

Appendix 2 (to Department Bylaws)
CU Denver Department of Political Science
Primary Unit Criteria within the Clinical Teaching track

The following are the primary unit criteria of the Department of Political Science for appointment, reappointment and promotion within the Clinical Teaching track.

Initial Appointment at the Assistant Professor Clinical Teaching Track (CTT)

Assistant Professors in the clinical teaching track must have the terminal degree appropriate to the Political Science field. In addition, candidates for this rank must provide evidence of ability to assume high-quality independent teaching and leadership and service, and the potential for professional development through scholarly activity. Candidates to the Clinical Teaching Track should have a record of strong teaching and leadership and service and an existing research agenda or promise of one.

Teaching must be the principal activity of every CTT appointment. CTT faculty members must engage in at least 51% of time/effort in teaching, and at least 10% time/effort in leadership and service, and 10% in research/creative work or scholarly activities. Specific contracts will indicate the amount of effort in each of three areas of responsibility – teaching, leadership and service, and scholarly activity.

The Department of Political Science will consider the following evidence when evaluating a candidate's teaching record:

1. Evidence of breadth and depth of knowledge of the discipline.
 - Variety of course levels taught
 - Variety of courses taught
2. Keeping up to date in the field. This will include
 - Incorporating new material into existing courses
 - Developing new courses as permitted or requested
 - Revising courses when appropriate
3. Demonstrated teaching effectiveness
 - Favorable ratings in FCQs (evaluators will take into account factors that mitigate 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 and (if applicable) levels
 - Engagement in relevant professional development activities

4. Good accessibility, communication and interaction with students
 - Availability during office hours
 - Supportive, accurate and useful advising
 - Co-Authoring and co-presenting scholarly and creative work with students

5. Evidence of rigor of learning experience:
 - Course materials, including clarity and completeness of syllabus
 - Student evaluations
 - Peer evaluations

6. Involvement in Department and College's teaching mission
 - Curriculum development
 - Formulation of standards and methods of outcomes assessment
 - Willingness and ability to teach courses relevant to curricular and programmatic needs

The Department of Political Science will consider the following evidence when evaluating a candidate's leadership and service record:

- Undergraduate or graduate advising
- Membership on Departmental committees
- Demonstrated 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, sponsorship of honor societies and other student groups
- Grant writing or other fund-raising to support Departmental activities and mission
- Instructional, Research & Clinical (IRC) faculty mentoring

The Department of Political Science will consider the following evidence when evaluating a candidate's scholarly promise:

- Attendance at local and national scholarly conferences, including Department colloquia
- Presenting a paper at a local, regional or national conference
- Participation in workshops related to field of expertise
- Presenting workshops on field of expertise
- Chairing a session at a conference
- Participating in a roundtable discussion at a conference or workshop
- Collaboration with colleagues at the local and national levels as seen in co-presented papers or workshops
- Publications in conference proceedings
- Publications in refereed journals or books

Reappointment

For successful reappointment, CTT candidates must demonstrate satisfactory performance in teaching, research and leadership and service in accordance with the criteria spelled out for the appropriate CTT rank as spelled out in this document.

Promotion to the rank of Associate Professor CTT

Associate Professors in the clinical teaching track must have the terminal degree appropriate to the Political Science field. Promotion or appointment to Associate Professor CTT marks a significant point in the development of a faculty member's professional career. For promotion to the rank of Associate Professor CTT the faculty member must demonstrate:

- excellence in teaching
- significant contributions (called “meritorious” in the following descriptions) in the other two areas of effort (research and leadership and service).

Criteria for Teaching: Meritorious

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 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 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 of secondary importance.

In considering whether a candidate has achieved a “*meritorious*” teaching record, the Department of Political Science will consider the evidence listed above, under the section on evidence of teaching for appointment as Assistant Professor CTT.

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 three of the following five areas:

1. Dissemination of knowledge
 - 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 IRC faculty
 - Mentoring students
 - Collaboration with students on publications
 - 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 excellence
 - Indicators of quality of student outcomes
 - Participation in relevant professional development activities

3. Incorporation of high-impact learning innovations and/or 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
 - Number of independent studies, theses, dissertations, and/or internships sponsored
 - 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

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 Leadership and Service: Meritorious

CTT faculty with “*meritorious*” leadership and service must contribute in a meaningful way to the Department. The amount of leadership and service expected will depend on the percentage of effort in this area.

