

CRITERIA FOR REAPPOINTMENT, PROMOTION AND TENURE

Technical Communication and Information Design (TCID)

February 2019

Approved by Provost 2/25/2019

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, in particular, progress since the last review.

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.

In the assessment of teaching, the program 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 TCID program recognizes the value of diversity contributions in teaching, research, creative work, and service and will give such contributions added weight.

Examples of appropriate criteria for faculty evaluation in the TCID program 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. 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 rigor, communication, 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.

All faculty will be expected to divide their workload into teaching (40%), scholarship (40%), and service (20%) unless a different workload has been approved in writing by the program director and the dean of the college.

INITIAL REAPPOINTMENT

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

2) Scholarship:

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.

3) Service:

The 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 REVIEW

The candidate's record in teaching, scholarship, service, and professional practice (when applicable) will each be evaluated separately as *below expectations*, *meritorious*, or *excellent*. The candidate must demonstrate sufficient progress toward tenure to justify reappointment. This will typically be a rating of at least meritorious in the first three areas—teaching, scholarship, and service. The reviewers may take into account issues of material bearing, such as the strategic goals of the program, college, and campus.

1) 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, content, level, online, face-to-face, and student population will be considered in interpreting student evaluations.

Candidates will be required to: (1) demonstrate the academic rigor/substantive-ness 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 implementation of advances in the field into the classroom, and updating curriculum and course materials. 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.

2) Scholarship:

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

3) 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 program, university, discipline, and community service. In evaluating service both the quality, quantity, and nature of service contributions will be considered.

TENURE AND/OR PROMOTION TO ASSOCIATE PROFESSOR

The candidate's record in teaching, scholarship, service, and professional practice (when applicable) will each be evaluated separately as *below expectations*, *meritorious*, or *excellent*. The candidate must be rated as, at least, meritorious in the first three areas and must receive a rating of excellent in either teaching or scholarship.

1) Teaching:

The candidate 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 8 of these metrics (or other measurements deemed appropriate by the committee) judged to be done at a high professional level, will constitute meritorious teaching.

To be judged *excellent*, the candidate must also demonstrate continuing creativity and/or improvement of courses and, if appropriate, competence in graduate training/mentoring including participation on graduate committees and in the teaching of combined undergraduate and graduate courses. The candidate must also demonstrate innovation in the classroom. 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.

2) Scholarship:

To be judged *meritorious* in the area of scholarship, the candidate must have significant 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 works. 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. 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 theoretical and applied fields of technical communication, not merely its quantity, that will guide the evaluation of the faculty member's work.

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 reviews of creative work that clearly goes beyond 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.

The study of technical communication is highly 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 are highly valued and are of equal importance in their contribution to the field as are collaborative research and publications.

3) Service:

The candidate must be judged *meritorious* in service in accordance with the metrics contained in the appendix. Any combination of 4 of these metrics (or other measurements deemed appropriate by the committee) will constitute meritorious service.

To be judged *excellent* in the area of service, the candidate must show work in more than 4 of the metrics must in the appendix and 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, participation at professional conferences, and membership in and/or office-holding in professional associations.

PROMOTION TO FULL PROFESSOR

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 teaching, research, and various kinds of 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 program and others; and communicating ethical standards of conduct through instruction and example.

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; 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 as indicated by the metrics contained in the appendix 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 shall be considered. In evaluating teaching, size, content, level, online, face-to-face, and student population will be considered in interpreting student evaluations.

2) Scholarship:

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 creative work based on substantially new research and/or new applications to contributions in the field of technical communication and/or substantial development of continued research/creative work or other significant scholarly work in any of the five areas of scholarship beyond that for which the candidate was awarded promotion to Associate Professor. 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) Service

The candidate must provide evidence of major contributions in the areas of programmatic, professional, university, and public service. We recognize that different faculty at this level will fulfill this requirement differently.

POST-TENURE REVIEW PROCESS

Post-Tenure Philosophy

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. And 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 CU system wide APS Post-Tenure Review (PTR) of November 1, 2006 the primary unit will provide an overall evaluation of the candidate as either *outstanding*, *exceeding expectation*, *meeting expectations* or *below expectations*. However, due to the diverse nature of the technical communication discipline, 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 decided 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 APS Post-Tenure Review of November 1, 2006 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 the Program's RPT document with the specific indicators contained in that same 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.

