CRITERIA FOR APPOINTMENT, REAPPOINTMENT AND PROMOTION FOR THE CLINICAL TEACHING TRACK (CTT) IN BIOENGINEERING

February 8, 2016

WORK EXPECTATIONS OF CLINICAL TEACH TRACK (CTT) FACULTY

CTT faculty in Bioengineering are expected to devote a substantial majority of their time to teaching and continuously improving the practice of bioengineering pedagogy. This track is intended to support faculty who have a primary interest in teaching, with significantly lower research and leadership/service responsibilities compared to tenure-track or tenured faculty.

INITIAL APPOINTMENT TO ASSISTANT PROFESSOR (CTT)

Candidates to the Clinical Teaching Track should have a record of strong teaching in bioengineering or related areas, and an existing research record or potential for research in bioengineering. The default CTT faculty appointment is 80% teaching, 10% research, and 10% Leadership/Service (80/10/10). Other workloads may be assigned by the Department Chair, subject to approval by the Dean and Provost.

PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR (CTT)

Faculty applying to be promoted to this rank must have a minimum of 5 years at the rank of Assistant Professor. The candidate must demonstrate “Excellence” in Teaching per the Department of Bioengineering approved Criteria for Reappointment, Promotion, Tenure and Post-Tenure Review, and demonstrate “Meritorious” performance in Research and Leadership/Service categories, again per the Department of Bioengineering Criteria for Reappointment, Promotion, Tenure and Post-Tenure Review. Recognition will be given to the fact that CTT faculty will devote only 10% of their time each to Research and Leadership/Service. Accordingly, while quality expectations of work under Research and Leadership/Service will remain high, quantity expectations will be lower. Thus, the number of metrics required for a “Meritorious” evaluation of tenure-track or tenured faculty will be higher than the number required for an equivalent evaluation of a CTT faculty member.

PROMOTION TO THE RANK OF PROFESSOR (CTT)

Faculty at this rank must have a minimum of five years at the rank of Associate Professor CTT. The criteria for promotion to the rank of Full Professor CTT are based on achievement well beyond that required for promotion to Associate Professor. The record since the last promotion must show substantial, significant, and continued growth, development, and accomplishment that reflects overall excellence. The quantity of metrics for a “Meritorious” or “Excellent” evaluation will again be commensurate with the percentage of appointment on teaching, research and advising, leadership, and service. Whereas some of the metrics for excellence in teaching may be sufficient for promotion from Assistant Professor (CTT) to Associate Professor (CTT), more of these metrics must be satisfied to be promoted from Associate Professor (CTT) to Professor (CTT).
CRITERIA FOR PROMOTION

Teaching

To demonstrate meritorious teaching, the faculty member must demonstrate some but not necessarily all of the meritorious criteria. To demonstrate excellence, the faculty member must demonstrate some but not necessarily all the Excellent criteria. The number of criteria to be satisfied will increased depending on whether the candidate is being evaluated for promotion from Assistant Professor to Associate Professor, and from Associate Professor to Professor.

**Meritorious**

1. Active participation in teaching activities of the department, including two or more of the following: presenting a series of lectures covering one or more topics; coordinating a course, acting as primary instructor in a course, advising students, mentoring students and/or fellows, seminar or journal club organizer, small group or laboratory teacher, continuing education activities.
2. Meritorious peer reviews of class meetings and other teacher-student venues
3. Curriculum advising and participation in curriculum review or revision for the program
4. Meritorious teaching evaluations from students and peers.
5. Development or redevelopment of teaching materials for students, continuing education courses and/or other faculty training.
6. Meritorious standardized student evaluations (FCQs) from every course. This measure is required by the Board of Regents. Normally, there are no FCQ for independent study and thesis advisory roles. However, letters from students in independent study or whose thesis was advised by the candidate or interviews with such students by a member of the primary unit can assist in evaluations.
7. Solicited and unsolicited opinions of students and recent graduates, if available

