**Department of Technical Communication
and Information Design**

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

**Criteria, Standards and Evidence for Evaluation of Tenured
and Tenure-Track Faculty**

March 4, 2022

These guidelines are for the review of tenured and tenure-track faculty in the TCID department at the University of Colorado Colorado Springs as required by APS 5008 of the University of Colorado Board of Regents. These guidelines are intended to help faculty set goals that align with their career objectives, with departmental objectives, and with institutional strategies as well as to provide a framework for evaluating progress on those goals. TCID encompasses several specific disciplines within the overall field of technical communication. The criteria herein are based on appropriate and current standards of professional performance in each specific discipline (e.g. technical writing, user-experience research/design, technical editing, information architecture, technical marketing, instructional design, technical illustration, etc.). Each candidate's case will be reviewed and judged on its individual merits and circumstances. TCID is committed to innovative teaching, strong scholarship, and effective service to the university and community. The program also recognizes the value of professional practice when 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.

The Technical Communication and Information Design Department affirms the rights of all faculty, staff, and students to participate in an environment that appreciates and values every individual's unique contribution to our shared community through the honest, respectful, and open exchange of ideas, perspectives, and beliefs. We are committed to helping all members of our community achieve their personal and professional potential, and we are equally committed to increasing support for, and representation of, individuals historically excluded from higher education opportunities and the profession of technical communication and information design.

Overview of Evaluation Requirements
All tenured and tenure-track faculty are expected to act with professionalism, civility, and respect as a fundamental component of their job. Additionally, all tenured and tenure-track faculty are expected to divide their workload into scholarship/creative work (40%), teaching (40%), and service (20%) unless a different workload has been approved in writing by the chair and the dean of the college.

As part of the annual review, faculty members will document and report on their yearly activities by the deadline communicated by the LAS Dean's Office. As part of this yearly documentation, faculty members will also provide a current CV, a self-evaluation, and self-ratings of performance in the areas of teaching, research, and service. The TCID Chair (henceforth referred to as "the Chair") also rates each faculty member in teaching, research, and service, and then submits those rating to the Dean of LAS, for further evaluation at the college level. The Chair will also meet with each faculty member to discuss the yearly evaluation as part of a collaborative process in support of faculty development.

We acknowledge that this evaluation process, co-created by the faculty member and the Chair, should include some reasonable flexibility to account for significant disruptions and/or major life transitions that impact a faculty member's contributions.

Should a challenge or dispute arise about any aspect of the annual review process, the first step is for the faculty member to meet/discuss their concerns with the Chair. If the dispute is not satisfactorily resolved after meeting with the Chair, the next step is for the faculty member to follow-up with the LAS Dean.

Any processes not directly addressed in this document will use the campus and university processes and

guidelines as outlined in the appropriate UCCS policies, Regents Laws and policies, and CU Administrative Policy statements.

Scholarship/creative work
All tenured/tenure-track faculty members are expected to engage in scholarship. In the assessment of research and creative work, the program 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 program encourages collaborative research, and so co-authored papers are considered as equivalent to sole-authored papers if the candidate provides clear evidence of a significant contribution to the paper. All five forms of scholarship listed below are recognized by TCID; each carries equal weight

- Scholarship of Discovery – this is what most now view as basic research.
- 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.
- Scholarship of Application – this is where we use our expertise in our special fields of knowledge and apply that expertise to real-world problems.
- Scholarship of Teaching and Learning – this is the rigorous study of teaching and learning that evolves into the sharing of pedagogical research.
- Scholarship of Creative Works – this is the artistry that creates new insights and interpretations.

Article length contributions to edited books will be evaluated in the same fashion as journal articles. Edited research works, collaborative work, textbooks, digital works, and developing digital creative or scholarly products are likewise recognized as scholarship. We also recognize scholarly study of teaching and learning issues as well as administrative practices as a form of research. Candidates are encouraged to integrate their teaching experiences/practices into their research. In all cases, it is the scholarly/creative quality and contributions of the discipline, not merely its quantity, which shall guide the evaluation of the faculty member's scholarship. In every case where quantitative volume is not high, it is understood that the standards may be adjusted to reflect ongoing work of exceptional quality and contribution to the field, especially as reflected in single-authored books.

Examples of criteria for faculty evaluation with respect to scholarship appear below. This is a list of suggestions and is NEITHER all-inclusive NOR a list of requirements.

- Refereed publications (journal articles; monographs; edited collections; textbooks)
- Competitiveness of publishing venues (e.g., percentage of submissions published)
- Number of citations made by other scholars and that appear in peer reviewed scholarship
- Juried creative work
- Grants and contracts and activities involved in pursuing external funding (sponsored research) whether as principle investigator or co-investigator (although serving as principle generally carries more weight)
- Papers presented at professional workshops, conferences
- Recognition by other scholars of research and publications (e.g., invited lectures)
- Recognition of expertise by media outlets (e.g., appearing on radio or TV programs)
- Theoretical and applied research

- Engaging in public scholarship, including, but not limited to, hits and positive commentary on social media, blogs and instructional videos on YouTube; invitations to participate in documentaries, podcasts, newspaper and radio interviews and other media formats
- Demonstrated progress toward completing longer term research projects that span more than one evaluation period such as writing books or preparing significant grants
- Compensated and uncompensated expert and technical consultation on research projects
- Contribution to DEI scholarship, e.g., conducting research in underrepresented communities— prisons, scholarship on women, where English is not first language, on reservations, and engaging in typically under-represented forms of scholarship

