

Departmental Policies for Reappointment, Promotion, and Tenure
Department of Communication
College of Media, Communication, and Information
University of Colorado, Boulder

The Department of Communication explains by means of this policy statement the procedures and standards that it will use in evaluating tenure-track personnel and instructors for reappointment, tenure, and promotion. This statement complies with policies of the Board of Regents as described in its Standards, Processes and Procedures (SPP) document. It is consistent with the University of Colorado Administrative Policy Statement entitled, "Procedures for Written Standards and Criteria for Pre-Tenure Faculty," as well as "Academic Affairs Guidelines for the Appointment, Evaluation, and Promotion of Lecturer and Instructor Rank Faculty" (revised 1 June 2017).

Tenure-Track Faculty

1. Rules of the Regents. Rules of the Regents, as given in the C.U. Faculty Handbook, define the basic requirements for reappointment, tenure, and promotion. These basic requirements cannot be overridden or superseded by departmental rules or interpretations.

The University requires comprehensive review at the end of the last appointment prior to a mandatory tenure decision. According to the Rules of the Regents, the comprehensive review involves full consideration of all credentials the Faculty Handbook and can, if negative, result in the rejection of a faculty member for renewal of appointment. The question to be considered by the Department and by administrative review committees for the comprehensive review is whether or not the candidate is making satisfactory progress toward tenure.

According to the Faculty Handbook, the award of tenure, which is typically concurrent with promotion to associate professor, requires that a faculty member be able to demonstrate "excellence" in either teaching or research and meritorious" achievement in the other category, plus meritorious service.

Promotion to the rank of full professor requires according to the resolution adopted at the February 17, 1994 Board of Regents meeting, that Professors should have the terminal degree appropriate to their field or its equivalent and (a) a record that, taken as a whole, is judged to be excellent (b) a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances can be shown to require a greater emphasis, or singular focus, on one or the other and (c) a record since receiving tenure and promotion to associate professor, that indicate substantial significant, and continued growth, development, and accomplishment in teaching, research, scholarship or creative work or service. The Communication Department, working within the framework of the Laws of the Regents, makes the following clarifications respecting how those rules apply to its faculty:

1. The department understands the requirement of an excellent record as whole to apply to both teaching and research.
2. A record of significant contribution to both undergraduate and graduate education is the normal expectation of the Department. It does not anticipate that conditions of an individual or of the Department itself will require an emphasis, or singular focus, on one or the other in determining a faculty member's level of achievement in teaching.

The purpose of the departmental evaluation is to apply the general standards of performance in teaching, research, and service to the disciplines that are represented in the Department of Communication.

2. **Allocation of Effort.** Each faculty member has a specific allocation of effort to teaching, research, and service. The standard allocation for the Department is 40% teaching, 40% research and 20% service. This allocation will be assumed to apply unless specific, formal agreements are made to the contrary; any such agreements must be reported to the Dean and must be in accord with the Department's Differentiated Workload Policy Statement. The allocation of effort will be considered to apply as an average over the months of any given academic year.
3. **Evaluation of Teaching.** In the first year after being appointed to a tenure-track position, faculty should create a file that will contain their written records pertaining to teaching. The file will be used as evidence in the evaluation of teaching. The Department may obtain evidence from other sources to the extent that the information contained in the file is incomplete with respect to any of the criteria identified below.
 - a. **Undergraduate teaching.** Undergraduate instruction is important in the evaluation of teaching credentials. However, no single measure of effectiveness in undergraduate teaching will be the sole basis of judgment by the Department. Criteria to be used in the evaluation of achievement in undergraduate teaching include:
 1. statements of teaching philosophy or self-evaluation of teaching;
 2. faculty course questionnaire scores from all classes;
 3. peer evaluation (by class visitation or other mechanisms);
 4. examples of course outlines, syllabuses, examinations and other items that indicate the nature of instruction;
 5. descriptions of the development or improvement of coursework;
 6. written "statements *that may* have come from the Chair or others concerning willingness to teach, rapport with students, important contributions to Curriculum development, or other related matters.

Beyond formal classroom instruction, the following criteria will be included by the Department in its evaluation of teaching: advising services to undergraduate students, independent study or independent research projects involving undergraduate students and activities promoting faculty-student interaction. In addition, a faculty member may submit, or the Department may consider at its own initiative, other evidence of teaching performance that seem appropriate for a particular individual.

Faculty members can request that the Chair arrange a peer evaluation that will assist them in making improvements in teaching prior to evaluation. Other mechanisms for consultation on teaching include the Faculty Teaching Excellence Program. Faculty members are not required to use those mechanisms of self-improvement, but are encouraged to do so.

- b. **Graduate instruction.** Graduate instruction is an important component of teaching evaluation. All faculty members are expected to advise MA and/or PhD students, serve on committees of students sponsored by other faculty members, participate in the screening of new students and assessment of ongoing students, and instruct graduate students through regular courses or seminars. Faculty members should document their involvement with graduate students as part of their teaching file.

