Department of Communication

College of Letters, Arts and Sciences
University of Colorado Colorado Springs

Criteria, Standards and Evidence for Reappointment, Promotion and Tenure

July 1, 2021

CRITERIA FOR REAPPOINTMENT, PROMOTION AND TENURE

Department of Communication

These criteria are to be considered guidelines for the general review of candidates toward reappointment, promotion and tenure in the Department of Communication at the University of Colorado at Colorado Springs. The Department of Communication encompasses several specific disciplines within the overall field of communication. The criteria herein are based on appropriate and current standards of professional performance in each specific discipline (e.g. organizational communication, media, public relations, film and TV, etc.).

Each candidate's case will be reviewed and judged on its individual merits and circumstances. The department is committed to innovative teaching, strong scholarship, and effective service to the university and community. The department also recognizes the value of professional practice as adopted by the UCCS faculty in November of 2008 when and if it applies. The evaluation process assumes: possession of an appropriate terminal degree; competent education and training in the discipline(s); conduct which reflects the professional and academic standards for generating, validating, disputing, and transmitting knowledge; and an appreciation of and respect for the rights, duties, and privileges associated with academic freedom and collegial responsibilities.

When these criteria are applied to faculty who were granted time toward tenure, the work performed during the years granted toward tenure will be considered equivalent to work performed at UCCS. Years granted towards tenure or work counted towards tenure but performed prior to coming to UCCS should be negotiated before a candidate is hired. While a faculty member's career record will be considered in personnel actions described here, the main emphasis of evaluation will be on work performed at UCCS and, in particular, progress since the last review.

In the assessment of research and creative work, the department places greater weight on items which have undergone some form of peer review than those that have not. In cases where an item does not undergo peer review (for instance, reports, or articles in the popular press), such material may be submitted to outside readers for evaluation. Our department encourages collaborative research, and co-authored papers may be considered as equivalent to sole-authored papers if the candidate provides clear evidence of a significant contribution by the candidate to the paper.

In the assessment of teaching, the department will recognize not only traditional classroom teaching but other types of educational activities as well. These activities include, but are not limited to curriculum development, student advising, involvement in campus student engagement and retention efforts, directing internships, participation in outside-the-classroom activities with students, professional development that impacts teaching, and the inclusion of students in creative work and research projects.

The Communication Department recognizes the effort to promote diversity in teaching, research, creative work, and service and will give added weight to those contributions.

As stated above, all tenured/tenure-track faculty members are expected to engage in scholarship. All five forms of scholarship listed below were patterned after the Boyer report (Scholarship Reconsidered) and carry equal weight if done with equal rigor, scope, impact, and peer review.

1. ***Scholarship of Discovery*** – this is what most now view as basic research.
2. ***Scholarship of Integration*** – this is where meaning is given to facts across disciplines in the larger context. It may mean working with non-specialists in collaboration or consultation.
3. ***Scholarship of Application*** – this is where we use our expertise in our special fields of knowledge and apply that expertise to real-world problems.
4. ***Scholarship of Teaching and Learning*** – this is the rigorous study of teaching and learning that evolves into the sharing of pedagogical research.
5. ***Scholarship of Creative Works*** – this is the artistry that creates new insights and interpretations.

The Department recognizes the value of "RISK," which can be involved in the pursuit of creative and innovative teaching, research efforts, and grant submissions. The "risk factor" of the teaching and research efforts of the candidate will be considered in the evaluation of the "success" and quality of the venture. For example, riskier teaching might be new and/or innovative courses or courses recognized as demanding by the department. Riskier research might be controversial, time- or resource-intensive, or published in outlets with high rejection rates. Riskier grant awards can be documented with high rejection rates.

Examples of appropriate criteria for faculty evaluation in the Department of Communication and items to consider for inclusion in the candidate's dossier are provided at the end of this document. This is a list of suggestions and is NEITHER all-inclusive nor a list of requirements. Within each category, evidence is presumed to not be weighted equally, and candidates are encouraged to provide evidence for the rigor, scale, and impact of contributions. For activities that can fall into more than one category, candidates must choose a single category for credit toward teaching, research, service, or professional practice. For example, scholarship of teaching and learning could be counted either under teaching or research, not both.

At some point in the future, the department may decide to use a Faculty Responsibility Statement (FRS) to outline the percentage of teaching, scholarship, service, and professional practice that the faculty member and department chair agree upon. For the present however, a Faculty Responsibility Statement will not be used. All faculty will be expected to divide their workload into teaching (40%), scholarship (40%), and service (20%) unless a different workload has been approved by the department chair and the dean of the college.

