

Clinical Teaching Track
Faculty Titles and Processes
School of Education & Human Development
University of Colorado Denver

A. Definitions

1. Faculty in the clinical track hold positions through which they contribute to advancing teaching, service, and research/scholarship at the University of Colorado Denver and the School of Education and Human Development (SEHD). They may hold faculty ranks as Assistant professor, clinical teaching track; Associate professor, clinical teaching track; or Professor, clinical teaching track.
2. Faculty in the clinical teaching track engage in teaching, service and research/scholarship with a negotiable assignment of 80% teaching, 10% service and 10% research/scholarship. Primary teaching responsibilities for faculty in the clinical teaching track are focused on building and/or maintaining programs within the SEHD that provide quality service regarding local, state, national, and international needs in alignment with the mission and strategic plan of the SEHD. Service responsibilities include service to the program to which they are assigned and to the School with other responsibilities as negotiated. Research/scholarship responsibilities typically provide an opportunity to explore the "scholarship of teaching," contributing to the research/scholarship and evaluation base of programs of study.
3. Faculty members in the clinical teaching track participate in the faculty governance process as defined by the SEHD and Faculty Senate, receive university faculty benefits with the exception of sabbaticals, and undergo annual merit reviews of their performance. They are not eligible for tenure.

B. Appointment of Faculty

1. Faculty in the clinical teaching track hold positions as employees of the university and SEHD. They are recruited and appointed through university-recognized processes, similar to those used for tenure-track faculty.
2. When the School determines that a new faculty member in the clinical teaching track is needed, a search committee will be appointed by the Dean or Dean's representative. The position level will be determined by the Dean. Community or school-based educators who will be working with the faculty member in the clinical teaching track or are familiar with the work of faculty in the clinical teaching track may also be members of the committee. The search committee actively recruits faculty in the clinical teaching track and is charged to improve the diversity of the applicant pool for faculty in the clinical teaching track ranks.

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3. Clinical teaching track candidates are expected to submit a letter of application, a current curriculum vitae, references, and other supporting material as determined by the search committee.
4. The Search Committee reviews applications, invites applicants for interviews, and makes recommendations to the Dean or Dean's representative. A template created by faculty in the clinical teaching track will be used to create an appropriate interview schedule for the candidates.
5. The Dean recommends the appointment to the Provost. Provost sends recommendation to the Chancellor, who makes final decisions about appointments.
6. After the initial one year contract, each subsequent contract is dependent upon the School's budget and a positive merit review of the faculty member's effectiveness in teaching and service.

C. Faculty Titles and Ranks in the Clinical Teaching Track

Although the terminology is similar across tenure track and clinical teaching track, the titles in the clinical teaching track do not parallel the ranks that are available for tenure track professors. Fundamentally, clinical teaching track faculty focus on teaching. Their service is typically focused on the program to which they are assigned and in a School committee. Faculty members in the clinical teaching track are encouraged to approach research/scholarship as the "scholarship of teaching." These faculty members firmly ground their teaching in current theory and research/scholarship and facilitate a climate of inquiry in their classrooms.

For each of the clinical teaching track titles available in the SEHD, the Regents' definition is listed first, with the School's more specific definition listed after that. Faculty with doctoral degrees and university teaching experience may choose to enter as an assistant professor, clinical teaching track. If a faculty member with a doctoral degree and university teaching experience does not choose to enter the assistant professor, clinical teaching track ranking system, s/he will default to the title of senior instructor.

Assistant Professor, Clinical Teaching Track

Regents' definition: 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.

SEHD definition: Assistant professors, clinical teaching track hold a doctoral degree in a relevant field, have deep experience in the area in which they will teach in the SEHD, and have experience teaching at the college level as well. There must be evidence of teaching effectiveness at the university level as well as potential for service and research/scholarship that supports the program and the School.

Associate Professor, Clinical Teaching Track

Regents' definition: Associate Professors in the clinical teaching track must have the terminal degree, be well qualified to teach and/or provide clinical care with considerable demonstrated evidence of successful teaching and demonstrated service.