The question to be considered by the Department in its evaluation of teaching is as follows: Is the faculty member's demonstrated performance in teaching consistent with the general standard for reappointment, promotion, or tenure as described by the Rules of Regents? A meritorious teaching record is one that evidences strong, competent classroom teaching, as well as reasonable involvement with mentoring of graduate and undergraduate students. A record of excellence in teaching involves receipt of university or professional awards in teaching, publication of pedagogy scholarship, or implementation of innovative programs in addition to a record of very strong classroom teaching and mentoring. Less than meritorious teaching is made evident through a record of low student

evaluations, problematic student letters, and peer observations, especially when paired with inattention to addressing areas of teaching weakness.

4. **Evaluation of Research.** Achievement in research is an important component of the Department's evaluation of faculty members who are under review for reappointment, promotion, or tenure. As a means of facilitating the evaluation, faculty members should maintain a record of their research activity.

Publication is an important criterion for departmental evaluation of research. Publication of books in academic presses, articles in peer reviewed journals, and chapters in prestigious volumes will be considered especially significant. Published work should show evidence of originality and importance.

A second important criterion for evaluation of research is the candidate's national or international reputation for achievement in research. The Department will gather evidence of reputation from authoritative reviewers external to the University; these will include some individuals from a list provided by the candidate for evaluation and some, individuals who are, selected independently by the departmental evaluation committee rather than by the candidate.

In addition to the foregoing, a candidate may submit, or the Department may consider, other evidence of achievement in research that seems appropriate to a particular individual's case for promotion, reappointment, or tenure. In particular, in areas of the field where grants are common or possible, a record of grant-funded research will be taken as a significant mark of achievement. A record of excellence in research requires publications (book, journal articles, chapters) that are high quality with the number of published pieces being one that merits a judgment of outstanding by department peers and outside reviewers. A meritorious research record is one that includes a good number of publications but either fewer than is expected for a judgment of excellence or where outlets may be less prominent or the candidate may be second or third author in a large proportion of pieces. A record of below meritorious in research involves either scholarship that has clear limitations and/or a small number of publications.

The question to be considered by the Department in its evaluation of research is as follows: Is the faculty member's performance in research consistent with the general standard for reappointment, promotion, or tenure as described by the Rules of the Regents?

5. **Evaluation of Service.** A candidate's record of support of academic programs in the Department is an important criterion for evaluation of service. However, evaluation of service can also extend well beyond the Department to include the candidate's work on campus committees, college committees, or in professional societies. Criteria related to service also include the extent of editorial and reviewing for professional journals or professional societies, or professional services to the nation, the state, or the public. All service is evaluated with regard to its importance and its success, as well as the faculty member's dedication to it.

Evidence related to service will consist of a description of the service and of its duration and significance. This information should be compiled on a continuous basis by candidates for promotion, reappointment, or tenure. At the time of evaluation, evidence of service may be obtained from the candidate, from the Department, or from external sources.

The question to be considered by the Department in its evaluation of service is as follows: Is the faculty member's performance in service consistent with the general standard for reappointment, promotion, or tenure as described by the Rules of the Regents?

Instructors

1. **Rules of the Regents.** Rules of the Regents, as given in the C.U. Faculty Handbook, define the basic requirements for reappointment and promotion. These basic requirements cannot be overridden or superseded by departmental rules or interpretations.

With regard to both reappointment and promotion, the Department follows the guidelines specified in the Academic Affairs Guidelines for the Appointment, Evaluation, and Promotion of Lecturer and Instructor Rank Faculty.

The University requires that instructors be reviewed every year as part of the annual merit process and must undergo a formal review for reappointment before the end of their final year of appointment, preferably in the first semester of that year. According to University guidelines, evaluation for annual merit will be based upon the merit weighting defined at the time of appointment unless it is subsequently modified in writing. Instructors need to maintain currency in their area of teaching, and such currency should be demonstrated during the annual evaluation.

For the reappointment of instructors, the Department operates with a PUEC consisting of the entire Personnel Committee of tenured professors. By October of the final year of appointment, the instructor should submit a dossier of supporting materials that include a current c.v., statements of teaching and of service, and multiple measures of teaching effectiveness (as delineated below). The Department Chair will then write a letter summarizing the Personnel Committee's determinations and the instructor's record. That letter, along with the dossier, then go to the CMCI Dean's Office, where a final decision on reappointment is made, typically in the spring semester.

CU Boulder Office of Faculty Affairs (OFA) guidelines state that Instructors will normally be considered for **promotion to the rank of Senior Instructor** after a period of six years of continuous appointment at the rank of Instructor at greater than 50% time. Up to three years' credit towards promotion, based on previous academic service, may be awarded at the time of initial appointment. The review for promotion should include a rigorous accounting of the candidate's teaching record, using multiple measures, an evaluation of the individual's service, and a demonstration of the individual's continued currency in the field.

