

**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
Instructional, Research, and Clinical Faculty**

December 1, 2021

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. IRC faculty are held to a high standard of effective and innovative teaching as this constitutes the primary responsibility of IRC faculty.

The evaluation process assumes possession of an appropriate postgraduate 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 IRC faculty will be expected to divide their workload into teaching (95%), and service (5%) unless a different workload has been approved in writing by the program director/department chair and the dean of the college. A holistic rubric for evaluation appears in Appendix A to guide evaluation. This rubric is intended **as only a guide** for evaluation to ensure that each area of faculty activity receives appropriate consideration. By definition, evaluations rely on subjective perceptions of a faculty member's performance.

Teaching

All IRC 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 (face-to-face; hybrid; online), and student population. For the additional 2/3 of the teaching evaluation, faculty members must demonstrate that their courses are appropriate to the discipline, 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, evidence of which will be good interaction with students, concern with curriculum, and satisfactory development of skill in presenting materials. Finally, all faculty members must maintain regular office hours proportionate to their assigned teaching responsibilities.

Activities beyond course delivery including, but not limited to, new course development; professional development workshops; substantial curricular innovations; and contributions to program assessment will be considered outstanding performance.

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)
- Maintain office hours (required)

- Demonstrate rigor of teaching activities.
Indicators:
 - a. course syllabi
 - b. examples of evaluated student work representing different levels of performance
 - c. instructional materials
 - d. department chair observations
 - e. peer evaluations
 - f. student comments
 - g. integration of diverse perspectives in the classroom
 - h. mid-semester course evaluations
 - i. improvements in course content from one year to the next
 - j. 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. alumni achievements
 - c. measures of student gain
 - d. assessment of student preparedness by peers
 - e. supervising students in professional experience activities such as internships

- 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. mentoring other faculty as a peer reviewer, class observer, or sharing pedagogical materials with peers
 - f. participation in activities to improve teaching such as certificate programs, workshops, conferences, or webinars
 - g. facilitating/leading teaching workshops, webinars, or seminars to enhance teaching
 - h. invitations to collaborate in interdisciplinary teaching
 - i. invitations to share teaching expertise with colleagues outside UCCS

Service

All IRC faculty are expected to perform as collegial and ethical professionals. In general, IRC faculty are not expected to perform significant service and the minimum expectation is that IRC faculty attend and participate in departmental meetings. However, TCID recognizes that IRC faculty frequently contribute to the program, to the college, to the university, to the community, and to national/international professional organizations. These activities contribute to maintaining professional engagement, but they are not required.

Participating in any activity beyond the basic expectation constitutes exemplary performance.

Examples of criteria for IRC faculty evaluation with respect to service appear below. Beyond the requirements that IRC faculty attend monthly meetings, this is a list of possible activities that IRC faculty might undertake and for which they will receive credit. The list is NEITHER all-inclusive NOR a list of requirements.

- Attending and participating in monthly meetings (required)

- Performing programmatic administrative tasks
- Leading *ad hoc* program activities/committees
- Sharing knowledge with peers at meetings or conferences
- Serving on university and college committees
- Serving the profession and discipline (local, state, national, international level)
- Consulting and public service
- Role-modeling and mentoring on any educational level
- Holding offices in professional associations
- Supporting campus diversity goals

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**Evaluation Criteria for IRC Faculty
Version History**

Version 1: Initial Version

Approved by the TCID IRC Faculty: 1 April 2022

Approved by Dean Lynn Vidler:

Approved by Interim Provost Kelli Klebe: