Comprehensive Review

Tenure-track faculty usually undergo comprehensive review in the fourth year of their appointment at UCD. The department expects pre-tenure faculty to have at least one peer-reviewed article in press at the time of comprehensive review. However, pre-tenure faculty who have a book under contract at the point of comprehensive review are not required to have an article as well. Comprehensive review aims to ascertain that the candidate is making progress toward the tenure and promotion requirements noted below.

Promotion to Associate Professor

To be considered for tenure and promotion to Associate Professor, candidates must have demonstrated “meritorious performance in each of the three areas of teaching, research/creative work, and service, and demonstrated excellence in either research/creative work or teaching. The process leading to award of tenure is a summary of a faculty member’s cumulative performance...” (Appendix A of the Laws of the Regents). Qualifications for tenure and promotion are evaluated by peers in the primary unit of the candidate, by external reviewers in the candidate’s field, and by college and campus review committees.

A. Teaching. The following evidence will be used to evaluate teaching performance

- Quality of teaching materials (syllabi, examinations, handouts, etc.)
  --Demonstration of variety in courses, incorporation of new material into courses, revision of courses where appropriate, course rigor, adherence to program expectations in Appendix III
- Demonstration of teaching effectiveness
  --Evaluation by colleagues
Demonstration of thoughtful content and approaches in syllabi

Demonstration of classroom effectiveness and rigor through observations

Demonstration of student learning through review of student work where appropriate

Student opinion as expressed in FCQ comments

Teaching awards

- Quantity and quality of individual instruction performed by the candidate including research supervision if appropriate
- Quality and quantity of student advising if appropriate
- Demonstration of accessibility, communication, and approachability with students
- Evidence of rigor of learning experience
- Professional development or publications related to teaching
- Demonstration of commitment to department teaching mission and needs
  --Quality and quantity of courses taught at a variety of levels, including participation in service courses and courses with large student number
  --Quality and quantity of course or curriculum development when appropriate

Teaching will be considered **meritorious** when the evaluation process demonstrates that

- The candidate has made a positive and constructive impact on the intellectual development of students in the context of formal course work
- The candidate has participated actively in curriculum development, student advising, and/or significant individual instruction
- The candidate has a genuine commitment to teaching excellence and has respect for the students
- The candidate demonstrates a commitment to the program teaching mission and needs
The **excellent** distinction 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 and who are recognized by both students and faculty as having a significant impact on teaching at CU Denver. **In addition to the meritorious teaching criteria**, the following criteria will be considered for establishing excellent performance in teaching:

In the classroom, a candidate must clearly meet three of four criteria:

- [1] FCQ consistent with a teacher who is effective conveying knowledge in the classroom and who is teaching rigorous courses.
- [2] Innovation, demonstrated by such things as consistent revisions to syllabi and the incorporation of new technologies or methods in the classroom.
- [3] Student learning, demonstrated by such things as excellent student outcomes, teaching award and honors, peer evaluation.
- [4] Demanding teaching load: consistent teaching of large sections and/or required courses.

Outside the classroom, a candidate must clearly meet three of five criteria:

- [1] Course development/curriculum development, demonstrated by submission of proposals for new courses and/or programs, with continued leadership in new course/program area.
- [2] Effectiveness in individual instruction (independent studies, internships), as demonstrated by student peer assessment of contribution to high quality student work.
- [3] Dissemination of knowledge on teaching through publications on pedagogy and teaching issues; participation in conferences or workshops in the program, college, campus, community or profession; grants for teaching or curriculum development; and/or authoring or co-authoring textbooks on teaching.
• [4] Exemplary mentoring of students demonstrated by such things as student placement in graduate or professional programs, student research presentations at conferences, or student publications

• [5] Outreach to public schools or other extracurricular teaching contributions within or outside the University

B. Research/Scholarly Productivity. The following evidence will be used to evaluate research/scholarly productivity.

• Books and book manuscripts with academic presses
• Quality and quantity of publication in peer-reviewed journals
• Quality and quantity of other peer-reviewed publications
• Quality and quantity of presentations at professional meetings, workshops, and colloquia
• Submission (and receipt) of grants and awards
• Quality and quantity of non-refereed publications
• Quality and quantity of research dissemination in other venues (such as film or websites)
• Professional reputation outside CU Denver as shown by evaluations from qualified professionals in the candidate’s field

Unlike in the sciences, social scientists in Ethnic Studies are constrained by the number of articles we can publish out of the manuscript that will become a book. Publishers usually do not want to see more than two chapters of any manuscript already in publication in essay form. In light of this, the Ethnic Studies program considers articles/chapters published in reputable peer-reviewed journals or collections before appointment at CU Denver as evidence of a candidate’s research productivity. Additionally, if a candidate has a book under contract at the time of comprehensive review, the Ethnic Studies program does not require additional articles as evidence of progress toward tenure.

Research will be considered meritorious when the evaluation process demonstrates that
• The candidate has a coherent and thriving program of research
• The candidate is committed to an ongoing career of research
• The candidate has a record of regular research dissemination, typically demonstrated by
  -- At least one article in a peer-reviewed journal or other peer-reviewed format and a book manuscript at completion; and an average of about one refereed presentation a year; OR
  -- At least three articles in peer-reviewed journals, or other peer-reviewed formats, consistent work on a book manuscript, and an average of about one refereed presentation a year; OR
  -- A comparable combination of peer-reviewed publications, refereed presentations, and work on a book manuscript as judged by the discipline

The excellent distinction will be given to those candidates who demonstrate superior work, as evidenced by major publications, grants, or other recognition of superior performance. Research will be considered excellent when the evaluation process demonstrates that

• The candidate has a coherent and thriving program of research
• The candidate is committed to an ongoing career of research
• The candidate has a record of regular research dissemination, typically demonstrated by
• -- At least one article in a peer-reviewed journal, or other peer-reviewed format and a book manuscript accepted by, in press, or published with a peer-reviewed academic press or other reputable commercial press; and an average of about one refereed presentation a year. However, pre-tenure faculty who have a book under contract at the point of comprehensive review are not required to have an article as well to be considered excellent for tenure
All faculty must have a record of publication to achieve excellence in research; additional evidence which might also be considered for excellence in research with fewer articles than indicated above includes

- Peer-reviewed research awards or prizes
- Major external research grants or fellowships
- Superlative reviews of publications or manuscript
- Excellent placement of scholarship in the top journals or presses

C. Service. The following evidence will be used to evaluate service (this list is not exhaustive):

- Program Service
  --Participation on program committees
  --Advising
  --Demonstrated leadership in areas such as program development, curriculum review and development, strategic planning at the departmental level
  --Departmental grant writing activities
  --Formal sponsorship of student organizations

- College and University Service
  --Participation on College or University committees or as a member of the faculty assembly, CLAS Council or other appropriate committees
  --Demonstrated leadership in areas such as program development, curriculum review and development, strategic planning at the College or University level
  --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

- Professional Service
  --Offices in professional organizations
  --Membership on editorial boards of professional organizations
--Contributions to professional organizations by moderating or critiquing programs
--Referee for article and book manuscripts
--External reviewer for RTP at other universities
--Community Service Relevant to the Profession:
  --Membership on appointed or elected boards, commissions, and committees
  --Participation in public lectures, debates, and panel discussions
  --Collaboration with programs in secondary schools

Service will be considered meritorious when the evaluation process demonstrates that
  • The candidate has, at a minimum, contributed to the mission of the primary unit through cooperative participation on necessary program committees and activities, AND
  • The candidate has found an active participatory role in the university, the community, or the profession.

The excellent distinction will be given to those candidates who demonstrate significant contributions to the program, university, and profession.

**Promotion to Full Professor**

For promotion to Full Professor: “Professors should have the terminal degree appropriate to their field or its equivalent, and (A) a record that, taken as a whole, is judged to be excellent; (B) a record of significant contribution to undergraduate education, unless individual or program circumstance can be shown to require a stronger emphasis, or singular focus, on one of the other; and (C) 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 service.” (Campus Administrative Policy on Reappointment, Tenure, and Promotion)

**In terms of the Ethnic Studies Program, a record of excellence overall would mean:**
1. Research: Demonstration of continuing development of scholarship since tenure through a second book in press or published with a respected university or commercial publisher; or the equivalent in articles in refereed, high quality journals, and regular participation in professional conferences; and other evidence of continuing scholarly activity as noted in the Research section above.

2. Teaching: Demonstration of continuing development of teaching through work on curriculum, development of new courses, contributions to program development for the program or the college, and work with individual students, as noted in the qualifications for excellence in the Teaching section above.

3. Service: Demonstration of engagement with the program, college, campus, and university, as well as professional and community organizations through serving on or chairing committees, leadership in a professional organization, donation of time and expertise to schools or other relevant community organizations, as noted in the qualifications for excellence in the Service section above.

Post-Tenure Review

The program expects post-tenure faculty to either publish at least one peer-reviewed article in the five-year review period, or submit unpublished work for external review, in order to meet expectations at post-tenure review. Procedures are outlined in the Bylaws.