

Appendix 1
CU Denver Department of Political Science
Primary Unit Criteria for Tenure-Track/Tenured Faculty

Governing Rules and Policies:

- 1. Regent Policy 5D: Reappointment (to a tenure-track position), Tenure and Promotion**
- 2. Administrative Policy Statement 1022: Standards, Processes and Procedures for Reappointment, Tenure, Post-Tenure Review and Promotion**
- 3. Campus Administrative Policy 1004: Reappointment, Tenure and Promotion Review – CU Denver**

In all its Reappointment and Tenure and Promotion (RTP) deliberations and evaluations, the Department will remain consistent with the Laws of the Regents, with University of Colorado Administrative Policy Statements, and with campus and CLAS RTP policies. Departmental criteria for Tenure-Track/Tenured faculty are described hereafter.

Reappointment

For successful reappointment, faculty members must demonstrate that they are on track to receive at the time of the tenure decision a meritorious rating in teaching, scholarly/creative work, and leadership and service and a rating of excellence in either teaching or scholarly/creative work. To evaluate whether someone is on track the following criteria will be considered.

Tenure and Promotion to Associate Professor

“Tenure may be awarded only for demonstrated meritorious performance in each of the three areas of: teaching, , scholarly/creative work, and leadership and service, and demonstrated excellence in either teaching or scholarly/creative work.” (Board of Regents (BOR) Policy 5.D.2(A))

To receive a rating of “meritorious” a faculty member must achieve

1. High-quality contributions to teaching (including demonstrated efforts to improve teaching) across a range of courses, including classroom performance (as indicated by Faculty Course Questionnaires (FCQ)s, peer visits, and course materials) and such additional contributions as curricular innovation and development, direction of individual student work (MA theses/projects, independent studies, internships), advising and mentoring of students, and/or enrichment of pedagogy.

2. An active, high-quality program of research and publication with a minimum of five peer-reviewed or invited academic publications published or in press during the pre-tenure period. Substituting for one peer reviewed academic publication could be three posts of significant length in a highly respected on-line publication meeting academic standards. Substituting for three articles or chapters could be a book published or forthcoming by a respected publisher or a book contract from such a publisher with substantial progress made on the book manuscript (with progress confirmed by departmental review, including independent consultation with the publisher). Regular conference presentation of papers selected through a peer-review process is also included.
3. Responsible collegiality in the Department and leadership and service on at least one Department committee, as well as one college, campus, or university committee per year beginning in the second year. A candidate may substitute substantial leadership and service to the community, to the profession, to the student community, or all three, for a portion of university leadership and service.

“A recommendation for tenure based on excellence in teaching shall include multiple measures of teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one’s immediate instructional setting.” (BOR Policy 5.D.2(B))

The Department of Political Science defines “one’s immediate instructional setting” as one’s assigned course or courses. To receive a rating of excellence in teaching, a faculty member must achieve the criteria for “meritorious” in teaching, plus significant achievements in at least two of the italicized bullet point categories below:

- *Significant record of advancing pedagogical excellence among faculty and teaching communities beyond the candidate’s immediate instructional setting. This record can be demonstrated through such activities as:*
 - Offering invited pedagogy talks, leading pedagogy workshops or seminars, or presenting at pedagogy conferences
 - Conducting and disseminating pedagogy research in campus settings, workshops and symposiums
 - A record of sustained engagement with Center for Faculty Development programs, events, workshops, and/or related communities of teaching practice.
 - Significant record of guest lectures for faculty in other departments/disciplines/colleges on campus
 - Significant record of co-teaching with faculty from other departments/colleges on campus
 - Receipt of significant internal or external grant for educational improvement

- *Significant record of mentorship and support for students beyond one’s immediate instructional setting. This record can be demonstrated through such activities as:*
 - Working collaboratively with students to conduct and disseminate co-authored research projects.
 - Substantial advising/mentoring of graduate students, demonstrated by such things as significant service on graduate committees, student research presentations at conferences, or individual publications by students, with the mentor’s role confirmed by student letters.
 - Substantial efforts in sponsoring and advising student organizations.