Teaching
All tenured/tenure-track faculty members are expected to be deeply engaged with quality teaching. In the assessment of teaching, TCID recognizes multiple sources of evidence to document teaching performance. While FCQs are one required measure, these constitute only 1/3 of the full teaching evaluation. Interpreting student feedback forms will consider the size of courses, content, level, delivery modality (e.g. face-to-face; hybrid; hyflex; online), and student population. The additional 2/3 of the teaching evaluation will consider additional activities including, but not limited to, curriculum development; revising courses for delivery in different modalities; student advising; involvement in student engagement and retention efforts; directing internships; participation in outside-the-classroom activities with students; professional development that impacts teaching; and including students in creative work and research projects.

Faculty members must demonstrate that their courses are rigorous, coherently organized, thoughtfully presented, and that they deal with significant areas in the field of TCID. Furthermore, candidates will be expected to demonstrate a commitment to teaching and satisfactory development of skill in presenting materials. The candidate is expected to show potential for continued development as a teacher. Improvement in teaching methods and in curriculum development within the program will also be considered evidence of excellence in teaching.

Examples of criteria for faculty evaluation with respect to teaching appear below. Beyond the requirement to include student feedback forms (FCQs), this is a list of suggestions and is NEITHER all-inclusive NOR a list of requirements.

- FCQs (required)

- Demonstrate excellence in teaching activities.
  Indicators:

    a. course syllabi
    b. quantitative examinations
    c. qualitative examinations
    d. examples of evaluated student work representing different levels of performance
    e. instructional materials
    f. department chair observations
    g. peer evaluation
    h. student comments
    i. integration of diverse perspectives in the classroom
    j. mid-semester course evaluations
    k. improvements in course content from one year to the next

l.   innovative teaching methods both inside and beyond the classroom

- Provide evidence of student knowledge and/or achievement.
  Indicators:

  a. student work, such as papers, projects, presentations
  b. student performance on examinations that have been submitted to meet criteria "a" above
  c. alumni achievements
  d. student comments
  e. measures of student gain
  f. assessment of student preparedness by peers
  g. invitations to guest lecture
  h. invitations to appear in documentaries, news, or other media outlets
  i. supervising students in professional experience activities such as internships
  j. advise students in professional or academic pursuits
  k. supervising graduate students and/or participating on graduate committees

- Provide evidence of skill and ongoing achievement in presenting instructional material.
  Indicators:

  a. instructional materials
  b. syllabi
  c. peer evaluation
  d. digital/online/videotaped presentations
  e. publication/creative work on the scholarship of teaching
  f. contributing to teaching activities at institutions other than UCCS
  g. participating in teaching activities in units outside of TCID but within UCCS
  h. mentoring other faculty as a peer reviewer, class observer, by opening classes for others to observe, sharing pedagogical materials with peers
  i. participation in activities to improve teaching such as certificate programs, workshops, conferences, or webinars
  j. facilitating/leading teaching workshops, webinars, or seminars
  k. invitations to collaborate in interdisciplinary teaching

- Document a broad-based involvement with the educational objectives of the program.
  Indicators:

  a. involvement with internships
  b. supervision of independent studies
  c. curriculum development
  d. extent of new course preparations
  e. student advising
  f. efforts supporting student success
  g. efforts supporting campus diversity
  h. mentoring of students on research projects
  i. community outreach

j. participation in assessment activities including portfolio review, capstone projects, and departmental review

- Demonstrate that students exhibit positive affect toward their courses.
  Indicators:

  a. student evaluation of instruction
  b. letters of support from former students
  c. positive commentary on blogs, videos, or other online instructional materials

Service
All tenured/tenure-track faculty members are expected to participate in university service as collegial, ethical, and respectful professionals. In the assessment of service, TCID recognizes contributions to the department, to the college, to the university's mission, to national/international professional organizations, and to industry or community partners. Additionally, the program values contributions to the community outside the university, specifically activities which contribute to the improvement of local, national, or international communities and increase social justice.

Examples of criteria for faculty evaluation with respect to service appear below. This is a list of suggestions and is NEITHER all-inclusive NOR a list of requirements.

- Performing programmatic administrative tasks
- Serving on college and/or university committees and administrative service
- Serving the profession and discipline (local, state, national, international level)
- Consulting and public service
- Role-modeling and mentoring on any educational level
- Reviewing research proposals
- Reviewing books in scholarly journals
- Reviewing grant proposals
- Refereeing manuscripts
- Participating in organizational activities for the profession (e.g. local planning committees, site visit details, activities involved in local, regional and national meetings, etc.)
- Holding offices in professional associations
- Contributing to TCID education at any level and at any institution in addition to the University of Colorado
- Supporting campus diversity goals
- Compensated and uncompensated expert and technical consultation services that are not directly connected to research projects and serve a general good for the profession, community, or institution.

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Evaluation Criteria for Tenured/Tenure-Track Faculty
Version History

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Approved by Dean Lynn Vidler:
Approved by Interim Provost Kelli Klebe: