

**Department of Technical Communication
and Information Design**

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

**Criteria, Standards and Evidence for Reappointment,
Promotion and Tenure**

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CRITERIA FOR REAPPOINTMENT, PROMOTION AND TENURE

Technical Communication and Information Design (TCID)

Introduction

These criteria are for the general review of candidates toward reappointment, promotion, and tenure in the TCID program at the University of Colorado at Colorado Springs. The TCID program 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. The program 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 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 shall 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 particularly progress since the last review.

Overview of RPT Requirements

All tenured/tenure-track faculty will be expected to divide their workload into scholarship (40%), teaching (40%), and service (20%) unless a different workload has been approved in writing by the program director and the dean of the college. As permitted in APS 1022, the faculty of TCID have voted not to have a vote of the primary unit faculty as a step in the reappointment, promotion, and tenure process and will respect the decision of the Primary Unit Evaluation Committee to represent the program's assessment of faculty.

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 by the candidate to the paper. All five forms of scholarship listed below are recognized by TCID and were patterned after the Boyer report (Scholarship Reconsidered). Each carries equal weight if done with rigor, communication, and peer review.

- 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.

Examples of appropriate criteria for faculty evaluation with respect to scholarship, 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.

Teaching

All tenured/tenure-track faculty members are expected to be deeply engaged with quality teaching. In the assessment of teaching, the program recognizes multiple sources of evidence to document teaching performance. While FCQs are one required measure, additional 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 including students in creative work and research projects. Examples of appropriate criteria for faculty evaluation with respect to teaching, 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.

Leadership and Service

All tenured/tenure-track faculty members are expected to participate in university service as collegial and ethical professionals. In the assessment of service, the program recognizes contributions to the program, to the college, to the university, and to national/international professional organizations. Additionally, the program values contributions to the community outside the university, specifically those which connect academic activities to the improvement of local, national, or international communities. Examples of appropriate criteria for faculty evaluation with respect to service, 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.

The TCID program recognizes the value of diverse contributions in research, creative work, teaching, and service and will give such contributions added weight in all categories of performance. Additionally, the TCID program, like the university as a whole, recognizes that people are our most important resource in accomplishing our mission in the areas of scholarship, teaching and service. Members of the program are expected to treat colleagues, co-workers, and students with respect, professionalism, and dignity in all interactions and communications. Members of the program are also expected to practice and model ethical and responsible behavior in all aspects of their work. Expected conduct includes conducting fair and principled business transactions; acting in good faith; being personally accountable for individual actions; conscientiously fulfilling obligations towards the program and others; and communicating ethical standards of conduct through instruction and example.

Initial Reappointment

The candidate’s total record, including scholarship, teaching, and service (and professional practice when applicable) shall be evaluated. No specific rating in each area is required, but the record must show sufficient potential of future success to justify reappointment.

Scholarship/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. In consultation with the chair, candidates should provide a Scholarship Work Plan which indicates a five-year schedule of envisioned scholarship and methods for implementation in the theoretical and/or applied arenas. The program recognizes that scholarship can take many forms even within the Boyer model and most of these can be found in the appendix of this document.

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 TCID. 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 shall be evaluated by multiple means, which will include, at a minimum Faculty Course Questionnaires (*required*) and at least 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. 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 program will be taken into consideration. In consultation with the chair, candidates will provide a Teaching Plan, which indicates a five-year schedule of courses, and demonstrate how they support the program curriculum.

Leadership and Service

Candidates are expected to begin a process to identify the type of service contribution most appropriate for each individual. Each candidate must have met his or her obligations of service to the TCID program, which includes at a minimum attending program meetings and activities. The candidate should be exploring service contributions available within the program, college, university, discipline, and community.

Comprehensive Reappointment Review

The candidate must demonstrate sufficient progress toward tenure to justify reappointment. The candidate's record of teaching, research, and service are evaluated separately, indicating whether the candidate is "on track for tenure" and meritorious or excellent in teaching, scholarly/creative work, and service; "not yet on track for tenure but could meet standards for tenure with appropriate corrections"; or, "not on track for tenure." No external evaluation letters are required at this review.

The candidate must demonstrate sufficient progress toward tenure to justify reappointment. This will typically be a rating of at least *meritorious* in each of the three areas of scholarship, teaching, and service. The reviewers may consider issues of material bearing, such as the strategic goals of the program, college, and campus.

Scholarship/creative work

The candidate must make reasonable progress toward tenure as demonstrated by submission of peer-reviewed publications, professional presentations, research proposals, creative work, and by letters of evaluation of his/her work in any of the five areas of scholarship outlined within the *Boyer Report*. The candidate's Scholarship Plan should be updated to reflect work in progress, work completed, and new directions in the plan.

