

## APPENDIX I (See footnote below)

### Primary Unit Criteria for Tenure and Promotion to Associate Professor Department of Modern Languages (DML): University of Colorado Denver

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 (to a tenure-track position), Tenure, Promotion, and Post-tenure Review
3. Campus Administrative Policy 1004: Reappointment, Tenure and Promotion Review – CU Denver

As stated in the Laws of the Regents, tenure is awarded for "demonstrated meritorious performance in each of the three areas of teaching, research or creative work, and leadership and service, and demonstrated excellence in either teaching or research or creative work". The following guidelines identify the general parameters that guide the Department of Modern Languages' evaluations of candidates' work in the three areas. In each of the three areas, a level of performance, when taken as a whole, that falls below the benchmarks for meritorious outlined below shall be considered not meritorious.

#### Research and Creative Work

The Modern Languages faculty evaluates a candidate's entire research record. The candidate's publications should be programmatic in that they have a clear and identifiable focus, with the understanding that scholars often work in two or more related fields. As the Department teaches both language and literature, this faculty has always recognized the contributions of creative work to the faculty member's professional development, to the culture of the Denver community, and to the Department's reputation and attraction for students. As a result, literary production is weighed in the same way as is scholarly production. We also recognize the differences in research demands between the study of literature and linguistics, as well as the differences within the various fields of literature (such as literary and critical theory, literary criticism, film studies, comparative criticism, literary-cultural studies and translation) and within the fields of linguistics (such as applied and theoretical linguistics, sociolinguistics, second language acquisition and foreign language teaching methodology). The Department of Modern Languages also supports interdisciplinary and cultural studies. In addition, we take into consideration the fact that many linguistic studies are based on time-consuming fieldwork done by the candidate, resulting in a delay of publication. For this reason, junior faculty may have fewer publications in the first years of their career.

Publications in media of quality are expected as evidence of scholarly work. These media may vary significantly—in terms of professional reputation, percentage of acceptance, and visibility—from journal to journal, press to press, conference to conference. It is the responsibility of candidates to make the case for the quality of the outlets in which they publish, taking into account rates of acceptance and distribution, and it is the responsibility of their review committees and the department to verify that quality. Journals and presses are ranked by tier and are in general expected to be peer-reviewed, while conferences are ranked international, national, regional, and local.

#### Publications

Page | 1

Approved by Faculty: February 7, 2020

Approved by Dean: May 28, 2020

Approved by Provost on August 4, 2020

Effective Date: July 1, 2020

Publications must demonstrate the candidate's ability to go beyond dissertation research.

While the number of publications is important, more emphasis is given to the depth, quality, and visibility of a candidate's work than to quantity. The principal criterion within Research for promotion to associate professor with tenure is a demonstrable ability to do original independent research of high quality resulting in publications through refereed journals and publishers. Depending on the field of expertise, these may include scholarly books (in refereed publishing houses), articles in refereed journals or legitimately refereed vehicles for on-line publications, refereed book chapters, articles in published proceedings, textbooks (evaluated on the prominence and exigency for acceptance of the publishing house), creative literary work, and literary and scholarly translations.

The DML takes into the account the differences in article length due to the fact that some premier journals impose specific limits, whereas others allow for the inclusion of extensive empirical data. The publication's length should be judged in relation to the journal guidelines, the quality of the research, and the prestige and importance of the journal in the candidate's field.

Due to the increase in collaborative research in the Humanities, co-authored articles are acceptable. Co-authoring may also demonstrate a mentoring relationship vital to the development of graduate student research or to that of the faculty member and is a sign of academic citizenship. The candidate for tenure should, nevertheless, describe and contextualize the degree of individual contribution to co-authored articles or other collaborative projects.

Articles under review are indicators of an active research agenda and should be taken into account, but do not carry the same weight as published articles, or articles that have been accepted for publication. Other work, including book reviews, software development related to the candidate's field, grant writing and un-refereed publications may also be considered as scholarly work. Journalistic writing will be evaluated on the basis of its contribution to the candidate's field.

#### Presentations at professional meetings

The DML faculty recognizes that the presentation of papers at scholarly conferences often constitutes the first step in the process of publication and enables scholars to achieve visibility and to make contacts with others who can provide opportunities for further scholarship and publication. While faculty members encourage candidates to present work regularly at scholarly conferences, the publication of the candidate's research is the higher priority. A strong research record does not necessarily imply active participation in scholarly conferences, especially when the candidate has a significant number of publications, though such participation definitely indicates an active research agenda. Chairing a program or participating in a round-table discussion does not constitute the presentation of a paper at a conference. These activities are more appropriately counted as service to the profession.

#### Professional reputation

Evidence of a good professional reputation outside CU Denver must be shown by evaluations from qualified professionals in the candidate's field during the comprehensive and tenure reviews.