**Excellent**

1. Regularly assumes greater than average share of teaching duties - e.g., course director, fellowship director.
2. Consistently receives outstanding teaching evaluations or teaching awards, recognition as an outstanding role model for students.
3. Acquiring (PI) teaching or curriculum development grants (e.g. T32, etc)
4. Trains students/fellows who pursue outstanding academic careers.
5. Develops innovative teaching methods such as educational software, videotapes, packaged courses or workshops, etc.
7. Consistent participation in national educational activities - e.g., programs sponsored by professional organizations, re-certification, workshops and symposia, etc.
8. Provides educational leadership by writing syllabi, textbooks or assuming an administrative role (e.g., Assistant Dean Continuing Medical Education, Graduate Medical Education, Allied Health or Student Affairs).
9. Publications on teaching in peer-reviewed educational journals.
8. Invitations to present Grand Rounds/seminars here and at other institutions; invitations to present courses outside of primary department.
9. Invitations to be a visiting professor at another institution.
10. Peer-reviewed conference presentations on teaching methods or curricular innovations.

Less than meritorious evaluations are based on a record that does not rise to the level of merit describe above. Consistently poor teaching evaluations, little effort to improve teaching, a pattern of student complaints deemed legitimate, and uninspired or ineffective mentoring are indications of a less-than-meritorious record.
Research

Meritorious
1. Sustained research focus, building a coherent body of research findings/innovation.
2. Authorship of papers in high quality peer-reviewed journals.
3. Co-investigator on grants.
4. A sustained role in the management of a research program with external funding.
5. Entrepreneurial activities such as licenses, contracts with venture capitalists or other developers of research finding to achieve practical application.
6. Presentations at national meetings; invited research seminars.

Excellent
1. A consistent level of peer-reviewed and/or other funding for research over a sustained period of time.
2. Served as a primary mentor to graduate students who successfully completed or are on the path to successfully complete their Ph.D.
3. Provide consistent research support for at least 2 graduate students per year.
4. Demonstrated evidence of originality as an investigator.
5. Principal investigator status on peer-reviewed grants.
7. An ongoing, peer-reviewed publication record with senior author publications.
8. A national and/or international reputation as evidenced by external letters of reference, invitations to present at national/international meetings, visiting professorships, service on study sections, organizing national meetings, serving as a national consultant, or on editorial boards of journals, etc.

Less than meritorious evaluations result from a record that is seriously lacking in some of the areas described above. Failure to obtain grant support (even as a collaborator), research without focus, and lack of publications are obvious signs of less-than-meritorious work.
Leadership/Service

**Meritorious**
1. Willingness to perform department services (serving on committees, being faculty advisor to student clubs/organizations, etc).
2. Serving on departmental committees.
3. Involvement in professional societies, especially serving as an officer or committee chair.
4. Outreach to the community (lectures, guest presentation, coaching pre-college students, serving on boards and committees, etc).
5. Engaging in college-wide or university-wide service, including faculty governance.
6. Participating in grant and paper reviews.

**Excellent**
1. Externally documented exceptional leadership in a professional society.
2. Assumption of a substantive leadership role at the regional or national level - i.e., chairing committees, or accepting positions as officer of local or statewide professional organizations.
3. Editorial role in a journal.
4. High impact outreach to the community as evidenced by external review, independent media sources, etc.
5. Chairing NIH study sections or grant review sections.

Less than meritorious evaluations of service derive from the candidate’s unwillingness to undertake a reasonable level of service to the department, the college and campus, the profession, or the larger community. Refusing to serve or consistently failing to attend or participate in departmental, college or campus service is an indication of less-than-meritorious service. A pattern of disruptive and unprofessional behavior in service activities is also deemed less than meritorious.
These criteria and standards have been approved by the Bioengineering Faculty:

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Robin Shandas, Ph.D.            Date
Department of Bioengineering

These criteria and standards have been accepted and approved by:

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Marc S. Ingber, Dean            Date
College of Engineering and Applied Science

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Roderick Nairn, Provost         Date