SEHD definition: In addition to the qualifications of an assistant professor, clinical teaching track, an associate professor, clinical teaching track is expected to have had substantial relevant and successful teaching and professional experience in the field. In addition, they must meet the service and research/scholarship criteria for associate professor, clinical teaching track in the SEHD.

Professor, Clinical Teaching Track

Regents' definition: Professors in the clinical teaching track must have the terminal degree, outstanding accomplishments in teaching, and/or provide clinical care, a record of leadership in the school, and a meritorious service record.

SEHD definition: In addition to the qualifications of an associate professor, a professor, clinical teaching track, is expected to have a record of excellence in teaching and in service, including evidence of leadership, and to meet the research/scholarship criteria for professor, clinical teaching track in the SEHD.

D. Appointments and Promotions: Current Faculty

The promotion process for ranked faculty in the clinical teaching track is parallel to that for tenure-track faculty including the submission of a dossier for review by the School's RTP Committee, by the Dean's Review Committee, and by the Dean. However, faculty in the clinical teaching track do not undergo external reviews for appointments or promotions. The Dean recommends promotions to the Provost. The Provost sends his/her recommendation to the Chancellor, who makes final decisions about promotions. The promotion may be accompanied by a remuneration increase from the School. Benefits such as tenure and sabbatical are not available for faculty who are on the clinical teaching track.

A number of faculty are currently in senior instructor positions in the School of Education and Human Development. Those faculty may choose among the following options. Faculty who choose options D2-D5 below will submit a letter of intent to the Dean as soon as all regulatory approvals for acceptance by the full faculty have been met. Following the regulatory approval, the Dean (or designee) will notify appropriate faculty and invite them to submit their portfolios to the School's RTP Committee.

1. Any current senior instructor with a doctoral degree may opt, with written notice to the Dean, to become an assistant professor, clinical teaching track. Senior instructors with doctoral degrees who do not wish to take advantage of promotion opportunities will remain as senior instructors.

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2. Current senior instructors who wish to move into the clinical teaching track ranking system and who have three to five years of full time relevant experience in higher education will undergo a comprehensive review. In their seventh year, they will undergo review for potential promotion to the rank of associate professor, clinical teaching track. From that time forward, the policies in section E will apply.
3. Current senior instructors who wish to move into the clinical teaching track ranking system and who have six or more years of full time relevant experience in higher education and can meet the qualifications for promotion to associate may undergo a review for promotion to associate professor, clinical teaching track (without a comprehensive review). From that time forward, the policies in section E will apply.
4. Current senior instructors who wish to move into the clinical teaching track ranking system and who have 13 or more years of full time relevant experience in higher education and can meet the qualifications for promotion to full professor may undergo a review for promotion to professor, clinical teaching track (without a comprehensive review). If the faculty member's review is not positive, the faculty member will remain at his/her current rank.
5. Associate professors, clinical teaching track may remain at that rank indefinitely.

E. Appointments and Promotions: New Faculty Hires

The promotion process for ranked faculty in the clinical teaching track is parallel to that for tenure-track faculty including the submission of a dossier for review by the School's RTP Committee, by the Dean's Review Committee, and by the Dean. However, faculty in the clinical teaching track do not undergo external reviews for appointments or promotions. The Dean recommends promotions to the Provost. The Provost sends his/her recommendation to the Chancellor, who makes final decisions about promotions. The promotion may be accompanied by a remuneration increase from the School. Benefits such as tenure and sabbatical are not available for faculty who are on the clinical teaching track.

The following will apply to newly hired faculty in the clinical teaching track:

1. Non tenure-track faculty will choose a senior instructor position or an assistant professor, clinical teaching track at the point of hire if qualifications are met. An assistant professor, clinical teaching track may choose a senior instructor appointment instead of undergoing a comprehensive review in the fourth year of university service and in so doing, will no longer have access to the professor ranking system in the clinical teaching track title series. A senior instructor may choose to be appointed as an assistant professor, clinical teaching track for a subsequent year and in so doing, agrees to undergo a comprehensive review in the fourth year following the appointment as assistant professor, clinical teaching track.
2. Assistant professors, clinical teaching track undergo a comprehensive review in their fourth year of full time relevant higher education service and a review for promotion in their seventh year. If the faculty member's review is not positive, the Dean will non-

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renew the faculty member or determine an appropriate title and/or rank for future employment.