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 in our field 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.

Teaching

The candidate must demonstrate merit as a teacher beyond that required for the initial reappointment review. In undergraduate classes, candidates will be expected to demonstrate strong and effective teaching via (1) student evaluations (FCQs) and (2) at least two other measures of teaching effectiveness. In evaluating teaching, size of courses, content, level, delivery modality (face-to-face; hybrid; online), and student population will be considered in interpreting student evaluations.

Candidates will be required to: (1) demonstrate the academic rigor of their courses; (2) provide evidence of student knowledge and/or achievement; (3) provide evidence of competency in the understanding and presentation of material; and (4) exhibit a broad-based involvement with the educational mission of the TCID program. This includes implementing advances in the field into the classroom and updating curriculum and course materials as necessary to remain current with professional practice. Selected methods for documenting these achievements are listed in the appendix.

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 shall be considered here. Candidates are encouraged to integrate their research into their teaching.

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. Candidates must have met their obligations to program, university, discipline, and community service. In evaluating service both the quality, quantity, and nature of service contributions will be considered.

Review for Tenure and/or Promotion to Associate Professor

The candidate's record in scholarship teaching, and service (and professional practice when applicable) will each be evaluated separately as *below expectations*, *meritorious*, or *excellent*. The candidate must be rated at least *meritorious* in each of the three areas and must receive a rating of excellent in either teaching or scholarship. Normally, candidates are evaluated based upon the percentage of effort assigned in each category (40% scholarship; 40% teaching; 20% service). However, candidates may opt to pursue tenure/promotion with an emphasis placed on teaching in which case candidates must be rated *excellent* in teaching. A faculty member pursuing promotion and tenure on the basis of excellence in teaching must demonstrate achievement in teaching beyond the immediate instructional setting and 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 that furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting. Sample indicators of teaching excellence beyond the immediate instructional setting appear in the appendix.

The primary unit committee evaluating the faculty member for promotion from Assistant to Associate Professor must consist of at least five tenured professors (Associate or Full Professor) from TCID and/or related departments.

Scholarship/creative work

To be judged *meritorious* in scholarship, candidates must have published significant articles or creative works in refereed journals or juried showings/reviews of creative works that make an original scholarly contribution to the discipline. At the time of review, the faculty member should have the number of publications that correspond to the average number of publications at doctoral granting institutions of similar size to UCCS, normally one major peer-reviewed publication per year. 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 creative work provide secondary evidence of scholarly achievement; examples of such work include professional blogs, trade journal publication, materials for professional training. Self-published work must be externally reviewed. Edited research works, collaborative work, 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, not merely its quantity, that will guide the evaluation of the faculty member's work.

To be judged *excellent* in scholarship, the candidate must have published significant articles or creative works in refereed journals or juried showings/reviews of creative works that exceed the quantity and quality of work that is required for a rating of meritorious. One measure of going beyond what is required for meritorious is having more publications than the average number of publications produced by faculty in similar programs at doctoral institutions of similar size as UCCS or producing a book-length publication in addition to other requirements.

The study of technical communication is applied and interdisciplinary by nature. In recognition of these unique features of this discipline, both theoretical and applied research/creative work, as well as print publication and online/digital scholarship are valued and are considered to be of equal importance in their contribution to the field. Collaborative scholarship is likewise valued.

Teaching

Candidates must be judged a *meritorious* teacher in accordance with the metrics contained in the appendix. FCQs are a required metric. In addition to FCQs, any combination of two of the metrics included in the appendix (or other measurements deemed appropriate by the committee) judged to be completed at a high professional level, will constitute meritorious teaching.

To be judged *excellent*, candidates must demonstrate the requirements for a *meritorious* rating and must also demonstrate continuing creativity, innovation, and improvement of courses, competence in graduate teaching/mentorship (when appropriate), and success in at least two additional metrics (a total of four metrics plus FCQs) from the appendix. In addition to classroom teaching, candidates' work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities shall be considered. 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.

Leadership and Service

Candidates must be judged *meritorious* in service in accordance with the metrics contained in the appendix. Any combination of four of these metrics (or other measurements deemed appropriate by the committee) will constitute meritorious service.

To be judged *excellent* in service, the candidate must show work in more than four of the metrics in the appendix. In addition to program, university, and/or community service, the candidate should also have contributed service to the technical communication profession. This may include reviewing books in scholarly journals, reviewing grant proposals, refereeing manuscripts, or holding offices in professional associations.

Review for Promotion to Full Professor

The candidate's record in scholarship, teaching, and 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*; and a record, since receiving tenure and promotion to associate professor, that indicates substantial and continued growth, development, and accomplishment in scholarship, teaching and service.

