

Department of Communication
College of Letters, Arts and Sciences

May 31, 2009

CRITERIA FOR REAPPOINTMENT, PROMOTION AND TENURE

Communication

Approved by the Provost: May 21, 2009

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 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 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 so 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 value of diversity contributions 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, 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.

The Department recognizes the “RISK” which can be involved in the pursuit of creative and innovative teaching and research efforts. 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.

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.

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.

FIRST RENEWAL

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 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 shall 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 shall 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. In consultation with the chair, candidates should provide a Teaching Plan which indicates a five-year schedule of courses, and demonstrate how they support the department 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 department 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 to service to the Communication Department. The candidate should be exploring service contributions available within the department, university, discipline, and community.

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 this is the case, the department wishes to 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.

SECOND (COMPREHENSIVE) RENEWAL

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. The review may also take into account issues of material bearing such as strategic goals of the department, college and campus.

1) Teaching:

The candidate must demonstrate merit as a teacher beyond that required for first renewal. 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) provide evidence of competency in the understanding and presentation of material; and (4) exhibit a broad-based involvement with the educational mission of the communication department. This includes implementation of advances in the field into the classroom, and updating curriculum and course materials. Candidates are encouraged to demonstrate that students exhibit positive affect toward their courses. 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.

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.

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 department, university, discipline, and community service. 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 this is the case, the department wishes to 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.

TENURE AND 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. Any combination of 9 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. The candidate is expected to also participate in the evaluation of student performance in department masters thesis and honors activity to be deemed excellent in teaching.

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 unjuried creative work provide secondary evidence of scholarly achievement. 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 Communication of the work reviewed in all types of scholarship as outlined above, not merely its quantity, which shall 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 showings/reviews of creative work that clearly goes beyond the quantity and quality of work that is required for a rating of meritorious. This would include having more publications than the average number at doctoral granting institutions of similar size to UCCS.

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) 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 should show work in more than 4 of the metrics found in the

appendix and in addition to department, university, and/or community service, the candidate should also have contributed service to the communication profession. This may include reviewing books in scholarly journals, reviewing grant proposals, refereeing manuscripts, reviewing film scripts, participation at professional conferences, and membership in and/or office-holding in professional associations.

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 this is the case, the department wishes to 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 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, course content, level and size 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 juried creative work based on substantially new research and/or new applications to contributions in the field of 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 departmental, professional, university, and public 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 this is the case, the department wishes to 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.

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. mid-semester course evaluations
10. improvements in course content from one year to the next
11. innovative teaching methods

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 peers

c. Provide evidence of competency in the understanding and presentation of material

Indicators

1. instructional materials
2. syllabi
3. peer evaluation
4. videotaped presentations
5. publication/creative work

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

Indicators:

1. involvement with honors committees
2. involvement with graduate thesis committees
3. involvement with internships
4. supervision of independent studies
5. curriculum development
6. extent of new course preparations
7. student advising
8. efforts supporting student success
9. efforts supporting campus diversity
10. mentoring of students
11. publishing in teaching-oriented journals
12. community outreach

2. Candidates are strongly encouraged to:

- a. Demonstrate that students exhibit positive affect toward their courses.

Indicators:

1. student evaluation of instruction
2. 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. Unsponsored 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 departmental 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

**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 Communication Department that these are the only things that might be used or that all these items must be used.

Department of Communication Post-Tenure Review Process

Post-Tenure Philosophy

While tenure frequently is mistakenly said to be an American concept its origins actually date back to the early renaissance period. During that period higher education in Europe was moving from monastery based to more secular institutions. At the time faculty were dismissed for such things as “anti-Aristotilism.” However, as it became apparent that much of what Aristotle had to say about various subjects was either outright wrong or questionable the recognition of the need to protect intellectual and creative expression became apparent and the concept of tenure ensued. Therefore, 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. Finally, while post-tenure review is not “renewable tenure” it should be conducted in a manner consistent with the campus *Reappointment, Promotion and Tenure Criteria*.

Post-Tenure Review Responsibilities

Candidates for post-tenure review bare 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 salary 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

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.

The primary unit committee is responsible for reviewing all materials submitted by the candidate. In accordance with the UCCS campus “Professional Plan Implementation Guidelines” of 7/14/1998 the professional plan and its evaluation:

1. “. . . should be qualitative rather than quantitative in nature.”
2. the “. . . post-tenure evaluations of the plan should be based on a review of the quality of the work and a determination of whether appropriate efforts were made in targeted areas.”
3. “the Professional Plan should not be viewed as the literal fulfillment of a set of nonnegotiable demands or rigid expectations, quantitative or otherwise.”
4. “In the case of a tenured faculty member, the Professional Plan shall not require a faculty member to exceed the expectations applied at the time tenure was granted.”
5. “In the area of scholarly productivity, the reviewers may only comment on the adequacy, feasibility, or wisdom of the plan, but do not formally approve or disapprove it.”

Furthermore, 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 communication discipline, and particularly the current department, 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 department’s minimum criteria for meeting expectations are defined by the Communication Department’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 Department’s RPT document with the specific indicators contained in that same document’s appendix.

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. weigh more heavily lead and solo authored works than multi authored works (e.g. three publications with three authors where one author was first, then second, then third would be roughly equal to one solo authored publication)

4. 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)
5. determine if the project(s) are of such magnitude that they would not be advisable to do prior to tenure (e.g. an hour long documentary to be aired on PBS or challenging the dominate paradigm)
6. acknowledge all efforts to obtain funding whether successful or not
7. examine the selectivity of the journals/venues where the candidate's work appeared. In general refereed publications would count more than book chapters while presentations and exhibitions would count less than book chapters.
8. 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, "However, 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 extraneous factors as prior student interest in the subject and average grade awarded
3. weigh more heavily those FCQ items that suggest a rigorous course
4. use at least two metrics other than the FCQ
5. look at any instructional materials
6. 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.
7. 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 departmental 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:

1. takes into account differential workloads
2. takes into account the aging nature of the faculty member (e.g. a long battle with cancer would understandably impact the candidate's record)
3. expectations should not exceed the standards the candidate or his peers had to meet to be granted tenure