In their seventh year of service, assistant professors, clinical teaching track, will undergo a review for promotion to associate professor, clinical teaching track. If the faculty member's review is not positive, the faculty member may reapply for promotion. If a second review is not successful, the Dean will non-renew the faculty member or determine an appropriate title and/or rank for future employment.

3. Faculty in the associate professor, clinical teaching track with 13 or more years of full time relevant higher education experience may request promotion to professor, clinical teaching track. If the faculty member's review is not positive, the faculty member will remain at the rank of associate professor, clinical teaching track and may reapply for promotion an additional time in any year following the first review.
4. Associate professors, clinical teaching track may remain at that rank indefinitely.

F. Promotion Criteria and Indicators

In the SEHD, teaching performance is evaluated in the following areas:

- A. Curriculum Design/Program Planning
- B. Course Design
- C. Quality of Instruction
- D. Student Satisfaction
- E. Quality of Student Relationships, Advising, and Mentoring
- F. Reflective Practice
- G. Impact on Local Practice

In the SEHD, service performance is evaluated in the following areas:

- A. University Contribution
- B. Professional Recognition
- C. Public Service

In the SEHD, research/scholarship performance is evaluated in the following areas:

- A. Disciplined Inquiry
- B. Sustained and Focused Inquiry
- C. Peer Review
- D. Impact on Practice and Professional Thought

The criteria for each of these areas as they apply to the clinical teaching track faculty are attached, with relevant indicators for promotion to associate and full ranks.

Approved: _____ Date: _____
Roderick Nairn, Provost

Clinical Teaching Track Appointment and Promotion¹

School of Education & Human Development

University of Colorado Denver

Definitions	Assistant Professor, Clinical Teaching Track	Associate Professor, Clinical Teaching Track	Professor, Clinical Teaching Track
University of Colorado Clinical Teaching Track Title Definitions	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.	Associate Professors in the clinical teaching track must have the terminal degree, be well qualified to teach and/or provide clinical care, with considerable demonstrated evidence of successful teaching and demonstrated service.	Full Professors in the clinical teaching track must have the terminal degree, outstanding accomplishments in teaching or in providing clinical care, a record of leadership in the school, and a meritorious service record.
TEACHING²			
Curriculum Design/ Program Planning	<ul style="list-style-type: none"> Actively participates in program decision-making and planning Participates in program accreditation and assessment efforts 	<ul style="list-style-type: none"> Assumes responsibility for program area roles and activities Contributes to aspects of accreditation and development of performance-based assessments 	<ul style="list-style-type: none"> Leads program decision-making, planning, and revision (may include alternative delivery programs such as online and certificate programs) Provides program leadership in accreditation and assessment efforts

¹Original document created in 5/2008 with input provided by Suzanne Adams, Sue Giullian, Maria Thomas-Ruzic, Stephanie Townsend, and Caron Westland (with additional input provided by the Dean's office). Document adapted by RTP Committee in 1/2009. Revised by Dean's office after Provost required research criteria in 1/2010.

²The bulleted descriptions are intended to be utilized as possible indicators for making a judgment of overall performance related to the determination of rank. They are possible indicators of performance related to the criteria--not intended to be an all-inclusive list. Individuals are not expected to meet ALL criteria.

