and accessible Canvas course shell that clearly communicates course structure, weekly expectations, due dates, and how students get help.
- Provides course materials and instructions in formats appropriate for online learning (e.g., clear module organization and accessible documents/media).

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### **b. Curricular Development**

- Contributes to the improvement or revision of existing courses and course materials.
- Supports the development of gateway, milestone, or capstone courses that advance program coherence.
- Collaborates with colleagues to ensure alignment across performance, production, and theory areas.

### **c. Pedagogical Engagement**

- Participates in college or university teaching development programs (e.g., CFDA, CETL, TIPS, ThinkStudio).
- Adopts new teaching methods or technologies that improve student engagement or learning outcomes.
- Applies evidence-based teaching practices to strengthen course design and delivery.

### **d. Mentorship and Advising**

- Provides consistent and supportive advising to students in coursework, projects, and career planning.
- Encourages student participation in internships, showcases, or creative opportunities.
- Demonstrates evidence of positive student outcomes such as retention, timely completion, or achievement in academic or professional settings.

### **e. Student Success and Experience**

- Maintains a learning environment that is inclusive, organized, and supportive.
- Promotes student engagement through activities such as exhibitions, screenings, or performances.
- Maintains FCQ scores and narrative comments that reflect strong student satisfaction and engagement.

## **2. Creative/Scholarly (10%)**

The following examples illustrate the types of creative and scholarly activities that may demonstrate success in this area for promotion from Assistant to Associate Teaching Professor. This list is intended to provide representative examples rather than a comprehensive or prescriptive set of expectations. Faculty are not expected to accomplish all items listed; rather, these examples serve to indicate the range and character of work that contributes to excellence in creative and scholarly achievement.

- Evidence of ongoing scholarly and/or creative practice (e.g., short films, screenplays, performance projects, cinematography work, editing, producing, articles, book chapters, movie reviews).

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- Participation in film festivals, professional acting, media production, and scholarly panels.
- Peer-reviewed or selective process resulting in an invitation from a local or regional organization to participate on a panel or a presentation that centers on scholarly and/or creative practice.
- Commendations from one's professional field that underscore the quality and/or productivity of scholarly/creative work.
- Activities such as exhibiting work through academic associations based on a peer reviewed evaluation of submitted works.
- Record of seeking funds and/or receiving funds for scholarly and/or creative activities through the department, college, and university.
- Readings of scripts by local and regional groups, provided selection of material is based on a jury or panel decision.
- Evidence that the candidate's creative and/or scholarly work is used pedagogically by faculty at other higher education institutions (e.g., included in syllabi, screenings, or case studies).
- Garnering citations, reviews, and interviews regarding one's professional activities in local/regional print and media.

### **3. Service (10%)**

- Active participation in department, college, or university committees.
- Contributions to student recruitment, showcases, or screenings.
- Engagement in professional or community partnerships that enhance the program.
- Participation in program governance, assessment, or curriculum initiatives.
- Regular attendance at departmental meetings.

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## **Promotion from Associate to Full Teaching Professor**

Candidates for promotion to Full Teaching Professor must demonstrate sustained excellence and continued growth in teaching, scholarly/creative activity, and service, with exceptional focus in select areas, plus leadership within the program, college, or field. Evidence might include the following examples: faculty are not expected to demonstrate every item listed.

### **1. Teaching (80%)**

#### **a. Advanced Course Instruction and Leadership**

- Demonstrates consistently outstanding instructional quality and FCQs significantly above departmental averages.

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- Develops innovative or advanced courses that expand and/or refine the program's curriculum.
- Leads by example in teaching and providing mentorship and guidance to junior faculty and/or instructors.

### **b. Curricular Leadership**

- Leads major curriculum development, assessment, or program improvement initiatives.
- Develops interdisciplinary or collaborative teaching approaches that enhance student learning and program integration.
- In curricular assessment and revision, establishes clear continuity between foundational and advanced coursework.

### **c. Pedagogical Engagement and Professional Development**

- Applies advanced pedagogical models or media tools to improve learning outcomes.
- Demonstrates measurable impact of pedagogical innovation on student performance or engagement.

### **d. Mentorship and Student Leadership**

- Demonstrates ongoing mentorship of both students and faculty, fostering a culture of excellence in teaching.
- Advises or directs student projects, exhibitions, or performances with demonstrable outcomes.
- Facilitates opportunities for student achievement, professional preparation, and/or public recognition for their work.

### **e. Student Success and Experience**

- Maintains a sustained record of high FCQs and positive peer evaluations.
- Demonstrates evidence of long-term student success, such as placement in professional or academic programs, and/or success in a creative enterprise.
- Models and promotes an inclusive, student-centered learning environment that contributes to departmental excellence.

## **2. Creative/Scholarly (10%)**

The following examples illustrate the types of creative and scholarly activities that may demonstrate success in this area for promotion from Associate to Full Teaching Professor. This list is intended to provide representative examples rather than a comprehensive or prescriptive set of expectations. Faculty are not expected to accomplish all items listed; rather, these

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examples serve to indicate the range and character of work that contributes to excellence in creative and scholarly achievement.

- Evidence of ongoing scholarly and/or creative practice (e.g., short films, screenplays, performance projects, cinematography work, editing, producing, articles, book chapters, movie reviews).
- Participation in film festivals, professional acting, media production, and scholarly panels.
- Peer-reviewed or selective process resulting in an invitation from a national or international organization to participate on a panel or a presentation that centers on scholarly and/or creative practice.
- Commendations from one's professional field that underscore the quality and/or productivity of scholarly/creative work.
- Activities such as exhibiting work through academic associations based on a peer reviewed evaluation of submitted works.
- Record of seeking funds and/or receiving funds for scholarly and/or creative activities through the department, college, and university.
- Readings of scripts by national or international groups, provided selection of material is based on a jury or panel decision.
- Evidence that the candidate's creative and/or scholarly work is used pedagogically by faculty at other higher education institutions (e.g., included in syllabi, screenings, or case studies).
- Garnering citations, reviews, and interviews regarding one's professional activities in local/regional print and media.

### **3. Service Leadership (10%)**

- Leadership roles in committees, curriculum initiatives, or assessment processes.
- Mentorship of junior faculty and coordination of program activities or events.
- Representation of FITV in college, university, or community contexts.
- Contributions that enhance the visibility and reputation of the program.

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## **Dossier Guidelines**

### **Required Materials**

1. Teaching Statement (max 3 pages) – addressing philosophy, methods, and evidence of teaching excellence.
2. Sample Course Materials (max 3 items) – such as syllabi, assignments, Canvas materials, or feedback examples.

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3. Peer Observation of Teaching Practice – at least 1 required for promotion to Associate Teaching Professor and at least 2 required for promotion to Full Teaching Professor.
4. Letter of Support from within the department.
5. Curriculum Vitae.
6. FCQs – quantitative summaries and qualitative comments since hire or last promotion.
7. Creative/Professional Portfolio – selected examples of recent creative or professional work demonstrating relevance to teaching.
8. Service Documentation (required) – evidence of committee work, event organization, outreach, or other service contributions.

### Optional Materials

- Pedagogical or SoTL research.
  - Additional creative or scholarly work.
  - External or internal letters of support.
  - Professional development documentation.
  - Professional website or portfolio.
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### Related Policies

- Compensation Principles for Promotion and Tenure ([CAP 1007D](#))
- Instructional, Research, and Clinical Faculty Appointments ([CAP 1019D](#))
- Multi-Year Contracts for Instructional, Research, and Clinical Faculty ([CAP 1027D](#))
- Non-Tenure Track Faculty Performance Review ([CAP 1028D](#))

### FITV Instructor Track Roles & Responsibilities

Instructor Track faculty in Film & Television have primary responsibility for teaching (100%). This track is designed for faculty whose central contribution is instructional excellence, student mentorship, and ongoing pedagogical engagement.

These faculty members play a crucial role in maintaining the program's high standards of teaching and student success across all levels of the curriculum.

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## **Instructor Rank Expectations**

### **Instructor**

Demonstrates potential for teaching excellence and mentorship; maintains professional relevancy in the field; participates in curriculum delivery and contributes to course improvement.

### **Senior Instructor**

Demonstrates consistent excellence in teaching and mentorship; deepens and documents professional relevance through ongoing engagement with current practices; contributes meaningfully to curriculum development and program initiatives (e.g., revising courses, supporting assessment, coordinating shared materials).

### **Principal Instructor**

Demonstrates sustained excellence in teaching and leadership in pedagogy; models professional relevancy through recognized engagement and dissemination of current practices; leads curricular innovation and program development; mentors faculty and students; and advances student success at the program level.

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## **Time to Promotion**

Promotion timelines for FITV Instructor Track faculty are flexible and not bound by a fixed number of years in rank. Candidates are encouraged to apply for promotion when they can document a substantial record of teaching achievement consistent with the criteria outlined below. Promotion should reflect not only time in service but also demonstrable growth, innovation, and contribution to the program's teaching mission.

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## **Primary Unit Criteria**

### **Promotion from Instructor to Senior Instructor**

Candidates for promotion to Senior Instructor must demonstrate sustained excellence and measurable accomplishment in teaching, as evidenced by student outcomes, positive peer evaluations, and strong FCQs.

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### **a. Course Instruction and Development**

- Designs and delivers courses that meet or exceed departmental and program standards.
- Produces syllabi that clearly state learning outcomes, assessment methods, and sequential skill development.
- Demonstrates teaching effectiveness through FCQs at or above department averages, positive peer reviews, and documented student learning outcomes.
- Regularly revises courses to reflect updated practices, technologies, and trends in the field.

### **b. Curricular Development**

- Contributes to the improvement or revision of existing courses and course materials.
- Supports the development of gateway, milestone, or capstone courses that advance program coherence.
- Collaborates with colleagues to ensure alignment across performance, production, and theory areas.

### **c. Pedagogical Engagement**

- Participates in college or university teaching development programs (e.g., CFDA, CETL, TIPS, ThingStudio).
- Adopts new teaching methods or technologies that improve student engagement or learning outcomes.
- Applies evidence-based teaching practices to strengthen course design and delivery.

### **d. Mentorship and Advising**

- Provides consistent and supportive advising to students in coursework, projects, and career planning.
- Encourages student participation in internships, showcases, or scholarship and/or creative opportunities.
- Demonstrates evidence of positive student outcomes such as retention, timely completion, or achievement in academic or professional settings.

### **e. Student Success and Experience**

- Maintains a learning environment that is inclusive, organized, and supportive.
- Promotes student engagement through activities such as exhibitions, screenings, or performances.
- Maintains FCQ scores and narrative comments that reflect strong student satisfaction and engagement.

**Promotion from Senior Instructor to Principal Instructor**

Candidates for promotion to Principal Instructor must demonstrate sustained excellence in teaching, leadership in pedagogy, and a significant positive impact on student and faculty development.

**a. Advanced Course Instruction and Leadership**

- Demonstrates consistent instructional quality and FCQs significantly above departmental averages.
- Develops innovative or advanced courses that expand the program’s curriculum.
- Leads by example in teaching and providing mentorship and guidance to junior faculty or instructors.

**b. Curricular Leadership**

- Leads major curriculum development, assessment, or program improvement initiatives.
- Develops interdisciplinary or collaborative teaching approaches that enhance student learning and program integration.
- Establishes clear continuity between foundational and advanced coursework.

**c. Pedagogical Engagement and Professional Development**

- Applies advanced pedagogical models or media tools to improve learning outcomes.
- Demonstrates measurable impact of pedagogical innovation on student performance or engagement.

**d. Mentorship and Student Leadership**

- Demonstrates ongoing mentorship of both students and faculty, fostering a culture of excellence in teaching.
- Advises or directs student projects, exhibitions, or performances with demonstrable outcomes.
- Facilitates opportunities for student achievement, professional preparation, or public recognition.

**e. Student Success and Experience**

- Maintains a sustained record of high FCQs and positive Peer Observations.
- Demonstrates evidence of long-term student success, such as placement in professional or academic programs.
- Models and promotes an inclusive, student-centered learning environment that contributes to departmental excellence.