- *Significant record of advancing pedagogical excellence beyond the institution of CU Denver. This record can be demonstrated through such activities as:*
 - Multiple presentations at local, regional, national, or international pedagogy conferences
 - Publishing pedagogy research in recognized academic journals or related outlets.
 - Substantial public education through workshops, guest lectures, radio interviews and related creative projects in community settings.
 - Substantial work to advance off-campus university teaching mission, such as through work with CU Succeed in high school settings.
 - Developing and implementing community-engaged pedagogy (e.g. through substantial service- learning work, substantial internship advising, and/or building of sustained university-community partnerships).
 - Developing and leading high-quality study abroad programs, as confirmed through letter of support from the Office of Global Education.

- *Recognition of candidate’s teaching excellence by one or more significant non-university organizations. This recognition may be demonstrated by winning of a teaching excellence award from a local, regional, national or international organization—or through similar recognition beyond the candidate’s institutional setting.*

“A recommendation of tenure based on excellence in scholarly/creative work shall include evidence of impact beyond the institution.” (BOR Policy 5.D.2(B)) To receive a rating of excellence in research/scholarly work, a faculty member must achieve the above, plus, quality being more important than quantity, superlative scholarly contributions (demonstrated by reviews or placement in top-tier journals) in the field or subfield as judged by faculty and external reviewers. Additional evidence of excellence may be provided by:

1. One or more college or university awards for research/scholarly work.

2. Indicators of superlative value in the field or subfield as evidenced by invitations to review articles for top-tier journals or books for academic publishers, invitations to present at workshops and conferences, and talks to academic audiences.
3. A significant external research grant that leads to significant academic publication or is used to promote scholarly collaborations such as workshops.
4. Substantial involvement with students in research as evidence by joint peer-reviewed publication or providing them significant roles in research projects such as collecting data, analyzing data, etc.
5. Evidence of significant impact of research in a community or professional setting beyond the academy.
6. Indicators of public recognition of candidate's expertise/research impact such as invitations to give interviews or public lectures.

Promotion to Full Professor

For promotion to Full Professor, "Professors should have the terminal degree appropriate to their field or its equivalent, and (1) a record that, taken as a whole, may be judged to be excellent; and (2) a record of significant contribution to both graduate and/or undergraduate education, unless individual or departmental circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other; and (3) a record, since receiving tenure and promotion to Associate Professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching, research, scholarship or creative work, and leadership and service" (BOR Policy 5.D.3(C)).

In terms of the Department of Political Science, a record that demonstrates the Regents' criteria, described above, would mean the following, in the areas of teaching, scholarly/creative work and leadership and service.

In the area of Teaching, a faculty member 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.

In the area of Scholarly/Creative work, a faculty member must show a record of continuing productivity demonstrated by regular publications and presentations of original and high-quality research. The faculty member should thereby demonstrate that her/his research is recognized in the relevant academic field (as judged, for instance, by citations of her/his work) and/or has had impact on a wider community or professional setting beyond the academy (as judged, for example, by a faculty member's research having public policy shaping impact).

In particular, a faculty member must show significant achievement of any four of the following seven criteria:

1. Regular publications of scholarly research in peer-reviewed journals and/or books of respected academic publishers.
2. Regular presentations of scholarly research at professional conferences.
3. Regular presentations and/or publications of applied research with an impact on a wider community beyond academia.

4. Regular presentations of research findings in media outlets that reach a wider audience (e.g., popular blogs, op-eds in larger newspapers, radio/TV interviews).
5. Substantial involvement of students in research, as evidenced for example by student co-authorship in any of the publications mentioned under points 1, 2 and 3, above.
6. Acquisition of one or more external grant(s) for scholarly or applied research.
7. Winning of one or more internal (college or university) or external (professional association) research awards.

In the area of Leadership and Service, a faculty member must demonstrate a record of significant achievement in one or more of the following criteria:

1. Demonstration of engagement with the Department, college, campus, and university through serving on or chairing committees at multiple levels.
2. Demonstration of leadership and service leadership by playing a key role in initiating or developing important departmental, college, campus or university initiatives, programs or events.
3. Demonstration of engagement with professional and/or community leadership and service through participation and leadership activities in these areas.