

Primary Unit Criteria for Clinical Teaching Track Faculty

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This document outlines the expectations for Clinical Teaching Track (CTT) faculty in the areas of (1) teaching, (2) research, and (3) leadership and service. These evaluation benchmarks are not meant to be exclusionary; rather, the intent is to help CTT faculty and their evaluators to identify expectations.

The default CTT faculty appointment is 80% teaching, 10% research, and 10% leadership and service (80/10/10), meeting the minimum requirements for research and leadership and service stated in Campus Policy 1022, Clinical Teaching Track Faculty Appointments.¹ Accordingly, for full-time CTT faculty, the default teaching workload comprises eight units, where one unit is equivalent to one course per academic year. Other workloads may be granted by approval of the department chair.

Appointment to Faculty Ranks

Appointments are made by the department chair with approval from the college dean. Requirements for CTT faculty ranks of Instructor CTT, Senior Instructor CTT, Assistant Professor CTT, Associate Professor CTT, and Professor CTT are given in Regent Policy 5-L.² Additional requirements for these ranks are given in Article VII of the College of Engineering, Design, and Computing Bylaws (Engineering Bylaws).³

Promotions to Higher Ranks

Procedures for promotion to higher CTT faculty ranks are described in the Engineering Bylaws. CTT faculty seeking promotion should submit a promotion dossier showing how they meet the requirements for a higher CTT faculty rank. CTT faculty undergoing evaluation for promotion are responsible for preparing their promotion dossier in accordance with the University and College policies for promotion. Candidates whose promotion is not granted retain their previous rank and may submit a new promotion dossier in the following academic year.

Standards and Criteria

The following criteria guide appointments, annual evaluations, and promotions for CTT faculty. The areas of teaching, research, and leadership and service should be weighted according to the workload agreed with the department chair. These criteria are based on the Criteria and Standards for Evaluation of Tenure-Track and Tenured Faculty approved 7/1/2020, and use identically numbered criteria, and additional criteria under Teaching and Leadership and Service.

¹ https://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/1XXX%20Academic%20and%20Faculty%20Affairs/1022%20-%20Clinical%20Teaching%20Track%20Faculty%20Appointments.pdf (accessed 9-16-20)

² <https://www.cu.edu/regents/policy/5> (accessed 9-16-20)

³ https://www1.ucdenver.edu/docs/librariesprovider113/default-document-library/bylaws/ceas-bylaws-10-15-2015-final-ada.pdf?sfvrsn=43970b9_2 (accessed 9-16-20)

In recognition that CTT faculty have different duties from tenure-track and tenured (TT/T) faculty, the expected number of criteria to be demonstrated is different, although not the quality within any given criterion. The following examples explain the philosophy of similarities and differences between the CTT and TTT criteria:

- For consideration of excellence in teaching, TT/T faculty should exhibit *some* of the examples listed in §1 of their TT/T criteria. Accordingly, for consideration of excellence in teaching, CTT faculty should exhibit *more* of the examples listed in §1 below, proportional to their workload. For example, for the default CTT workload of 80% teaching, the expected number of criteria to be demonstrated is double that for TT/T faculty (assumed 40% teaching).
- For consideration of excellence in research, TT/T faculty should exhibit *some* of the examples listed in §2 of their TT/T criteria. Accordingly, for consideration of excellence in research, CTT faculty need exhibit *fewer* of the examples listed in §2 below, proportional to their workload. For example, for the default CTT workload of 10% research, the expected number of criteria to be demonstrated is one quarter that for TT/T faculty (assumed 40% research).
- For consideration of excellence in leadership and service, TT/T faculty should exhibit *some* of the examples listed in §3 of their TT/T criteria. Accordingly, for consideration of excellence in leadership and service, CTT faculty need exhibit *fewer* of the examples listed in §3 below, proportional to their workload. For example, for the default CTT workload of 10% leadership and service, the expected number of criteria to be demonstrated is half that for TT/T faculty (assumed 20% leadership and service).