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### Dossier Guidelines

#### Required Materials

1. Teaching Statement (max 3 pages) – addressing philosophy, methods, and evidence of teaching excellence.
2. Sample Course Materials (max 3 items) – such as syllabi, assignments, lesson plans, Canvas materials, or feedback examples.
3. Peer Observation of Teaching Practice – at least 1 required for promotion to Senior Instructor and at least 2 required for promotion to Principal Instructor.
4. Letter of Support from within the department.
5. Curriculum Vitae – emphasizing teaching experience, courses taught, and professional development related to teaching.
6. FCQs – quantitative summaries and qualitative comments since hire or last promotion.
7. Evidence of Student Success – such as examples of student accomplishments, creative work, or testimonials relevant to instruction.

#### Optional Materials

- Documentation of pedagogical development (e.g., teaching workshops, course redesign projects).
- Additional peer or student testimonials.
- External or internal letters of support related to teaching excellence.
- Professional website or portfolio demonstrating instructional materials or outcomes.

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## Film & Television IRC Faculty Promotion Guidelines and Criteria — Lecturer Track

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### Lecturer Role and Significance

Lecturers are essential contributors to the Film & Television (FITV) Program's instructional mission. They bring specialized expertise, professional experience, and teaching excellence that strengthen the curriculum and support the department's commitment to student success. Lecturers ensure the consistent delivery of high-quality instruction across core and elective courses and play a critical role in maintaining the program's academic standards and scholarly and creative rigor.

While the Lecturer and Senior Lecturer positions are integral to the FITV teaching community, this designation is not a promotional track. The title of Senior Lecturer may be considered after approximately five years, based on instructional excellence, programmatic need, and available

resources, or in situations where the lecturer brings exceptional experience to the college and classroom.

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### **Lecturer Appointment Qualifications**

Appointment as a Lecturer is based on professional and academic qualifications that demonstrate readiness to teach effectively within the FITV curriculum. Candidates for appointment must meet the following expectations:

- Educational and Professional Background: Possession of at least a master's degree or equivalent professional experience in film, television, acting, or related disciplines.
- Teaching Readiness: Demonstrated ability to provide effective, organized, and engaging instruction.
- Professional relevancy: Evidence of continued engagement in the discipline through teaching, professional work, or relevant scholarly or creative practice.
- Student Engagement: Commitment to fostering a positive, inclusive, and supportive learning environment.
- Evaluation: FCQs and/or teaching evaluations that reflect effectiveness and student satisfaction (when applicable).

Lecturers are typically appointed on a semester- or year-to-year basis and are expected to maintain high standards of instruction consistent with program and college expectations.

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### **Senior Lecturer Appointment Qualifications**

The title of **Senior Lecturer** recognizes teachers who have demonstrated **sustained excellence in teaching, contributions to curricular development**, and a **commitment** to the college/university and its students. Appointment to Senior Lecturer status is awarded through administrative and program review, not through a formal promotion application.

**Candidates for Senior Lecturer designation should meet the following qualifications:**

- Length of Service: Typically, at least five years of continuous or cumulative teaching service (or equivalent instructional load, e.g., approximately ten semesters of teaching) at the University of Colorado Denver or equivalent institutional experience.
- Teaching Excellence: A sustained record of exemplary FCQs and/or peer evaluations indicating consistent instructional effectiveness, innovation, and student engagement.
- Curricular or Course Development: Evidence of meaningful contributions to course design, revision, or program initiatives that enhance student learning and curricular coherence.

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- Professional Engagement: Demonstrated commitment to maintaining relevance in the discipline through continued professional practice, workshops, or engagement with industry or academic communities.
- Program Contribution: Evidence of collaboration with faculty and staff to support program goals, student outcomes, or community engagement activities.

Appointment as Senior Lecturer reflects distinction in teaching and service to the program but does not constitute advancement to a higher academic rank within a formal promotional hierarchy.

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### **Review and Evaluation**

Lecturers and Senior Lecturers are evaluated through the university's non-tenure-track faculty performance review process in accordance with College and University policy. Continued appointment or renewal depends on instructional effectiveness, programmatic need, and adherence to institutional standards of professionalism and collegiality.