Work deserving the rank of **meritorious** must show evidence of professional development beyond dissertation research. In addition, the candidate's cumulative record must approach a yearly level of production that includes *both*

- one publication of the types outlined above published or accepted for publication in an upper-tier venue *and*
- one scholarly paper or literary presentation delivered or accepted at a national or international conference.

A lower number of presentations may be acceptable if balanced by a higher number of publications. By the same token, a lower number of publications may be acceptable if balanced by numerous presentations and other evidence of scholarly work, as outlined above. In short, these criteria reflect a general expectation for a meritorious rating in research and creative work, but the measurement is by design a flexible one.

A record that falls below this level will not be considered meritorious, except in cases where the candidate's record both demonstrates truly extraordinary quality, as attested by external reviewers, and promises strong, sustained future productivity.

To achieve the distinction of **excellent**, the candidate must demonstrate a research record exceeding that which warrants a meritorious rating. A book published or accepted for publication by a reputable press constitutes excellence in research. However, due to the fluctuating publishing market and the decline of subsidies for scholarly publications, the DML is compelled to outline alternate criteria for the distinction of excellence and does not require a published book for promotion and tenure (see the Modern Language Association's 2005 report on tenure and executive summary at <http://www.mla.org>).

A record of excellence in research and creative work will include:

A book-length manuscript published or accepted for publication in a reputable press

OR, beyond the criteria for meritorious research and creative work,

eight or more publications of the types outlined above published or accepted for publication in upper-tier venues in combination with other evidence of research and creative work, such as the following:

- eight or more scholarly papers or literary presentations delivered or accepted at national or international conferences by the time the tenure dossier is submitted
- editorships of reputable scholarly journals and books
- invited scholarly works (such as articles, book chapters, conference presentations)
- collaboration with other scholars evidenced in publications and conference presentations

### **Teaching**

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. Contributions will also be expected in curriculum development, student advising, and/or individual instruction. Evidence that the candidate has a genuine commitment to teaching, has respect for students, and is likely to continue such commitment and respect will be a requirement for the meritorious distinction.

The Department of Modern Languages will consider the following evidence when evaluating a candidate's teaching record for meritorious distinction:

1. Evidence of breadth and depth of knowledge of the discipline.
  - Variety of course levels taught (i.e., 1000, 2000, 3000, etc.)
  - 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 as evaluated by students and colleagues
  - 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
  - Opinions of graduating seniors as well as of graduating DML majors and minors in exit interviews
4. Good accessibility, communication, and interaction with students
  - Availability during office hours
  - Supportive, accurate and useful advising
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 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 and who are recognized by both students and faculty as having a significant impact on teaching at CU Denver, as well as an impact beyond their immediate instructional setting.

In addition to meeting meritorious teaching criteria, a candidate must achieve at least three benchmarks across at least two of the following areas to be seen as an excellent teacher:

1. Teaching Effectiveness
  - Evidence of excellence through FCQs and other student input
  - Teaching awards and honors
  - External and peer evaluation of excellence
  - Indicators of quality of student outcomes
2. Incorporation of innovations and integration of technology into teaching, course development, curriculum development
3. Evidence of extraordinary efforts in teaching beyond the standard
  - Workload: large sections, required courses
  - New preparations, course proposals
  - Contribution to the development of learning equipment, facilities, and instructional aids
4. High-quality individual instruction
  - Theses
  - Dissertations
  - Independent studies
  - Internships
  - Involvement of students in research; evidence of high-quality collaboration with students in research and creative work

In addition to achievements in these benchmarks, per Regents Rule (Policy 5D), “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.” The following represent possible examples of external impact:

- Extracurricular teaching contributions within or outside of the University
- Dissemination of pedagogical scholarship through publications and participation in academic conferences or workshops
- Participation/teaching in Study Abroad programs
- Outreach to public schools
- Mentoring students outside of the department
- Serving on thesis or other pertinent committees for outside students
- Mentoring faculty/teachers outside of the department
- Collaboration with students on publications
- Grants for teaching, curriculum development
- Textbook writing

### **Leadership and Service**

The following criteria constitute *meritorious* leadership and service for RTP review. In order to achieve tenure and be promoted to the rank of Associate professor, DML faculty must contribute in a meaningful way to the department, the college, the university, the profession and (if appropriate) the community. Examples of leadership and service in these areas are listed below. Service to the department is expected

beginning in the first year at CU Denver. In the second year it is important that junior faculty begin to serve at the college and university levels as well as in the profession and in the community, according to their academic interests and needs. Department mentors or the department chair will closely monitor junior faculty leadership and service to ensure that it is not interfering with their teaching and/or scholarly activity and at the same time is not falling short of department expectations for promotion and tenure.