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		<ul style="list-style-type: none"> • Contributes to program development • Primary or secondary author for successful state or national accreditation program reports 	<ul style="list-style-type: none"> • Program leader; • Practicum coordinator; • Primary author of successful state or national accreditation program reports • Develops program resources (manuals, handbooks, advisement materials); • Develops new online degree or certificate program; • Provides leadership in development of Performance-based Assessments; • Writes or collaborates on personnel prep grant writing.
Course Design	<ul style="list-style-type: none"> • Contributes to development of new courses/syllabi (includes content, delivery, standards alignment) 	<ul style="list-style-type: none"> • Develops new courses/syllabi (includes content, delivery, standards alignment) 	<ul style="list-style-type: none"> • Provides leadership to develop, evaluate, update and refine new courses/syllabi (includes content, delivery, standards alignment) • Lead teacher; • Provides supervision to honorarium instructors; • Develops new online or hybrid course
Alignment to SEHD mission/vision (e.g., leadership for educational equity)	<ul style="list-style-type: none"> • Sustains and supports SEHD mission/vision 	<ul style="list-style-type: none"> • Contributes to or enhances SEHD mission/vision 	<ul style="list-style-type: none"> • Provides leadership to initiate means to promote SEHD mission/vision • Active participation & leadership to get curriculum infused with equity, diversity and excellence issues; • Active engagement in SEHD professional development.
Quality of Instruction	<ul style="list-style-type: none"> • Demonstrates successful teaching (course learning experiences, 	<ul style="list-style-type: none"> • Demonstrates sustained record of successful teaching (course learning 	<ul style="list-style-type: none"> • Demonstrates sustained record of outstanding teaching (course learning experiences,

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	assignments, evaluation of student performance)	experiences, assignments, evaluation of student performance)	assignments, evaluation of student performance) <ul style="list-style-type: none"> • SEHD or UCD campus teaching award; • Outstanding Teaching merit rating; • Uses current research-based practices and pedagogy; • Infusion of equity and diversity; • Member of SEHD Assessment workgroup; • Takes leadership role using university assessment system
Student Satisfaction	<ul style="list-style-type: none"> • Provides relevant learning experiences, appropriate and well-executed pedagogical approach, and fair evaluation to support professional and personal development of students • Strong FCQs 	<ul style="list-style-type: none"> • Demonstrates sustained record of providing relevant learning experiences, appropriate and well-executed pedagogical approach, and fair student evaluation to support professional and personal development of students • Strong FCQs 	<ul style="list-style-type: none"> • Demonstrates sustained and outstanding record of providing relevant learning experiences, appropriate and well-executed pedagogical approach, and fair student evaluation to support professional and personal development of students • Consistently strong FCQs; • Provides leadership in working with underrepresented students to ensure success
Quality of Student Relationships, Advising, and Mentoring	<ul style="list-style-type: none"> • Provides reasonable accessibility and maintains collegial, supportive and respectful relationships with all students 	<ul style="list-style-type: none"> • Demonstrates sustained record of providing reasonable accessibility and maintaining collegial, supportive and respectful relationships with all students 	<ul style="list-style-type: none"> • Demonstrates sustained and outstanding record of providing reasonable accessibility and maintaining collegial, supportive and respectful relationships with all students • Sponsoring/advising student clubs; • Actively participates in student recruitment activities; • Carries regular advising

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			<p>load;</p> <ul style="list-style-type: none"> • Practicum supervisor;
Reflective Practice	<ul style="list-style-type: none"> • Engages in activities that contribute to personal growth and enhancement of teaching and learning 	<ul style="list-style-type: none"> • Applies information gained through professional development to continually review own teaching performance and make adjustments when needed for the enhancement of teaching and learning 	<ul style="list-style-type: none"> • Synthesizes information gained through reflective practice for the enhancement of his/her improvement in teaching and learning • Presents at professional conferences; • Practitioner-based or public publications.
Impact on Local Practice	<ul style="list-style-type: none"> • Active participation and leadership in professional practice at the professional and community levels 	<ul style="list-style-type: none"> • Demonstrates impact on professional through active participation and leadership at the SEHD, university, professional, and community levels 	<ul style="list-style-type: none"> • Demonstrates impact on professional practice at the local community level • Sustained record of conference or symposium presentations; • Takes leadership role in partner school activities that result in awards/recognition for that school; • Publication of articles, books, manuals, reports, or teaching materials used in local districts; • Principal investigator of funded practitioner-based grant impacting local practice.