INITIAL REAPPOINTMENT REVIEW

Tenured faculty and review committees will vote on whether the candidate is either: 1) on track for tenure; 2) not yet on track for tenure, but could meet standards for tenure with appropriate corrections; or 3) not on track for tenure. A determination will be made for each of the three areas of teaching, scholarship, and service. Professional practice will be considered if it has been negotiated as a factor in workload decided in advance. Based on this evaluation, the faculty and review committees will issue a recommendation regarding reappointment.

1) Teaching

Emphasis will be placed on the teaching contribution of the individual. The candidate should demonstrate that his or her courses are rigorous, coherently organized, thoughtfully presented, and that they deal with significant areas in the field of communication. Furthermore, the candidate will be expected to demonstrate a commitment to teaching, evidence of which will be good interaction with students, concern with curriculum, and satisfactory development of skill in presenting materials. The candidate's teaching will be evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires and two other means of evaluation. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities will be considered here. The candidate is expected to show potential for continued development as a teacher. Improvement in teaching methods and in curriculum development and contribution to the department will be taken into consideration. Indicators of teaching quality in categories of rigor, student knowledge, engagement in departmental educational objectives, and achievement beyond regular assigned teaching are found in Appendix A.

2) Scholarly/Creative Work:

Candidates are expected to present evidence of research/creative work potential and progress toward publication or creative work. This might include copies of drafts or creative work in progress or submitted for publication. The department recognizes that scholarship can take many forms even within the Boyer model and most of these can be found in Appendix B of this document.

3) Leadership and Service:

The candidates are expected to have initiated a process to identify the type of service contribution most appropriate for each individual. Each candidate must have met his or her obligations to service to the Communication Department and to have started exploring service contributions available within the college, university, and profession.

4) Professional Practice:

Due to the nature of the field of communication, some faculty may be using scholarly knowledge to advance practical applications of communication, acting as practitioners in their areas of study and inquiry. If the candidate has negotiated professional practice as part of his or her workload, the department will consider these contributions as a fourth area applicable to the review and tenure process, acknowledging that such practices stand to advance one's teaching, research and departmental contribution. Professional practice is considered to be any practical application of

communication strategies and tactics outside of the traditional academic and scholarly community. This work must be reviewed by other professionals in the field who will provide written feedback to the primary committee.

COMPREHENSIVE REAPPOINTMENT REVIEW

Tenured faculty and review committees will vote on whether the candidate is either: 1) on track for tenure; 2) not yet on track for tenure, but could meet standards for tenure with appropriate corrections; or 3) not on track for tenure. A determination will be made for each of the three areas of teaching, scholarship, and service. Professional practice will be considered if it has been negotiated in advance. Based on this evaluation, the faculty and review committees will issue a recommendation regarding reappointment.

1) Teaching:

The candidate must demonstrate merit as a teacher beyond that required for the initial reappointment review. In undergraduate classes candidates will be required to: (1) demonstrate the academic rigor/substantiveness of their courses; (2) provide evidence of student knowledge and/or achievement; (3) exhibit a broad-based involvement with the educational mission of the communication department (see Appendix A). This includes implementation of advances in the field into the classroom, and updating curriculum and course materials. Candidates are encouraged to demonstrate that students have evaluated their courses positively. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, and similar activities will be considered.

2) Scholarly/Creative Work:

The candidate must make reasonable progress toward tenure as demonstrated by submission of research proposals, professional presentations, publications, and creative work in any of the five areas of scholarship as outlined above.

3) Leadership and Service:
The candidate is expected to have identified the type of service contribution most appropriate for each individual and be able to express their service orientation in written form. The candidate must have met his or her obligations to department, college, university, and profession. In evaluating service both the quality and quantity of service contributions will be considered.

4) Professional Practice:

Due to the nature of the field of communication, some faculty may be using scholarly knowledge to advance practical applications of communication, acting as practitioners in their areas of study and inquiry. If the candidate has negotiated professional practice as part of his or her workload, the department will consider these contributions as a fourth area applicable to the review and tenure process, acknowledging that such practices stand to advance one's teaching, research and departmental contribution. Professional practice is considered to be any practical application of communication strategies and tactics outside of the traditional academic and scholarly

community. This work must be reviewed by other professionals in the field who will provide written feedback to the primary committee.

TENURE AND/OR PROMOTION TO ASSOCIATE PROFESSOR:

The candidate's record in teaching, scholarship, and service will each be evaluated separately as below expectations, meritorious, or excellent by the review committees and tenured faculty. The candidate must be rated as, at least, meritorious in the three areas and must receive a rating of excellent in either teaching or scholarship. Professional practice will be considered if it has been negotiated in advance.

1) Teaching:

The candidate must be judged a meritorious teacher based on indicators of teaching quality in categories of rigor, student knowledge, engagement in departmental teaching objectives, and achievement beyond regular assigned teaching (see Appendix A). A variety of indicators judged to be accomplished at a high professional level will constitute meritorious teaching.

To be judged excellent, the candidate must also demonstrate continuing creativity, innovation, and/or improvement of assigned courses. This may also include competence in graduate training/mentoring, participation on graduate committees and teaching of combined undergraduate and graduate courses, if appropriate. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, and similar activities will be considered. To be considered excellent, candidates must also demonstrate achievement beyond their immediate instructional setting or classroom. The immediate instructional setting is defined as the place where regular assigned teaching occurs. Thus, any teaching impact at the departmental, campus, or community level demonstrates impacts of teaching and learning beyond the candidate's immediate instructional setting. See Appendix A3 for a list of potential indicators.

2) Scholarly/Creative Work:

To be judged meritorious in the area of scholarship, the candidate must have a consistent and sustained quality program of research that includes publications or creative work that make an original scholarly contribution published or accepted in final form in refereed journals or juried showings/reviews of creative works. Scholarly materials accepted in final form or published by reputable academic or commercial presses can be used to provide evidence of scholarly acclaim. Unrefereed articles and unjuried creative work provide secondary evidence of scholarly achievement. Self-published work must be externally reviewed. Edited research works, textbooks, and other publications will be considered on their scholarly quality merits.

In all cases, it is the scholarly quality and contributions to the discipline of Communication of the work reviewed in all types of scholarship as outlined above, not merely its quantity, which will guide the evaluation of the faculty member's work. Within each category, evidence is presumed to not be weighted equally, and candidates are encouraged to provide evidence for the rigor, scope, and impact of contributions. For example, indicators for merit might be rejection rates for refereed or juried works; indicators of scale might be book vs. short article; indicators

of impact might be journal impact factors or audience size for screenings. See earlier notes on "risk" (p. 2).

To be judged excellent in the area of scholarship, the candidate must have a quantity and quality of articles or creative work that make an original scholarly contribution published or accepted in final form in refereed journals or juried showings/reviews of creative work that clearly goes beyond the quantity and quality of work that is required for a rating of meritorious.

The study of communication is highly applied and interdisciplinary by nature. In recognition of these unique features of this discipline, both theoretical and applied research/creative work are highly valued and are of equal importance in their contribution to the field as are collaborative research and publications.

3) Leadership and Service

To be judged meritorious in service, candidates will make the service contributions to the department, college, campus, university, and profession that are expected for assistant professors. To be judged excellent in service, candidates will exceed these expectations. For specific examples of service contributions, see Appendix C.

4) Professional Practice:

Due to the nature of the field of communication, some faculty may be using scholarly knowledge to advance practical applications of communication, acting as practitioners in their areas of study and inquiry. If the candidate has negotiated professional practice as part of his or her workload, the department will consider these contributions as a fourth area applicable to the review and tenure process, acknowledging that such practices stand to advance one's teaching, research and departmental contribution. Professional practice is considered to be any practical application of communication strategies and tactics outside of the traditional academic and scholarly community. This work must be reviewed by other professionals in the field who will provide written feedback to the primary committee.

PROMOTION TO FULL PROFESSOR:

The candidate's record in teaching, scholarship, service, and professional practice (when applicable) will be evaluated as a whole as below expectations, meritorious, or excellent. Promotion requires a record that, taken as a whole, is judged to be excellent; a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances require a stronger emphasis or singular focus on one or the other; and 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, scholarship or creative work, service, and professional practice when applicable.

1) Teaching

The candidate must meet the standards required for promotion to Associate Professor, with evidence of continuing creativity and/or improvement of courses. The candidate must be an "excellent" teacher according to indicators contained in the Appendix A of this document. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities will be considered.

2) Scholarly/Creative Work:

The candidate must demonstrate evidence of intellectual growth as a scholar since promotion to Associate Professor. This can be demonstrated by publication of a significant number of refereed articles, and/or a scholarly book or peer reviewed text with research merit, and/or a significant amount of juried creative work. In addition, there must be evidence of national or international esteem in the candidate's special field of her or his publications/creative works as important and authoritative works.

3) Leaderships and Service
The candidate must provide evidence of major contributions in the areas of departmental, college, university, CU system, and professional service. We recognize that different faculty at this level will fulfill this requirement very differently.

4) Professional Practice

Due to the nature of the field of communication, some faculty may be using scholarly knowledge to advance practical applications of communication, acting as practitioners in their areas of study and inquiry. If the candidate has negotiated professional practice as part of his or her workload, the department will consider these contributions as a fourth area applicable to the review and tenure process, acknowledging that such practices stand to advance one's teaching, research and departmental contribution. Professional practice is considered to be any practical application of communication strategies and tactics outside of the traditional academic and scholarly community. This work must be reviewed by other professionals in the field who will provide written feedback to the primary committee.

POST-TENURE REVIEW PROCESS

In accordance with subsection (H) of Regent Policy 5.C.2 – Tenured and Tenure-Track Faculty Appointments, tenured faculty shall be reviewed in a comprehensive manner every five years. The initial post-tenure review process occurs five years after the faculty member is granted tenure and recurs at five- year intervals unless interrupted by promotion review or leave.

Candidates for post-tenure review must submit the following materials to their primary unit evaluation committee (PUEC) by Dean determined deadlines:
1. Updated CV
2. Annual Performance Rating document with final ratings for the last 5 years
3. FCQs for the last 5 years
4. Professional plans (old and new)
5. Digital Measures summary of activities for the last five years
6. Executive Summary
7. Sabbatical Report (if taken)

Candidates can also elect to submit other materials that would help the primary unit understand their performance and contributions. Specifically, this includes evidence of continual pursuit of scholarly/creative activities, effective teaching, and service as outlined in the Department's RPT document. See the Appendix at the end of this RPT document for a list of examples of appropriate criteria for faculty evaluation and materials for inclusion in dossiers and self-evaluations for the Department of Communication.

In accordance with the APS 1022, Standards, Processes and Procedures for Reappointment, Tenure, Promotion, and Post-Tenure Review, July 1, 2020, in evaluating the professional performance of faculty standing for post-tenure review, the RPT Committee shall include a characterization of such performance as outstanding, exceeding expectations, meeting expectations, below expectations, or fails to meet expectations in each of the areas of teaching, scholarly/creative work, leadership and service, and professional practice, if negotiated as part of a candidates' workload at the time of hire.

External review letters are not required for post-tenure reviews. To be granted a rating of "meeting expectations" during a post-tenure review, the candidate is expected to have

(1) achieved a rating of "meeting expectations" or higher on each of the annual merit reviews during the relevant time period.
(2) accomplished goals that are consistent with his or her current professional plan.
(3) submitted an acceptable professional plan, which would likely lead to ratings of "meeting expectations" or higher in future reviews.

If a faculty member fails to meet the standard above, the committee may still grant a rating of "meeting expectations" if an examination of the total record of the faculty member reveals strengths in some periods or activities that compensate for

the deficiency during the review period. Ratings of "exceeding expectations" or "outstanding" may be awarded for exceeding the standard for "meeting expectations".

APPENDIX

Examples of Appropriate Criteria for Faculty Evaluations, and Material for Inclusion in Dossiers and Self-Evaluations, Department of Communication.

A. TEACHING

1. Assessment of teaching effectiveness requires candidates to:

   a. Demonstrate the academic rigor/substantiveness of their courses

   Indicators:
   1. course syllabi
   2. quantitative examinations
   3. qualitative examinations
   4. examples of evaluated student work representing different levels of performance
   5. instructional materials
   6. peer evaluation
   7. student comments
   8. integration of diverse perspectives in the classroom
   9. integration of recent and relevant academic materials in the course
   10. mid-semester course adjustments based on evaluations
   11. improvements in course content from one year to the next
   12. innovative teaching methods
   13. videotaped presentation
   14. incorporating high-impact practices

   b. Provide evidence of student knowledge and/or achievement

   Indicators:
   1. student work, such as papers, projects, productions, videotapes of performance
   2. student performance on examinations that have been submitted to meet criteria "a" above
   3. alumni achievements
   4. student comments
   5. measures of student gain
   6. assessment of student preparedness by faculty peers

   c. Document a broad-based involvement with the educational objectives of the communication department

   Indicators:
   1. involvement with honors committees
   2. involvement with graduate thesis and/or comprehensive examination committees
   3. involvement with internships

4. supervision of independent studies and/or research practicum
5. curriculum development
6. extent of new course preparations and/or redesign
7. student advising
8. efforts supporting student success
9. efforts supporting campus diversity
10. mentoring of students
11. publishing in teaching-oriented journals
12. pedagogically-oriented community outreach

2. Candidates are strongly encouraged to:

   a. Demonstrate that students have evaluated their courses positively

   Indicators:
   1. Faculty Course Questions (FCQs), as required, to be interpreted in the context of issues related to FCQ validity, course content, course level, course size, response rate, course format, course taught for the first time, and instructor experience
   2. other student evaluation of instruction
   3. letters of support from former students

3. Candidates can show demonstrated achievement beyond their regular assigned teaching with any of the indicators listed below or others as determined by the candidate and the primary unit committee:

   Indicators:
   1. production of educational materials used by others (e.g., textbooks, readings, videos, podcasts, etc.)
   2. publishing in teaching-oriented journals
   3. teaching award/recognition at the campus, local, national, or international level
   4. teaching a MOOC or other content outside of the classroom
   5. community outreach and engagement that has a pedagogical component related to the candidate's academic expertise
   6. being invited to serve on graduate committees outside the department
   7. mentorship of alumni or students outside the department
   8. engagement in study abroad programs with local outreach
   9. participation and presentation at teaching conferences (including workshops and/or facilitating faculty sessions)
   10. leading teaching best practices workshops at the departmental/college/university level
   11. developing/teaching courses that have a service-learning and/or community engagement core
   12. offering lectures/workshops to students in other disciplines and community organizations
   13. providing specialized content lecturers to courses you are not teaching

14. teaching courses beyond one's assigned course load, such as overloads, GPS courses, Weekend University courses, etc.
15. receiving pedagogical development grants
16. developing interdisciplinary programs or degrees

B. SCHOLARLY/CREATIVE WORK

1. Primary and Secondary Evidence of Scholarship

    a. Primary evidence of research/creative accomplishments refers to refereed publications and juried creative work, including grant awards for research funding, if refereed. Secondary evidence refers to non-refereed publications, unjuried creative work, and non-refereed awards for research funding. Primary evidence is the key metric upon which decisions are made; secondary evidence is an important component of the scholarly dossier but does not have equal weight with primary evidence.

    b. Evidence of other scholarly activity demonstrates multiple ways of engaging in ongoing scholarship/creative works. Evidence of scholarly acclaim addresses the value of research/creative contributions (individually or as a corpus) as judged by experts.

2. Other Evidence of Scholarly Activity

    a. Papers or creative work presented at professional workshops or conferences (indicated as refereed or unrefereed)
    b. Evidence of pursuit of external funding for research (i.e., grant applications; if awarded, see above)
    c. Expert and technical consultation on research/creative projects led by other scholars not sufficient to warrant authorship
    d. Participation in research/creative work development activity (workshops, conference, summer schools, etc. designed to enhance research or creative work)
    e. Evidence of pursuit of a continuing program of research (e.g., long-term projects, work in press or in progress).
    f. Adaptation of scholarly work and distribution to a non-scholarly audience.
    g. Self-published or self-distributed work as evaluated by qualified experts

3. Evidence of Scholarly Acclaim

    a. Awards for research/creative work
    b. Top refereed conference papers or creative works
    c. Invited keynote addresses, presentations, screenings
    d. Works highly cited by other scholars or widely distributed, considered in the context of factors such as topic, date of publication, and selectivity of distribution outlet

e. Recognition of research/creative work by other scholars
   f. Professional reputation (both inside and outside the University)
   g. Evidence of capacity for future achievements by credible judges

C. LEADERSHIP & SERVICE

1. Performing necessary departmental administrative tasks
2. Serving on departmental, college, campus, and system-wide committees
3. Administrative service at the departmental, college, campus, system levels (e.g., department chair, dean, etc.)
4. Service in support of campus/university goals (e.g., diversity, sustainability, etc.)
5. Service to the profession and discipline at local, national, and/or international levels (e.g., holding officer positions in professional associations, reviewing conference submissions, helping organize conferences, serving on professional association standing committees, etc.)
6. Serving as ad-hoc manuscript reviewer for peer-reviewed journals
7. Serving on journal editorial boards and/or as journal editor
8. Serving as reviewer for book proposals, creative works, grant proposals, and other scholarly/creative submissions
9. Consulting and public service

**Indicators under Teaching and Leadership and Service are suggestions and are <u>NEITHER</u> all-inclusive nor are they lists of requirements. These items are not ranked or grouped in any order of importance. There is no expectation by the Communication Department that these are the only things that might be used or that all these items must be used.

College of Letters, Arts, and Sciences
Department of Communication RPT Criteria
Version History

Version 2: Revised Version
Approved by the Communication tenured/tenure track faculty, 5/6/2021
Approved by Dean Lynn Vidler, 9/8/2021
Approved by Interim Provost Kelli Klebe, 6/26/2020 Effective date, 9/14/2021