

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

The Department explains by means of this policy statement the procedures and standards that it will use in evaluating tenure-track personnel 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, and is consistent with the University of Colorado Administrative Policy Statement entitled, "Procedures for Written Standards and Criteria for Pre-Tenure Faculty."

1. **Laws of the Regents.** Laws 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 These basic requirements cannot be overridden or superseded by departmental rules or interpretations.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 noted in 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 achievement in the area of service.

Promotion to the rank of full professor requires, according to the resolution adopted at the February 17, 1994 Board of Regents meeting, that full 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 indicates substantial significant, and continued growth, development, and accomplishment in teaching, research, scholarship or creative work, and service. The Department of Media Studies, working within the framework of the Laws of the Regents, makes the following clarifications respecting how those rules apply to its faculty:

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 Media Studies.

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. 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, syllabi, examinations and other items that indicate the nature of instruction;
5. descriptions of the development or improvement of coursework;
6. written statements from the Chair or others concerning willingness to teach, rapport with students, important contributions to curriculum development, or other related matters;
7. Evidence of subsequent student success and other outcomes pertinent to the case at hand.

Beyond formal classroom instruction, the following criteria will be included by the Department in its evaluation of teaching: advising service to undergraduate Students, directing independent study or independent research projects involving undergraduate students and activities promoting faculty-student interaction, including directing Honors projects and Latin Honors theses. 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.

The Department will develop and maintain a schedule and process for conducting regular peer evaluations of faculty at all ranks to be used in compiling dossiers for reappointment, tenure and promotion, post-tenure review, and promotion to full professor. Faculty members may also 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 and the Presidential Teaching Scholars consultation 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 (as governed by Departmental policies on such service), 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 Laws of Regents.

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. For purposes of evaluation, the Department considers research as those activities of scholarship that contribute to the Department's and University's mission to produce knowledge. As a means of facilitating the evaluation, faculty members should maintain a record of their research and scholarly activity.

Publication is an important criterion for departmental evaluation of research. Publication venues will be evaluated in light of traditional criteria, such as books in academic presses, articles in peer reviewed journals, and chapters in prestigious volumes, but will not be limited to these. Instead, the Department recognizes that academic scholarship evolves, and that the forms, venues, and reach of scholarly publication can be evaluated in light of this fact, keeping in mind the objectives—in such areas as academic reputation and public significance—that evaluation using traditional criteria were designed to meet. Published work, regardless of venue, 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 and scholarship. 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.

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?

**Creative Work.** The Department further recognizes that excellence in research and scholarship can be achieved through unique efforts that combine scholarly exploration with creative work.

Evaluation of such "scholarships of practice" will generally follow the same general criteria for research, while at the same time seeking to evaluate the creative work for its own achievement of excellence. Its significance in various professional contexts, its quality, reputation, influence, and significance to the generation of knowledge, assessed through procedures of external review and evaluation, will constitute an important part of the Department's overall evaluation.

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 Laws of the Regents?

Approved by the Department of Media Studies December 13, 2017