SERVICE			
University Contribution (Program/division, SEHD, and University)	<ul style="list-style-type: none"> • Demonstrates competence and continued growth in service activities 	<ul style="list-style-type: none"> • Demonstrates effective and sustained accomplishments in service activities 	<ul style="list-style-type: none"> • Demonstrates leadership in significant, sustained accomplishments in service activities • SEHD or UCD campus service award • Outstanding Service merit rating

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			<ul style="list-style-type: none"> • MRC subcommittee leadership • Lead teacher • Program leader • Recruitment, training, and/or mentoring of faculty • Develops partnerships with partner schools or community agencies
Professional Recognition	<ul style="list-style-type: none"> • Provides services and participates in professional associations to enhance the profession 	<ul style="list-style-type: none"> • Provides services and actively contributes to professional associations that have an impact on the profession at the local level • Contributes to inservice teacher education programs or materials 	<ul style="list-style-type: none"> • Provides leadership in services and professional associations that have an impact on the profession at the local, regional, or national level • Invited to deliver workshops and trainings outside of SEHD • Holds office in professional organizations • Takes leadership role in developing inservice teacher education programs or materials
Public Support	<ul style="list-style-type: none"> • Participates in community organizations, boards of directors, or advisory boards 	<ul style="list-style-type: none"> • Actively contributes to community organizations, boards of directors, or advisory boards that improve educational programs and related services at the local level • Regular and active member of community organizations 	<ul style="list-style-type: none"> • Provides leadership in community organizations, boards of directors, or advisory boards that improve educational programs and related services at the local, regional, or national level • Takes leadership role on advisory boards of civic or local committees • Guest speaker at school or community

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RESEARCH/SCHOLARLY ACTIVITY			
<p>Disciplined Inquiry Publications and creative products will establish that the member regularly engages in, and places a high value on, research, scholarship, and knowledge dissemination</p>	<ul style="list-style-type: none"> • Contributes to the inquiry process directed by others • Engages in activities that contribute to personal growth and enhancement of inquiry and scholarship 	<ul style="list-style-type: none"> • Actively engages in inquiry individually or with others • Engages in activities that deepen personal skills in inquiry and scholarship • Publishes policy or editorial pieces in local or state outlets • Develops creative products and materials that are available at the state or national level 	<ul style="list-style-type: none"> • Provides leadership in developing, implementing and disseminating inquiry • Serves as a mentor to peers with regards to inquiry
<p>Sustained and Focused Inquiry will demonstrate a line of continuing inquiry related to one or more problem areas</p>	<ul style="list-style-type: none"> • Deepens own understanding of content area • Engages in inquiry on own teaching 	<ul style="list-style-type: none"> • Engages in inquiry activities over a period of time that lead to new professional or teaching practice and/or program changes and that results in reports or publications 	<ul style="list-style-type: none"> • Provides leadership in inquiry activities over a period of time that lead to new professional or teaching practice and/or program changes and that results in reports or publications
<p>Peer Review regularly submit their scholarly or creative products to peers for review as an accepted method of establishing its value and demonstrating commitment to scholarly discourse</p>	<ul style="list-style-type: none"> • Shares scholarly or creative products with peers • Participates on scholarly review boards at local or state level for newsletter, editorial or practice-based submissions • Serves as a reviewer for local or state level conference proposals • Participates in grant 	<ul style="list-style-type: none"> • Serves as a reviewer for national conference proposals • Serves as a tertiary (or subsequent) author of peer-reviewed articles in practitioner-based or research-based journals • Collaborates on grant proposal submissions at the state or national level • Has a record of peer-reviewed conference 	<ul style="list-style-type: none"> • Sits on editorial boards for state/national practitioner journals • Serves as a primary or secondary author of practitioner-based articles, chapters or books • Serves as a lead on grant proposals at the state or national level • Has a record of peer-reviewed conference presentations at the

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	activities at the local or state level <ul style="list-style-type: none">• Has a record of peer-reviewed conference presentations at the local or state level	presentations at the state or national level	national level
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