Appendix 2
UCD 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 (C/T)

Assistant Professors in the clinical teaching track must have the terminal degree. In addition, candidates for this rank must provide evidence of ability to assume high quality independent teaching and administrative service, and the potential for professional development through scholarly activity.

Candidates to the Clinical Teaching Track should have a record of strong teaching and service and an existing research agenda or promise of one. Specific contracts will indicate the amount of effort in each of three areas of responsibility – teaching, service, and scholarly activity. Clinical Teaching Track Faculty (CTF) in the Department of Political Science will have a maximum of 20% effort contracted for 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 service record:_

• 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, sponsorship of honor societies and other student groups
• Grant writing or other fund-raising to support Departmental activities and mission
• NTT 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, C/T candidates must demonstrate satisfactory performance in teaching, research and service in accordance with the criteria spelled out for the appropriate C/T rank as spelled out in this document.

Promotion to the rank of Associate Professor C/T

Associate Professors in the clinical teaching track must have the terminal degree. Promotion or appointment to Associate Professor C/T marks a significant point in the development of a faculty member’s professional career. For 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, since scholarly activity is limited to 20% of effort)
- significant contributions (called “meritorious” in the following descriptions) in the other two areas of effort.

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 C/T.

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 UC 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 NTT 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 innovations and 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 Service: Meritorious

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.

Examples of service at the Department level are listed below.
• 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
• NTT faculty mentoring
• Formal sponsorship of student organizations

Criteria for Service: Excellence

For “excellence” in service, C/T faculty member must provide an ongoing major administrative 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 substantial committee work at the level of the university, the profession and (if appropriate) the community. Examples of service at these levels (beyond the requisite service at the Departmental level) are listed below.

College and University Service:

• 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 service
• Liaison and involvement with other units, offices, and programs within UCD, 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 Service:

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

Community Service Relevant to the Profession:

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

CRITERIA FOR SCHOLARLY ACTIVITY

C/T faculty must commit between 10 and 20% 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 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 6 months of the conference or workshop.

More precise expectations concerning the amount and type of scholarly activity will depend on the percentage of effort devoted to scholarly activity. Each individual contract for C/T faculty will contain a specific list of expectations for scholarly activity.

Promotion to the rank of Professor C/T

Professors in the clinical teaching track must have the terminal degree. Faculty at this rank should have a minimum of five years at the rank of Associate Professor C/T or its equivalent. At
this stage of an individual’s career, he or she must demonstrate outstanding contributions in the area of primary responsibility, as well as significant contributions in the other areas.

Promotion or appointment to Professor C/T marks another significant point in the development of a faculty member’s professional career. The individual must demonstrate a record of continued development in teaching, service and scholarly activity.

The C/T faculty member’s primary area of effort will be teaching and/or service (since scholarly activity is limited to 20% of effort).