Post-Tenure Review Responsibilities

Candidates for post-tenure review bear sole responsibility for submitting to their primary unit review committee by Dean determined deadlines the following materials:

1. updated vita
2. scholarly reports for the previous five years
3. annual merit reviews for the previous five years
4. FCQ summaries for the previous five years
5. self-evaluation of work for the previous five years that includes a description of the candidate's role in various projects
6. their professional plan from the previous five years
7. a new professional plan for the next five years
8. post-sabbatical report, if taken within the previous five years

Candidates can 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:

1. differential workloads over the past five years
2. examples of scholarship/creative work over the past five years
3. any form of evidence of teaching effectiveness and course rigor
4. analysis of the FCQ's reliability and or validity
5. evidence of student learning/accomplishments
6. descriptions of service to the university and the region
7. total record while at UCCS
8. 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:

1. focus on the last five years, but do so in the context of the candidates' total record
2. examine primarily 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)
3. consider any failure on the University's part to empower the candidate to be productive (This could include such a broad range of things as not providing equipment normally provided by universities, failure to provide a livable wage that forced the candidate to take on a second job, or failure to comply with a privilege and tenure decision that had an adverse effect on the candidate)
4. acknowledge all efforts to obtain funding whether successful or not
5. 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:

1. 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."
2. interpret the FCQs in light of such factors as prior student interest in the subject and average grade awarded, face-to-face courses versus online, service versus major courses, etc.
3. use at least two metrics other than the FCQ
4. look at any instructional materials
5. 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.
6. reward faculty for extra teaching activities, such as independent studies, directing thesis, 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:

1. Performing necessary programmatic administrative tasks
2. University committees and administrative service
3. Service to the profession and discipline
4. Consultation and public service
5. Role modeling and mentoring on any educational level
6. Reviewing research proposals
7. Reviewing books in scholarly journals
8. Reviewing grant proposals
9. Refereeing manuscripts
10. Participation at professional conferences, specifically organizational activities (organizational activities, local planning committees site visit details, activities involved in local, regional and national meetings, etc.)
11. Membership in and/or office-holding in professional associations
12. Service contribution to communication education at any level and at any institution in addition to the University of Colorado

Across the areas of teaching, research, and service no area will be weighted less than 20% and performance should be evaluated such that it takes into account differential workloads as well as the aging nature of the faculty member (e.g. a long battle with cancer would understandably impact the candidate's record) expectations should not exceed the standards the candidate or his peers had to meet to be granted tenure.

APPENDIX

Examples of Appropriate Criteria for Faculty Evaluations, and Material for Inclusion in Dossiers and Self-Evaluations, of the TCID program. This is a list of suggestions and 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.

A. TEACHING

Assessment of teaching effectiveness requires candidates to include FCQs. Additional assessment of teaching effectiveness requires candidates to:

1. Demonstrate the academic rigor/substantive-ness of their courses

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
2. 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
3. Provide evidence of competency in the understanding and presentation of material

Indicators:

- a. instructional materials
 - b. syllabi
 - c. peer evaluation
 - d. digital/online/videotaped presentations
 - e. publication/creative work
4. 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
5. Candidates are strongly encouraged to demonstrate that students exhibit positive affect toward their courses.
- Indicators:
- a. student evaluation of instruction
 - b. letters of support from former students

B. SCHOLARSHIP

1. Refereed publications and juried creative work
2. Papers prepared for professional conferences
3. Recognition by other scholars of research and publications
4. Creative work
5. Un-sponsored research
6. Grants and contracts and activities involved in pursuing external funding (sponsored research)
7. Professional reputation (both inside and outside the University)
8. Evidence of capacity for future achievements
9. Theoretical and applied research
10. Participation in development workshops
11. Participation in career development activity (workshops, conference, summer schools, etc.)
12. Papers presented at professional workshops, conferences
13. Long-term research projects with continued contribution to theoretical and/or applied fields of communication
14. Expert and technical consultation of research projects
15. Role modeling and mentoring of research on any educational level
16. Research contribution to communication education at any level and at any institution in addition to the University of Colorado
17. Risk factor involved in the research venture

C. SERVICE

1. Performing necessary programmatic administrative tasks
2. University committees and administrative service
3. Service to the profession and discipline (local, state, national, international level)
4. Consultation and public service
5. Role modeling and mentoring on any educational level
6. Reviewing research proposals
7. Reviewing books in scholarly journals
8. Reviewing grant proposals
9. Refereeing manuscripts
10. Participation at professional conferences, specifically organizational activities (organizational activities, local planning committees, site visit details, activities involved in local, regional and national meetings, etc.)
11. Membership in and/or office-holding in professional associations
12. Service contribution to communication education at any level and at any institution in addition to the University of Colorado
13. Service in support of campus diversity goals

Technical Communication and Information Design (TCID) REAPPOINTMENT, PROMOTION AND TENURE POLICY

Version History

Version 1: Initial Version

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