

## **Department of Health & Behavioral Sciences (HBSC) Primary Unit Criteria:**

### **Clinical Track (C/T)**

The Clinical Track is intended for non-tenure-track faculty who participate in a broad range of teaching, service and scholarly activities in the department. Clinical Track appointees will have comparable ranks to tenured faculty (i.e., Assistant, Associate and Full Professor), except that in referring to them, the designation C/T is placed after the academic rank (e.g., Assistant Professor C/T).

The following are the primary unit criteria of the Department of Health & Behavioral Sciences for appointment, reappointment and promotion within the Clinical Teaching Track.

#### **Appointment at the rank of Assistant Professor Clinical Teaching Track (C/T)**

Assistant Professors in the Clinical Teaching Track must have the terminal degree. In addition, they must provide evidence of the potential for high quality teaching, scholarly activity and administrative service. According to CLAS C/T policy, a “typical” C/T appointment consists of 80% teaching; 10% research/scholarly activities; and 10% service. All HBSC faculty, however, are highly research-active and in an effort to continue to foster a culture of scholarly productivity in the department, C/T appointments in HBSC will typically have a research/scholarly component of 20%. Beyond this stipulation, each C/T faculty member’s contract will indicate the precise amount of effort expected in each of the three areas of responsibility - teaching, service, and scholarly activity.

The Department of Health & Behavioral Sciences will consider the following evidence when evaluating an Assistant Professor C/T’s teaching record:

1. Evidence of breadth and depth of knowledge in the discipline. This includes:

- Variety of course levels taught
- Content/Topics of courses taught

2. Keeping up to date in the field. This includes:

- Incorporating new and timely material into existing courses
- Developing new courses as permitted or requested
- Revising courses when appropriate or requested

3. Demonstrated teaching effectiveness. This includes:

- Favorable student ratings

- Student letters
  - Peer evaluation of courses
  - Use of novel (e.g., interactive, technology-based) pedagogical techniques
  - Engagement in teaching development activities
4. Accessibility to and communication and interaction with students. This includes:
- Availability during office hours
  - Supportive, accurate and useful advising
  - Involving students in research/scholarly work
5. Evidence of pedagogical rigor. This includes:
- Completeness and clarity of syllabus and other course materials
  - Student evaluations
  - Peer evaluations
6. Involvement in Department and College's teaching mission. This includes:
- Course and curriculum development
  - Assistance in formulating standards and outcomes assessment rubrics
  - Willingness to teach courses meeting curricular and programmatic needs

The Department will consider the following evidence when evaluating a candidate's scholarly/research promise:

- Presenting papers at local, regional or national conferences
- Publications including books, papers in refereed journals and book chapters
- Attempts to procure funding both internal and external
- Attendance and engagement at department colloquia

The Department will consider the following evidence when evaluating a candidate's service record:

- Undergraduate and graduate advising
- Administrative assistance to the Undergraduate Program Director
- Certifying majors for graduation
- Organizing TA and co-instructor training
- Help in organizing fairs and other planned events
- Professional service such as serving as an Officer or on the Boards of professional organizations

### **Reappointment Criteria**

For successful reappointment, C/T faculty must demonstrate excellent performance in teaching and meritorious performance in scholarly activities and service in accordance with the criteria for the appropriate C/T rank as discussed in this document.

### **Appointment at or Promotion to the rank of Associate Professor C/T**

Associate Professors C/T must have the terminal degree. For promotion to the rank of Associate Professor C/T the faculty member must demonstrate:

- “excellence” in teaching
- significant contributions (i.e., "meritorious" performance) in the other two areas of effort.

#### Criteria for Teaching: Meritorious

Teaching will be considered "meritorious" when the evaluation process demonstrates that the candidate has made a positive and constructive impact on the intellectual development of students in the context of formal course work. Evidence that the candidate has a genuine commitment to teaching, has respect for students, and is likely to continue such commitment and respect will also be a requirement for the meritorious distinction.

Contributions will also be expected in curriculum development, student advising, and/or individual instruction. The extent of teaching activities expected will depend on the percentage of effort in this area.

In considering whether a candidate has achieved a "meritorious" teaching record, the Department of Health & Behavioral Sciences will consider the evidence listed above, under the section on evidence of teaching for appointment as Assistant Professor C/T.

#### Criteria for Teaching: Excellence

The distinction of "excellence" will be given to those candidates who demonstrate truly superior commitment to and success in teaching. Such candidates are thought of as outstanding teachers who exceed the meritorious performance standards, as outlined above, and who are recognized by both students and faculty as having a significant impact on teaching at CU Denver.

To achieve a rating of "excellent," a faculty member in the clinical teaching track must meet the criteria for meritorious teaching, as well as make significant contributions in at least two of the following five areas:

1. Dissemination of knowledge

- Publications and/or participation in conferences or workshops on pedagogy
- Mentoring other NTT faculty
- Mentoring students
- Collaboration with students on publications
- Procurement of grants for teaching, curriculum development
- Authoring or co-authoring textbooks

2. Teaching Effectiveness

- Excellent ratings on FCQs
- Teaching awards and honors
- External and peer evaluation of teaching excellence
- Indicators of quality of student outcomes
- Participation in relevant professional development activities

3. Incorporation of innovations and integration of technology into teaching, course development, and/or curriculum development

4. Evidence of extraordinary efforts in teaching beyond standard expectations

- Workload: large sections, required courses
- New preparations and new course proposals
- Involvement in study abroad programs
- Contribution to the development of learning equipment, facilities, and instructional aids

- Extracurricular teaching contributions within or outside of the University
- Leadership in areas such as program development, curriculum review and development, faculty growth, teaching improvement, and scholarly activity at the Departmental level
- Student mentoring, including independent studies, directorship of internships and student theses and co-authoring scholarly articles with students, sponsorship of honor societies and other student organizations

#### 5. High-quality individual instruction

- Theses
- Independent studies
- Internships
- Involvement of students in scholarly activities; evidence of high quality collaboration with students in this area

#### Criteria for Service: Meritorious

C/T faculty with "meritorious" service must contribute in meaningful ways to the Department. The amount of service expected will depend on the percentage of effort in this area.

Examples of service at the Department level are as follows:

- Undergraduate and/or graduate advising
- Membership on Departmental committees
- Fundraising and alumni outreach activities
- NTT faculty mentoring

#### Criteria for Service: Excellence

For "excellence" in service, C/T faculty members must provide an ongoing major administrative contribution to the Department, for example providing major administrative help to the Director of Graduate or Undergraduate Studies. In addition, the faculty member will provide the types of service required for meritorious rating. Other indicators of excellent service might include substantial committee work at the level of the university, the profession and (if appropriate) the

community. Examples of service at these levels (beyond the requisite service at the Departmental level) are listed below.

#### College and University Service:

- Service on College or University committees
- Demonstrated leadership in areas such as program development, curriculum review and development, faculty growth, teaching improvement, and scholarly activity at the College or University level
- Receipt of honor, awards, and/or project grants related to professional service
- Liaison and involvement with other units, offices, and programs within CU Denver, at other campuses of the University of Colorado, other universities in Colorado and with secondary schools
- Participation in University-wide projects (such as the CU Succeed program).

#### Professional Service:

- Offices in professional organizations
  - Receipt of honor, awards, and/or project grants related to professional service
  - Membership on editorial boards of professional organizations
  - Contributions to professional organizations by moderating or critiquing programs
  - Consultation and/or training in areas of professional competence
- Written opinions from professional colleagues and/or recipients of service, on- and off-campus

#### Community Service Relevant to the Profession:

- Membership on appointed or elected boards, commissions, and committees
- Membership, service with, and/or offices held in service or community-based organizations

- Participation in public lectures, debates, and panel discussions
- Collaboration with Community-based institutions and organizations

Criteria for scholarly activities:

C/T faculty must commit 20% of their professional effort to the development of their academic credentials, that is, to keeping themselves current in their field. Examples of continued professional growth could include any of the following:

- Presenting papers at a local or national-level scholarly conferences
- Presenting at Department colloquia
- Participation in workshops related to field of expertise
- Chairing sessions at conferences
- Participating as a discussant at conferences or workshops
- Collaboration with colleagues at the local, regional and national levels as evidenced in co-presented papers or workshops
- Publications in conference proceedings
- Publications in refereed journals or books
- Garnering internal and/or external funding for research and scholarship

Active participation is expected at local or national conferences at least once every other year. Examples of active participation include presenting a paper, leading a workshop or chairing a session.

More precise expectations concerning the amount and type of scholarly activity will depend on the percentage of effort devoted to scholarly activity. Each individual contract for C/T faculty will contain a specific list of expectations for scholarly activity.

**Promotion to the rank of Professor C/T**

Professors in the clinical teaching track must have the terminal degree. Faculty at this rank should have a minimum of five years at the rank of Associate Professor C/T or its equivalent. At

this stage of an individual's career, s/he must demonstrate excellent contributions in the area of primary responsibility, as well as significant contributions in the other areas.