As stated in the Engineering Bylaws, candidates for promotion should document that (1) they meet the minimum requirements for the higher rank, and that (2) they have demonstrated performance at the level of the higher rank as stated in the these Primary Unit Criteria. The minimum requirements for each CTT faculty rank are stated in the Engineering Bylaws. The performance expected at each CTT faculty rank is guided by the following table:

<i>for promotion to</i>	Teaching Criteria	Research Criteria	Leadership and Service Criteria
Senior Instructor CTT	2-6	1-2	1-2
Assistant Professor CTT	2-6	1-2	1-2
Associate Professor CTT	6-10	2-3	2-3
Professor CTT	10-13	3-4	3-4

For example, a candidate seeking promotion from Senior Instructor CTT to Assistant Professor CTT should document (a) their doctoral degree in a relevant field, (b) experience in the area in which they will teach, (c) teaching effectiveness at the university level, and (d) potential for research/scholarship and leadership/service. To document teaching effectiveness, the candidate should provide evidence for 2-6 of the teaching criteria; to document research/scholarship potential, the candidate should provide evidence for 1-2 of the research criteria; and to document leadership/service potential, the candidate should provide evidence for 1-2 of the leadership and service criteria. For promotion to Professor CTT, "excellence in teaching and in service" (as stated in the Engineering Bylaws) is interpreted as demonstrating 10-13 teaching criteria and 3-4 leadership and service criteria. Specific criteria for the three areas are provided below.

A. Teaching

CTT faculty devote at least 51% of their effort to teaching, with effectiveness demonstrated by meeting some—but not necessarily all—of the following criteria:

1. Receives positive teaching evaluations from FCQs (that must be reported), faculty peer review, or other means of class assessment
2. Performs positive advising of prospective or enrolled undergraduate and graduate students, particularly those performing research, those identified through Early Alert, and those on academic probation
3. Participates in curriculum development, improves effectiveness of undergraduate advising programs, renews, and redevelops existing courses, or develops new or completely revised courses that contribute to the department's mission
4. Attends, participates in, or leads college, department, center, or program educational initiatives and activities, such as New Student Orientation, or collaborations with other educational institutions
5. Develops innovation in teaching, such as teaching with technology (such as software, video clips, teaching packages), teaching beyond classroom lectures (such as industrial partnerships, field trips, engineering projects)
6. Takes teaching effectiveness training/workshops, or gives presentations of teaching/advising at local/regional/national meetings, seminars, and/or workshops
7. Receives teaching awards or documented recognition from peers or students for excellence in Teaching
8. Publishes on teaching/advising in peer-reviewed journals, peer-reviewed conference proceedings, or textbooks
9. Receives external grants in support of educational programs
10. Holds Professional Engineer (PE) license
11. Serves as faculty advisor for student organization(s), such as the American Society of Civil Engineers, Chi Epsilon, the Institute of Transportation Engineers, the National Society of Black Engineers, the Society of Hispanic Professional Engineers, the Society of Women Engineers, or Tau Beta Pi
12. Keeps abreast of developments in engineering practice through consulting engineering activities, and attendance at engineering conferences and seminars
13. Receives recognition of competence by giving talks and presenting seminars to industry Groups

B. Research

CTT faculty are expected to participate in research, proportional to their workload, with effectiveness demonstrated by meeting some—but not necessarily all—of the following criteria:

1. Develops and sustains clear research thrust(s)
2. Maintains active publishing record in peer-reviewed journals
3. Actively engages in proposal writing to external funding sources
4. Develops patents, software, or reports that contribute to advances in practice of discipline
5. Presents research findings at national/international meetings, seminars, and/or workshops
6. Serves as advisor to graduate students who successfully complete or are on the path to successfully complete their M.S. or Ph.D.

C. Leadership and Service

CTT faculty are expected to provide leadership and service to the department, professional societies, and the broader community, proportional to their workload, with effectiveness demonstrated by meeting some—but not necessarily all—of the following criteria:

1. Serves on or chairs department committee(s)
2. Participates in or takes a leadership role in professional society(ies)
3. Serves as a referee for grant and paper reviews or as an editor for journal(s) or regularly published society newsletters
4. Reaches out to the community (such as student recruitment, continuing education, guest lectures, advising K-12 students, serving on boards and committees)
5. Chairs conference sessions and/or actively participates in conference planning activities or other professional society activities
6. Mentors junior faculty
7. Develops service collaborations with industrial partners
8. Serves as faculty advisor or technical advisor to senior design teams
9. Fosters a culture of excellent customer service in terms of responsiveness, attentiveness, and availability