Examples of leadership and service at the Department level are listed below.

Department of Political Science PUC Criteria for Clinical Teaching Track Faculty
 Approved by the Faculty in the Department of Political Science on December 2016
 Approved by the Dean, College of Liberal Arts and Science in 2017
 Approved by CU Denver Legal August 24, 2017
 Approved by the Provost on July 31, 2019

- Undergraduate advising
- Membership on Departmental committees
- Demonstrated 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
- Grant writing and other fundraising activities
- IRC faculty mentoring
- Formal sponsorship of student organizations

Criteria for Leadership and Service: Excellence

For “excellence” in leadership and service, CTT faculty member must provide an *ongoing major leadership and 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 leadership and service required for meritorious mention. Other indicators of excellent leadership and service might include substantial committee work at the level of the university, the profession and (if appropriate) the community. Examples of leadership and service at these levels (beyond the requisite leadership and service at the Departmental level) are listed below.

College and University Leadership and Service:

- Leadership and service on College or University committees or as a member of the faculty senate, CLAS Council or other appropriate 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 leadership and 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 Leadership and Service:

- Offices in professional organizations
- Receipt of honor, awards, and/or project grants related to professional leadership and 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 leadership and service, on and off campus

Community Leadership and Service Relevant to the Profession:

- Membership on appointed or elected boards, commissions, and committees
- Membership, leadership and service with, and/or offices held in leadership and service or community-based organizations
- Participation in public lectures, debates, and panel discussions
- Collaboration with programs in secondary schools

Criteria for Scholarly/Creative Work

CTT 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. Specific contracts will indicate the amount of effort to be dedicated to such scholarly activity. Examples of continued professional growth could include any of the following:

- Attendance at local and national scholarly conferences, including Department colloquia
- Presenting a paper at a local or national-level conference
- Participation in workshops related to field of expertise
- Presenting workshops on field of expertise
- Chairing a session at a conference
- Participating in a roundtable discussion at a conference or workshop
- 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

Active participation is expected at a local or national forum (as described above) at least once every other year. Examples of active participation include presenting a paper, leading a workshop or chairing a session. For the other forums attended, but in which there is no formal participation, it is expected that the faculty member will share information obtained with faculty in an appropriate setting, such as a Department colloquium. This must take place within six months of the conference or workshop.

Promotion to the rank of Professor CTT

Professors in the clinical teaching track must have the terminal degree appropriate to the Political Science field. Faculty at this rank should have a minimum of five years at the rank of Associate Professor CTT or its equivalent. At this stage of an individual's career, he or she must

demonstrate a record of continued excellence in teaching, and continued meritorious contributions in leadership and service and scholarly activity. Meritorious contributions in leadership and service and scholarly activity are described in the criteria for promotion to the rank of associate professor, CTT and are incorporated here by reference.

The CTT faculty member's primary area of effort will continue to be teaching. In the area of Teaching, to demonstrate continued excellence in teaching, a faculty candidate for Full Professor CTT must demonstrate significant achievement of the following core criteria:

Teaching effectiveness in the classroom as demonstrated by high ratings on FCQs, peer evaluation of excellence, peer evaluation of course materials, quality student outcomes, and/or teaching awards.

In addition, a faculty member must demonstrate significant achievement of at least four of the following eight criteria:

1. Effectiveness in individual instruction (exemplary mentorship of a significant number of MA theses/projects, independent studies, and/or internships).
2. Incorporation of innovation in curricular development and/or contribution to teaching-related program development.
3. Significant collaboration with students in scholarly activities as demonstrated by student and peer assessment of contribution to high-quality student work and/or significant record of co-authoring with students.
4. Dissemination of knowledge on teaching through a) participation in workshops and conferences in the Department, college, community, or profession, b) publications, c) grants for teaching or curriculum development, and/or d) authoring or co-authoring of textbooks.
5. Evidence of exemplary mentoring of students in their continuing education, professional development, and careers.
6. Highly favorable student evaluations and testimonials regarding teaching effectiveness.
7. Winning of important teaching effectiveness awards.
8. Significant innovation in teaching such as effective incorporation of new technologies into teaching, development of new teaching methods, demonstrated commitment to continued faculty teaching development, or demonstrated commitment to proven high-impact educational practices.