

By-Laws Appendix II.
Department of History
Primary Unit Criteria for Tenure and Promotion
July 1, 2020

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, Promotion, and Post-Tenure Review
3. Campus Administrative 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, although individuals may request an early comprehensive review. 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 on track to excellence in research and teaching.

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, scholarly/creative work, and leadership and service to the University and the faculty member’s profession, and demonstrated excellence in either teaching or scholarly /creative work.” “The tenure and promotion decisions are based on summary evaluations of a faculty member’s cumulative performance.” (APS 1022) Qualifications for tenure and promotion are evaluated by peers within the primary unit of the candidate and by external reviewers in the candidate’s field.

- 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 department expectations in Appendix IV.
 - Demonstration of teaching effectiveness of education by colleagues
 - Demonstrations of thoughtful content and approaches in syllabi
 - Demonstrations of classroom effectiveness and rigor through observations

- Demonstrations of student learning through review of student work, such as portfolios, where appropriate
- Student opinion as expressed in FCQ comments and unsolicited feedback
- 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, including the mentoring of students
- 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 numbers
- Quality and quantity of course or curriculum development when appropriate
- Curriculum committee service
- Guest lectures in other classes

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 department 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.

Per Regents rule (Article 5), “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.”

In addition to the meritorious teaching criteria, the following criteria will be considered for establishing excellent performance in teaching.

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

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Approved by Faculty: April 20, 2020, September 4, 2020

Approved by Dean: May 18, 2020

Approved by Provost: August 4, 2020

Adopted/Effective Date: July 1, 2020

- [1] FCQs 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
- [4] Student learning, demonstrated by such things as excellent student outcomes, teaching awards and honors, peer evaluation
- [4] Demanding teaching load: consistent teaching of large sections and/or required courses

Outside the CU Denver classroom, a candidate must clearly meet three of the following five criteria. At least one of those three criteria must be met with work performed beyond one's immediate instructional setting. Per Regents rule (Article 5), candidates must demonstrate impact beyond one's immediate instructional setting for a designation of excellence. Impact beyond the immediate instructional setting can be demonstrated by activities including but not limited to mentoring of students, guest lectures, or serving on curriculum committees.

- [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 (MA comprehensive exams, MA thesis/projects, undergraduate Honors thesis, independent studies, internships), as demonstrated by student and peer assessment of contribution to high quality student work
- [3] Dissemination of knowledge on teaching through publications or presentations on pedagogy and teaching issues; participation in conferences or workshops in the department, college, campus, community, or profession; grants for teaching or curriculum development; and/or authoring or co-authoring textbooks on teaching
- [4] Exemplary professional mentoring of students
- [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, historians are constrained by the number of articles we can publish out of the manuscript that will become a book. Humanities 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 History Department 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 a comprehensive review, the History Department does not require additional articles as evidence of progress toward tenure.

Research will be considered meritorious when the evaluation process demonstrates that

1. the candidate has a coherent and thriving program of research
2. the candidate is committed to an ongoing career of research
3. the candidate has a record of regular research dissemination, typically demonstrated by
 - a. 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
 - b. 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
 - c. 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.

Under rare circumstances, the department will accept a series of four or five peer-reviewed articles or chapter publications in scholarly journals or presses as comparable to an accepted book manuscript. The current economic crisis in academic publishing, which has already been formally addressed by the Modern Language Association and the American Historical Association, means that even excellent manuscripts are not guaranteed publication. These factors may be taken into consideration when judging the candidate's research record.

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 manuscripts
- excellent placement of scholarship with top journal or presses

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

- Departmental Service:
 - Participation on Departmental committees or 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
- 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 or 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 departmental 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 department, university, and profession. Service will be considered excellent when the evaluation process demonstrates that

- the candidate has made significant contributions to one or more college or university committees or programs, and
- the candidate has taken a leadership role in one or more campus committees or professional organizations, OR
- The candidate has made a demonstrable contribution of professional expertise to one or more community organizations

Promotion to Full Professor

For promotion to Full Professor: “Promotion to professor requires: (a) a record that, taken as a whole, is judged to be excellent; (b) a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances can be shown to require a stronger emphasis, or singular focus, on one or 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 and working with students, research, scholarly/creative work and leadership and service. “(Campus Administrative Policy 1004, Reappointment, Tenure, and Promotion Review)

Thus, to reach a record of overall excellence, candidates do not need to be rated as excellent in each of the endeavors of scholarly/creative work, teaching, and leadership and service. They must show substantial, significant, and continued growth, development, and accomplishment in all academic endeavors.

The department of History defines Excellence for each area of endeavor as:

1. Scholarly/Creative Work: Demonstration of continuing development of scholarship since tenure through a second book in press or published with a respected university or commercial publisher; 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 department or the college, work with individual students, and an impact beyond one's immediate instructional setting as noted in the qualifications for excellence in the Teaching sections above.
3. Leadership and Service: Demonstration of engagement with the department, 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 department expects post-tenure faculty members 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.