The primary unit committee evaluating the faculty member for promotion from Associate to Full Professor must consist of at least three tenured, full professors from TCID and/or related departments.

Scholarship/creative work

The candidate must meet the standards required to be rated as *excellent* as outlined in the section for promotion to Associate Professor, although with additional evidence of intellectual growth as a scholar since promotion to Associate Professor.

As with promotion to Associate Professor, 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 creative work provide secondary evidence of scholarly achievement; examples of such work include professional blogs, trade journal publication, materials for professional training. Self-published work must be externally reviewed. Edited research works, collaborative work, 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, not merely its quantity, that will guide the evaluation of the faculty member's work.

The study of technical communication is applied and interdisciplinary by nature. In recognition of these unique features of this discipline, both theoretical and applied research/creative work, as well as print publication and online/digital scholarship are valued and are considered to be of equal importance in their contribution to the field. Collaborative scholarship is likewise valued.

Teaching

The candidate must meet the standards required to be rated as *meritorious* or *excellent* as outlined in the section for promotion to Associate Professor, although with evidence of continuing creativity and/or improvement of courses beyond promotion to Associate Professor.

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 shall be considered. In evaluating teaching, course size, content, course level, delivery modality (face-to-face, hybrid, online) will be considered in interpreting student evaluations.

Leadership and Service

The candidate must provide evidence of major contributions in the areas of programmatic, professional, university, national, and international service. We recognize that different faculty will fulfill this requirement differently, but all candidates for promotion to Full Professor must have an extensive service record beyond that required for promotion to Associate Professor.

Post-Tenure Review

While post-tenure review procedures should hold faculty responsible for their performance, they should not limit intellectual and creative expression or the faculty member's ability to serve the University of Colorado, the people of the region, and their intellectual and creative communities. While post-tenure review is not "renewable tenure" it should be conducted in a manner consistent with the campus Reappointment, Promotion and Tenure Criteria.

In accordance with the UCCS Post-Tenure Review Policy 200-016 dated 6 /27/2017 the primary unit will provide an overall evaluation of the candidate as either *outstanding*, *exceeding expectations*, *meeting expectations* or *below expectations*. However, the committee cannot issue a *below expectations* finding without first obtaining at least three external review letters confirming that the candidate was performing below expectations. The outside reviewers used will be jointly selected by the candidate and primary unit.

Additionally, the APS on post-tenure review requires the primary unit to, ". . . summarize the unit's findings regarding the faculty member's adherence to the previous Professional Plan(s) (taking into account the differentiated workload, where present)".

Finally, in accordance with the UCCS Post-Tenure Review Policy 200-016 dated 6 /27/2017, the program's minimum criteria for meeting expectations are defined by the TCID Program's Criteria For Reappointment, Promotion, and Tenure. Specifically, this includes evidence of continual pursuit of scholarly/creative activities, effective teaching, and service as outlined in this RPT document with the specific indicators contained within this document's appendix.

Recognizing the many different ways in which post-tenure faculty contribute to the university, we define *meeting expectations* for purposes of post-tenure review as consisting of three elements, each of which must be met: 1) having achieved a rating of *meeting expectations* or higher on each of the annual merit reviews included in the time period under review, 2) having addressed the faculty member's previous professional plan, and 3) having submitted a new and acceptable professional plan that indicates an ability to achieve *meeting expectations* or higher ratings in the future. If a faculty member diverges from the current professional plan, the committee shall consider the total record of the faculty member during the review period to determine whether strengths in some time periods or some activities compensate for the divergence such that a rating of *meeting expectations* is still appropriate. Ratings of *exceeding expectations* or *outstanding* will be awarded for exceeding these standards.

Candidates' Responsibilities for Post-Tenure Review

Candidates for post-tenure review bear sole responsibility for submitting to their primary unit review committee the following materials as directed by guidelines established by the dean of LAS:

- An updated CV
- Scholarly reports for the previous five years
- Annual merit reviews for the previous five years

- FCQ summaries for the previous five years
- A self-evaluation of work for the previous five years which includes a description of the candidate's role in various projects
- The professional plan from the previous five years
- A new professional plan for the next five years
- A post-sabbatical report, if taken within the previous five years

Candidates may also elect to submit other materials that would help the primary unit understand their performance and what they as a faculty member contribute. These materials could include, but are not limited to:

- Documents establishing differential workloads over the past five years
- Examples of scholarship/creative work over the past five years
- Forms of evidence documenting teaching effectiveness and course rigor
- An analysis of the FCQ's reliability and or validity
- Evidence of student learning/accomplishments
- Descriptions of service to the university and the region
- Acceptance rates and other evidence concerning the selectiveness of the venues where scholarly/creative work was made public.

