

Appendix B

Internal Criteria for Appointment and Promotion within the Clinical Teaching Track Department of Psychology: University of Colorado Denver

Approved by Psychology Department on April 7, 2010

The general criteria for the appointment of faculty to the Clinical Teaching track are given in “The Laws and Policies of the Regents of the University of Colorado” and the University of Colorado Faculty Handbook. The CLAS document entitled “Requirements for Appointment, Reappointment and Promotion for Clinical Teaching Track (C/T) faculty in the College of Liberal Arts and Sciences, University of Colorado Denver” (hereafter referred to as “CLAS C/T policies and procedures”) stipulates that specific expectations and criteria for evaluation of teaching, service and scholarly activity will be determined by primary units in CLAS and must be approved by the Dean and the Provost.”

The document further states that C/T faculty members “should be engaged in at least 10% time/effort in each area – teaching, research/creative/scholarly activities, and service.” Although a typical appointment will be 80% teaching, 10% research/creative/scholarly activities, and 10% service, the psychology department needs may require deviations from this typical appointment, and these requests must be approved by the CLAS Dean. Any changes from initial appointments would also need to be approved in writing by the CLAS Dean. C/T faculty members are expected to demonstrate continued professional growth in their fields.

Based on these general guidelines, following are the internal criteria of the Department of Psychology for appointment to and promotion within the Clinical Teaching track.

CRITERIA FOR TEACHING

Teaching will be considered meritorious when the evaluation process demonstrates that the candidate has made a positive constructive impact on the intellectual development of students in the context of both formal and experiential 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 be a requirement for the meritorious distinction. Contributions may 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. Each individual contract for C/T faculty will explicitly describe the percent effort for teaching along with specific expectations for this area of effort.

The Department of Psychology will consider the following evidence when evaluating a candidate’s teaching record for meritorious distinction:

1. Evidence of mastery of the discipline which may include
 - Variety of courses taught
 - Incorporating new material into existing courses
 - Developing new courses as permitted or requested
 - Revising courses when appropriate

2. Demonstrated teaching effectiveness as evaluated by students and colleagues, which may include
 - Favorable ratings in FCQs (evaluators will take into account factors that affect FCQ scores such as class size, required vs. elective and class format: on-campus, hybrid, online)
 - Student letters on effectiveness
 - Peer evaluation of courses
 - Effectiveness in a variety of courses
 - Favorable ratings on clinical supervisor evaluations
3. Good accessibility, communication and interaction with students which may include
 - Availability during office hours
 - Supportive, accurate and useful advising
 - Responsive clinical supervisor
4. Evidence of rigor of learning experience which may include
 - Course materials, including clarity and completeness of syllabus
 - Student evaluations
 - Peer evaluations
 - Quality of formative and summative assessments
5. Involvement in department and college's teaching mission which may include
 - Curriculum development
 - Formulation of standards and methods of outcomes assessment
 - Willingness and ability to teach courses relevant to curricular and programmatic needs
 - Provide clinical training

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 UC Denver.

In addition to the criteria for meritorious teaching, a combination of the following areas will be considered for establishing excellent performance in teaching:

1. Dissemination of knowledge which may include
 - Publications and/or participation in conferences or workshops in the department, college, campus, community or profession disseminating knowledge on teaching
 - Outreach to public schools
 - Mentoring other faculty and staff
 - Mentoring students
 - Collaboration with students on publications
 - Grants for teaching, curriculum development

- Authoring or co-authoring textbooks
 - Administer clinical competency modules
2. Teaching effectiveness which may include
 - Excellent ratings on FCQs
 - Teaching awards and honors
 - External and peer evaluation of excellence
 - Indicators of quality of student outcomes
 - Excellent ratings on supervisor evaluations
 - Peer evaluation of clinical training effectiveness
 3. Incorporation of innovations and integration of technology into teaching, course development, training, and curriculum development
 4. Evidence of extraordinary efforts in teaching beyond the standard which may include
 - Workload: large sections, required courses
 - New preparations, course proposals
 - Number of independent studies, theses, dissertations, internships
 - Involvement in study abroad
 - Contribution to the development of learning equipment, facilities, and instructional aids
 - Extracurricular teaching contributions within or outside of the University
 - Commitment to continuing education in teaching-related areas
 5. High-quality individual instruction which may include
 - Theses
 - Competency projects
 - Independent studies
 - Internships and practica
 - Involvement of students in scholarly activities; evidence of collaboration with students in this area
 - Student professional development and/or remediation

CRITERIA FOR SERVICE

C/T faculty with **meritorious service** must contribute in a meaningful way to the department. The amount of service expected will depend on the percentage of effort in this area. Contracts will clearly differentiate between administrative service and other types of service. Each individual contract for C/T faculty will contain a specific list of service requirements for this area of effort.

Examples of service at the department level are listed below.

Departmental Service:

- Undergraduate and/or graduate advising

- Membership on departmental committees (e.g., merit, curriculum, graduate programs, assessment, search, and ad hoc committees)
- Demonstrated leadership in areas such as program development, curriculum review and development, faculty growth, and teaching improvement
- Student mentoring, including independent studies, directorship of internships, student theses, competency projects, and sponsorship of honor societies
- NTT faculty mentoring
- Formal sponsorship of student organizations such as Psi Chi

For excellence in service, the C/T faculty member must provide an ongoing MAJOR administrative service contribution to the department and/or the college, for example as director of an important program. In addition, the faculty member will provide the type of service required for meritorious mention. Other indicators of excellent service might include committee work at the level of the college, campus, university, profession, and/or the community. Examples of service at these levels (beyond the requisite service at the departmental level) are listed below.

Administrative service

- Director of a graduate program or area
- Director of a clinic
- Undergraduate advising
- Coordination of undergraduate internships

College, Campus, and University Service:

- Service on College, Campus, or University committee(s)
- Demonstrated leadership in areas such as program development, curriculum review and development, faculty growth, and teaching improvement at the College, Campus, or University level
- Liaison and involvement with other units, offices, and programs within UC Denver, at other campuses of the University of Colorado, other universities in Colorado, and with secondary schools
- Participation in University-wide projects

Professional Service:

- Offices in professional organizations
- Receipt of honors, awards, and project grants
- Membership on editorial boards of professional organizations and/or journals
- 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 and/or offices in service or community-action organizations
- Participation in public lectures, debates, and panel discussions

- Collaboration with programs in secondary schools

CRITERIA FOR SCHOLARLY ACTIVITY

C/T faculty must commit at least 10% 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:

- Attendance at local and national scholarly conferences, including department colloquia
- Authorship on refereed papers, book chapters, scholarly books, or monographs
- Presenting a paper at a local or national-level conference or symposium
- Participation in workshops related to field of expertise
- Presenting workshops on field of expertise
- Chairing a session at a conference
- Participating in a panel or roundtable discussion at a conference or workshop
- Collaboration with colleagues at the local and national levels as seen in co-presented papers or workshops
- Grant writing activities
- Publications in conference proceedings and/or professional journals

APPOINTMENT AND PROMOTION REQUIREMENTS FOR C/T

Appointment to the rank of Assistant Professor C/T

“Assistant Professors in the clinical teaching track are expected to have the terminal degree and have some successful teaching experience. They are expected to teach and/or provide clinical care.”

The following guidelines identify the general parameters that guide the Department of Psychology evaluations of candidates' work in teaching and service, as well as scholarly activity. For appointment to the rank of Assistant Professor C/T the faculty member must demonstrate

- evidence of meritorious performance in the **primary area of effort** (teaching or administrative service)
- promise of meritorious contributions in the secondary area

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

“Appointment or promotion to Associate Professor C/T marks a significant point in the development of a faculty member’s professional career. The individual **must demonstrate excellence in the area of primary responsibility as well as meritorious contributions in the other areas**” (CLAS C/T policies and procedures).

For appointment or promotion to the rank of Associate Professor C/T the faculty member must demonstrate

- excellence in the **primary area of effort** (teaching or administrative service)
- meritorious contributions in the secondary area
- continuing professional development in the area of scholarly activity

Appointment or promotion to the rank of Full Professor, C/T

Faculty at this rank should generally have a minimum of five years at the rank of Associate Professor, C/T. Successful candidates will demonstrate outstanding contributions in the primary area of effort and significant contributions in the other two areas. Work and accomplishments already reviewed and considered for promotion to Associate Professor, C/T, although included in the dossier, will be given less weight in the review process in comparison to work done since promotion to the rank of Associate Professor. The record since the last promotion must show substantial, significant, and continued growth, development, accomplishment, and excellence in the primary area of effort and continued meritorious activity in the other two areas.