A Senior Instructor may also be **nominated to become Teaching Professor**, which is not formally a promotion in rank (a Teaching Professor retains the rank of Senior Instructor) but rather a "working title" of honor. A Senior Instructor needs to hold that rank for a minimum of three years and demonstrate a record of distinction as an exemplary teacher and member of the university community. In OFA language, "A 'record of distinction' typically carries the expectation that the individual has made a major impact in the disciplinary unit and its students (e.g. on pedagogy and curriculum), one that likely extends to considerable impact on the campus generally and/or a role in national discussions." It is determined by multiple measures, such as those listed in the Academic Affairs Guidelines for the Appointment, Evaluation, and Promotion of Lecturer and Instructor Rank Faculty.

2. **Allocation of Effort.** Each non-tenure track faculty member has a specific allocation of effort to teaching and service. Allocations may vary among instructors as specifically stipulated in their contracts. The allocation of effort will be considered to apply as an average over the months of any given academic year.
3. **Evaluation of Teaching.** In the first year after being appointed to a position as instructor or lecturer, faculty should create a file that will contain their written records pertaining to teaching. The file will be used as evidence in the evaluation of teaching. The Department may obtain evidence from other sources to the extent that the information contained in the file is incomplete with respect to any of the criteria identified below.

- a. **Undergraduate teaching.** Undergraduate instruction is important in the evaluation of teaching credentials. However, no single measure of effectiveness in undergraduate teaching will be the sole basis of judgment by the Department. Criteria to be used in the evaluation of achievement in undergraduate teaching include:

1. statements of teaching philosophy or self-evaluation of teaching;
2. faculty course questionnaire scores from all classes;
3. peer evaluation (by class visitation or other mechanisms);
4. examples of course outlines, syllabuses, examinations and other items that indicate the nature of instruction;
5. descriptions of the development or improvement of coursework;
6. written "statements *that may* have come from the Chair or others concerning willingness to teach, rapport with students, important contributions to curriculum development, or other related matters.

Beyond formal classroom instruction, the following criteria will be included by the Department in its evaluation of teaching: advising services to undergraduate students, independent study or independent research projects involving undergraduate students, and activities promoting faculty-student interaction. In addition, a faculty member may submit, or the Department may consider at its own initiative, other evidence of teaching performance that seem appropriate for a particular individual.

Faculty members can request that the Chair arrange a peer evaluation that will assist them in making improvements in teaching prior to evaluation. Other mechanisms for consultation on teaching include the Faculty Teaching Excellence Program. Faculty members are not required to use those mechanisms of self-improvement, but are encouraged to do so.

- b. **Graduate instruction.** In cases where an instructor is appointed to the graduate faculty, their work in advising, serving on graduate student committees, and/or graduate classroom instruction will also be taken into account for reappointment and promotion. Given the particular focus of instructor-rank faculty on undergraduate teaching, however, graduate instruction will in general be considered as an activity done above and beyond normal assigned teaching duties. However, instructors' duties may well include supervision or mentoring of graduate students in their roles as classroom teachers. To the extent that this mentorship falls under an instructor's assigned teaching duties (e.g. as Director of Public Speaking or instructor of record in a lecture course with graduate-student taught recitations), then it shall be considered under the heading of Teaching.

The questions to be considered by the Department in its evaluation of teaching is as follows: Does the faculty member's performance achieve the standards of meritorious teaching as established through departmental norms of performance? Does it rise to the level of excellence as determined by those same norms of performance? A meritorious teaching record is one that evidences strong classroom teaching as demonstrated through multiple measures. A record of excellence in teaching consists of both strong classroom teaching and additional contributions to the educational mission of the Department, College, or campus as evidenced by some subset of the following: significant student mentoring of students outside the classroom; advising honors theses; contributions to course and curriculum development; contributions to the scholarship of learning and teaching (through e.g. work that improves teaching across multiple units, conference presentations or publications on pedagogical topics); and/or teaching awards. Less than meritorious teaching is made evident through a record of low student evaluations, problematic student letters, and peer observations, especially when paired with inattention to addressing areas of teaching weakness.

5. **Evaluation of Service.** A candidate's record of support of academic programs in the Department is an important criterion for evaluation of service. However, evaluation of service often extends beyond the

Department to include the candidate's work in CMCI and its centers, on the Boulder campus, to the academic discipline or professional societies, or professionally related service to communities or organizations outside the academy. All service is evaluated with regard to its importance and its success, as well as the faculty member's dedication to it.

Evidence related to service will consist of a description of the service and of its duration and significance. This information should be compiled on a continuous basis by candidates for reappointment and promotion. At the time of evaluation, evidence of service may be obtained from the candidate, from the Department, or from external sources.

The questions to be considered by the Department in its evaluation of service is as follows: Does the faculty member's performance in service achieve the standards of meritorious as established through departmental norms of performance? Does it rise to the level of excellence as determined by those same norms of performance? Determinations are made with attention to the faculty member's service workload (e.g. a 40% service appointment would be expected to do considerably more than a 20% service appointment). A meritorious service record will be reflected in competent performance in the faculty member's service assignments over the contract period. Excellence in service would be reflected in some of the following ways: service performed outside the Department, including off-campus engagement that draws upon an instructor's expertise; leadership in service roles; and/or particularly impactful performance in assigned service roles (e.g. through mentoring in the role of course supervisor, engagement with a Residential Academic Program, or work conducted with a CMCI center).

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