In conducting the review of the candidates' scholarly/creative record the primary unit should:

- Focus on the last five years, but do so in the context of the candidate's total record
- Examine the depth of the candidate's record rather than the quantity of activities (e.g. some projects such as books, or retraining in a new area, can take years to complete whereas minor publications in third tier journals can be completed in a short time)
- Consider any failure on the University's part to empower the candidate to be productive (e.g. not providing equipment normally provided by universities; failure to provide a livable wage that forced the candidate to take on a second job; failure to comply with a promotion and tenure decision that had an adverse effect on the candidate)
- Acknowledge all efforts to obtain funding whether successful or not
- Examine the selectivity of the journals/venues where the candidate's work appeared. In addition to the traditional scholarship of discovery, the primary unit must recognize the scholarships of integration, application, teaching, creative works, and professional practice as defined by the Task Force on Reappointment, Tenure, and Promotion. See at: www.uccs.edu/~provost/tenure.html.

In evaluating teaching the primary unit should:

- Examine the candidate's FCQs, but to do so in a manner consistent with the campus policy on Reappointment, Promotion and Tenure that states, "[h]owever, evidence of the FCQ's reliability and validity for a particular candidate should be taken into account."
- Interpret the FCQs considering such factors as prior student interest in the subject and average grade awarded, face-to-face courses versus online, service versus major courses, etc.
- Employ at least two metrics other than the FCQ
- Examine any instructional materials carefully

- Consider evidence of student learning/accomplishments, peer and alumni evaluations, innovations in teaching, participation in teaching-related activities, preparation of course materials, new course development, and contributions to diversity.
- Reward faculty for extra teaching activities, such as independent studies, directing theses, serving on the honors committee, and serving on comprehensive exam committees.

In evaluating service, the primary unit should more positively recognize time consuming service activities than those that are less time intensive. This should be especially true for those service activities that require out of town travel. Legitimate service activities include:

- Performing necessary programmatic administrative tasks
- University committees and administrative service
- Service to the profession and discipline
- Consultation and public service
- Role modeling and mentoring on any educational level
- Reviewing research proposals
- Reviewing books in scholarly journals
- Reviewing grant proposals
- Refereeing manuscripts
- Participation at professional conferences, specifically organizational activities (organizational activities, 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.

Across the areas of scholarship, teaching and service, performance should be evaluated such that it respects differential workloads as negotiated (and documented) with the CU system, the university, the college, or the primary.

Appendix

This appendix contains examples of appropriate criteria for faculty evaluations, and material for inclusion in dossiers and self-evaluations, of the TCID program. The lists below are suggestions and each list is NEITHER all-inclusive NOR a list of requirements. Items are not ranked or grouped in any order of importance. There is no expectation by the Technical Communication and Information Design program that these are the only things that might be used or that all these items must be used.

Scholarship

The following items may be considered when evaluating a faculty member's scholarship:

- Refereed publications (journal articles; monographs; edited collections; textbooks)
- Competitiveness of publishing venues (e.g. percentage of submissions published)
- Citations
- Juried creative work
- Grants and contracts and activities involved in pursuing external funding (sponsored research)
- 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
- Professional reputation (both inside and outside the University)
- Evidence of capacity for future achievements
- Participation in development workshops
- Participation in career development activity (workshops, conference, summer schools, etc.)
- Long-term research projects with continued contribution to theoretical and/or applied fields of communication
- Expert and technical consultation of research projects
- Role modeling and mentoring of research on any educational level
- Research contribution to TCID education at any level and at any institution in addition to the University of Colorado
- Risk factor involved in the research venture

Teaching

Student evaluations of faculty teaching (FCQs) are required for all evaluations of teaching. However, the following items may be considered in addition to FCQs according to the evidence they provide:

- Demonstrate rigor of 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. peer evaluation
- g. student comments
- h. integration of diverse perspectives in the classroom

- i. mid-semester course evaluations
 - j. improvements in course content from one year to the next
 - k. 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. mentoring other faculty as a peer reviewer, class observer, by opening classes for others to observe, sharing pedagogical materials with peers
 - h. participation in activities to improve teaching such as workshops, conferences, or webinars
 - i. facilitating/leading teaching workshops, webinars, or seminars
 - j. 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
 - i. publishing in teaching-oriented journals
 - j. community outreach
 - k. participation in assessment activities including portfolio review, capstone projects, and departmental review
- Demonstrate that 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

The following items may be considered when evaluating a faculty member's service:

- Performing programmatic administrative tasks
- Serving on 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

College of Letters, Arts, and Sciences
Department of Technical Communication and
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Version 1: Initial Version

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