

**By-Laws Appendix II.
Ethnic Studies Program
Primary Unit Criteria for Tenure and Promotion
December 2019**

Governing Rules and Policies:

1. Regent Law Article 5, Part C: Faculty Appointments and Tenure
2. Regent Policy 5C: Faculty Appointments
3. Regent Policy 5D: Reappointment, Tenure and Promotion
4. University of Colorado System Administrative Policy Statement 1022: Standards, Processes and Procedures for Reappointment, Tenure, Promotion and Post-tenure Review
5. University of Colorado Denver Campus Policy 1004: Reappointment, Tenure and Promotion Review

Comprehensive Review

Tenure-track faculty members usually undergo comprehensive review in the fourth year of their appointment at CU Denver. 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, scholarship and creative activities, and service, and demonstrated excellence in either scholarship and creative activities, or teaching. The process leading to award of tenure is an evaluation of a faculty member’s cumulative performance...” Regent Policy 5.C.2(E)). Qualifications for tenure and promotion are evaluated by peers in the candidate’s primary unit, by external reviewers in the candidate’s field, and by college and campus review committees. Tenure recommendations are issued by the chancellor and reviewed by the CU System President, with a final decision issued by the Board of Regents.

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 IV
- 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 and beyond. In accordance with Regent Policy 5D, "A recommendation of 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."

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 effectively 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 two of four 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. Exemplary mentoring of students demonstrated by such things as student placement in graduate or professional programs, student research presentations at conferences, or student publications
4. Participation on teaching workshops in the program, the college, and/or the campus.

Per Regents Policy 5D, A candidate must show “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.” A candidate can demonstrate such impact by meeting one of three first tier criteria or three of four of the second tier of criteria.

First Tier

1. Dissemination of knowledge on teaching through publications (excluding textbooks) on pedagogy and teaching issues;
2. External grants for teaching or curriculum development
3. Authoring or co-authoring textbooks on teaching.

Second Tier

1. Dissemination of knowledge on teaching through participation in conferences, workshops, and/or podcasts in the community or profession;
2. Guest lecturing in classes at other institutions
3. Mentoring or serving on the graduate committees of students at other institutions
4. Serving on the curriculum committee of professional organizations or working with other institutions’ centers for faculty development.
5. Outreach to public schools or other extracurricular teaching contributions outside the University

B. Scholarship and Creative Activities

As a public-facing discipline, Ethnic Studies has traditionally assumed a special responsibility for bridging community and academic knowledge bases. One important form of Ethnic Studies scholarship is the development of humanities projects that provide welcome and that astutely engage issues and perspectives that are vital to the meaning of a healthy, multiracial democracy.

Unlike in the sciences, Ethnic Studies scholars 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.

Other forms of scholarly production that will be considered

- Submission (and receipt) of grants and awards
- Non-refereed publications
- Leadership role in organizing major research colloquia or symposium
- 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

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.

All faculty members must have a record of publication to achieve excellence in research; for faculty members with a book manuscript accepted or published as indicated above, but fewer articles than indicated above, additional evidence which might also be considered for excellence in research includes

- Peer-reviewed research awards or prizes
- Major external research grants or fellowships
- Superlative reviews of publications or manuscript
- Other major scholarly work, such as digital projects, museum exhibitions, etc.
- Excellent placement of scholarship in the top journals or presses

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

- Program Service
 - Participation on program committees
 - Advising
 - Demonstrated leadership in areas such a 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 CU Denver, at other campuses of the University of Colorado, at 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

Leadership and 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

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, scholarly/creative work, and leadership and service.” (Campus Policy 1004)

In terms of the Ethnic Studies Program, a record of excellence overall would mean:

1. Scholarly or Creative Activities: 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 Scholarship and Creative Activities section above.

2. Teaching: Demonstration of continuing development of teaching and impact of teaching at CU Denver and beyond through work on curriculum, development of new courses, contributions to program development for the program or the college, and work with individual students; and pedagogical contributions in journals, community workshops, or conference workshops in the discipline as noted in the qualifications for excellence in the Teaching section above.
3. Leadership and 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 regularly present at academic conferences and either publish at least one peer-reviewed article or demonstrate evidence of progress on a book manuscript in the five-year review period. Should a faculty member's record fall short of this, they will submit unpublished work for external review. Expectations for meritorious and excellence in teaching and service at PTR will follow those used for comprehensive review and promotion to associate professor.