**Departmental Leadership and Service:**

- Undergraduate or graduate advising
- Service as Department chair
- Membership on Departmental committees (Executive, technology, search and ad hoc committees)
- Demonstrated leadership in areas such as program development, curriculum review and development, faculty growth, teaching improvement, and scholarly or creative work at the Departmental level
- Student mentoring, including independent studies, directorship of internships and student theses and co-authoring scholarly articles with students
- Faculty mentoring

**College and University Leadership and Service:**

- Service on College or University committees or as a member of the faculty senate
- Demonstrated leadership in areas such as program development, curriculum review and development, faculty growth, teaching improvement, and scholarly or creative work at the College or University level
- Formal sponsorship of student organizations
- Liaison and involvement with other units, offices, and programs within CU Denver and at other campuses of the University of Colorado
- Work as director of a Study Abroad program
- Participation in University-wide projects such as the CU Succeed program.

**Professional Leadership and Service:**

- Offices in professional organizations
- Receipt of honors, awards, and project grants
- Membership on editorial boards of professional organizations
- Peer review of manuscripts and books for journals and presses
- 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 leadership and service, on and off campus
- Work as interpreter or translator for public events.

**Community Leadership and Service Relevant to the Profession:**

- Membership on appointed or elected boards, commissions, and committees
- Membership and/or offices in service or community-action organizations
- Participation in public lectures, debates, and panel discussions

## APPENDIX II

### **Internal Criteria for Tenure and Promotion to Full Professor Department of Modern Languages (DML): University of Colorado at Denver**

In this document, the Faculty of the Department of Modern Languages specify and describe the criteria for promotion to the rank of Professor from Associate Professor. A strong record of accomplishment is required for this promotion.

The Laws of the University of Colorado Regents have delineated the criteria 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 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, research, scholarship or creative work, and service.”

Thus, the criteria for promotion to the rank of Full Professor are based on achievement well beyond that required for promotion to Associate Professor in the three areas of scholarly or creative work, teaching, and leadership and service, with the overall record (and not necessarily each of the three areas) being judged to be excellent. Work already reviewed and considered for promotion to Associate Professor, although included in the dossier, will be given less weight in the review process in comparison to work done since tenure and promotion.

Expectations for accomplishments and workloads for candidates for full professor *surpass* those required of tenure-seeking faculty members, given that research productivity, teaching skills, and leadership and service workload and effectiveness should increase over time. The candidate’s record should demonstrate a significant contribution to undergraduate and (where applicable) graduate education and indicate substantial, significant, and continued growth, development, and accomplishment in all academic endeavors.

The criteria for **excellence** in **scholarly/creative activity** and **teaching** are outlined in Appendix I: *Internal Criteria for Tenure and Promotion to Associate Professor*.

In the area of **leadership and service**, in order to be promoted to the rank of full professor, DML faculty must contribute in a meaningful way to the department and the college/university as well as to the profession and/or the community. Examples of *meritorious* leadership and service in these areas are given in Appendix I.

To achieve **excellence** in leadership and service, as in the areas of teaching and research/creative activities, the candidate must show substantial, significant, and continued growth leading to demonstrable accomplishment in the area of leadership and service. Although this will be demonstrated primarily through leadership and service within the department and college/university, service to the profession and/or the community is also expected. Since achieving tenure, the candidate must have participated in a minimum of 12 important leadership and service activities, with at least 4 of them within the department, 4 within the college/University and 2 within the profession and/or the community. Factors to be considered in determining the importance of leadership and service contributions include level of

Page | 7

Approved by Faculty: February 7, 2020

Approved by Dean: May 28, 2020

Approved by Provost on August 4, 2020

Effective Date: July 1, 2020

participation (organizing a conference vs. chairing a session at a conference) and continued, on-going participation in individual activities. The quality of leadership and service is at least as important as the quantity. If a candidate makes substantial, high-quality contributions, these are considered in the context of the quantitative requirements listed above.

Examples of significant, substantial leadership and service within the four areas include, but are not limited to, the following:

#### Department

Director of undergraduate or graduate language program  
Director of Study Abroad program  
Director of Internship program  
Numerous Grant proposals benefitting the department  
Important work on several committees, including Chairing committees  
Substantial Advising  
Substantial and ongoing faculty mentoring

#### College/University

Important work on several committees, including Chairing committees  
Frequent membership on MA/Thesis/Dissertation committees in other departments  
Course proposals beyond the department (e.g., core, freshman seminar, UNHL)  
Important or Numerous Grant proposals benefitting the college/University  
Important Participation in Study Abroad program run by another department  
Important Participation in Interdisciplinary Program (e.g., CNST, CIBER, UNHL)  
Ongoing mentoring of faculty in another department

#### Profession

Important committee memberships and chairing committees  
Offices held in professional organizations  
Editorships for scholarly journals  
Frequent membership on MA/Thesis/Dissertation committees at other institutions  
Ongoing mentoring of faculty at other institutions  
Participation in state-wide articulation projects

#### Community

Ongoing, important activities that engage the outside community such as collaborations with business groups, high schools, local theatre groups, film festivals, etc.