

# Departmental Statement

## Concerning Criteria for Tenure and Promotion

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*This is the departmental statement concerning criteria for tenure and promotion as required by section 7.12 of the Tenure Regulations section of the Academic Personnel Policies and Procedures Manual.*

### **I. Introductory Statement**

This document describes with more specificity the indices and standards which will be used to evaluate whether candidates meet the general criteria in Section 7.11 of the Regulations. For a complete perspective, the reader is advised to review Sections 7.11 and 7.12 in their entirety.

### **II. Departmental Mission Statement**

The mission of the Computer Science Department is to provide an instructional and research environment that leads to careers and research in computer science and supports computer applications in other disciplines.

### **III. Criteria for Tenure**

The Department of Computer Science endorses the following standards and indices as clarification of the qualities which the Department deems prerequisite to tenure. Because excellence in teaching, in research, and in service is the major goal in the Department, the following document concentrates on these three areas.

The Department recognizes effective teaching and distinction in research as the primary criteria for awarding indefinite tenure. In addition, a strong record of service to the profession, the University and the community will strengthen the recommendation.

#### **A. Teaching**

A department head assembling materials defining a candidate's teaching ability should answer *relevant* questions listed below. Documentation of teaching ability requires diligence because evidence used to support claims of teaching performance can be interpreted variously.

1. What has been the work load with regard to numbers of courses, students, advisees?
2. Beyond the evidence of numbers, how difficult was the individual's teaching load?

It is recognized that the extremely dynamic nature of computer science imposes the additional teaching load of frequent revision of course syllabi and entire curricula, as well as a professional development responsibility to keep abreast of many developments. It is recognized also that the laboratory component of computing courses can impose a heavy burden of preparation and student consultation in addition to official contact hours.

3. Has the individual designed and introduced new or improved laboratory assignments or related software?
4. What level of teaching ability is indicated by student (interviews, surveys) and peer (classroom visitations; review of syllabi, including text, material covered, assignments, examinations) evaluations?

5. What level of teaching ability is evidenced by the subsequent performance of graduates or by the comments of graduates?
6. Did the individual significantly improve existing courses or develop valuable new ones?
7. Apart from his/her own teaching, has the individual been active in improving the quality of teaching of the department or campus?
8. Does any research or professional activity by the individual, such as textbook writing or software development, demonstrate commitment to high quality teaching?
9. Has the individual won any teaching awards?
10. Does the instruction reflect scholarly activity?
11. Where the opportunity exists, has the individual contributed significantly to a graduate program? The Department recognizes that advisement of graduate students, supervision of their research and critical reading of their theses are important parts of teaching.
12. Has the individual made research opportunities available to undergraduates? The Department values an individual's effort to expand students' knowledge through activities such as supervision of honors theses, supervision of undergraduate research, and directing independent study.
13. Has the individual effectively supervised teaching assistants?
14. Has the individual effectively managed large-lecture courses?
15. Has the individual guided students in work and career experiences, through such activities as supervising internships or educational projects?

With regard to the criterion of teaching, an individual's teaching ability justifies tenure when it exhibits such qualities as these:

- a. Mastery of the subject areas usually assigned.
- b. Superior ability to speak clearly and to understand students' comments and questions.
- c. Intellectual challenge which exacts from students the high scholastic performance appropriate to a university.
- d. Conscientious course planning.
- e. Adroit facilitation of group learning processes.
- f. Empathy with students and understanding of their scholastic needs.
- g. Determination of grades through competent and fair measurements of students' achievement.
- h. Demonstrated willingness to communicate to students their degree of progress.
- i. Individual and cooperative effort in the development of new courses or the redesign of existing courses to respond to changing knowledge and changing student needs.
- j. Ability and aptitude to undertake diverse teaching tasks.

## **B. Research**

Admission to the Department faculty and advancement within its ranks depend on serious commitment to and participation in the scholarly enterprise.

Seeking mastery of one's field and sharing one's knowledge with other members of the academic community - colleagues and students - constitute the essence of scholarly and creative work. Original contributions to the knowledge and interpretation of one's own field are the most focused and enduring products of one's scholarship and creative achievement. Evidence of such work may include:

1. Scholarly books and articles in journals or conference proceedings, professionally evaluated and published by reputable presses.
2. Activities such as editing, reviewing manuscripts for established journals and presses, and reviewing proposals or serving on review panels.
3. Participating as speaker or discussant in the programs of professional organizations.
4. Those kinds of consulting which involve substantial scholarly research, especially if expressed in evaluated publication.
5. Unpublished manuscripts or reports submitted, but not yet accepted for publication. In order to support a tenure decision, such writing must be accompanied by competent external evaluation.
6. External research funding from sources outside the University by competition at a regional or national level.
7. The design and implementation of new computer systems or applications that provide a significant improvement over what was previously available in the computing community. Evidence of merit can include published descriptions of new concepts or better syntheses of existing ideas, or substantial usage or other impact of the system in the computing community.

In multi-authored articles, books, or book chapters, the contribution of the individual under review will be considered, and should be specifically described.

## **C. Service**

Service of unusual distinction can support an individual's application for tenure. Service includes that to the profession, to the University, and to the community.

Service to the profession is defined as participation in the ongoing professional activities of one's discipline. This is perceived as evidence of professional commitment and often of standing within the profession. Membership in professional societies, attendance at professional meetings, and participation in such meetings are expected. Holding an official position such as an officer, or program or section chairperson, is recognized as significant service and should be encouraged. A faculty member's contribution as a consultant to press, journal, institution, industry, or government because of one's expertise may be regarded as important service.

The Department recognizes that successful functioning of the University depends on faculty participation and leadership. Faculty members are expected to participate in the work of committees and similar agencies and in the management functions of their departments.

In addition, the Department values community service that is reasonably related to the professional role of a faculty member or to the improvement of University-community relations. The department also values efforts to increase diversity in the University community.

## **VI. Promotion**

### **A. To Assistant Professor**

A faculty member lacking the terminal degree initially will be appointed at the instructors rank. However, upon completion of the Ph.D. the rank of assistant professor can be conferred. Except in rare cases, this promotion does not involve tenure.

### **B. To Associate Professor**

Except in rare cases promotion to the associate professor rank is associated with a decision concerning tenure. If the tenure criteria as discussed earlier in this document are met, promotion to associate professor is recommended.

### **C. To Professor**

In addition to the criteria for award of tenure and promotion to Associate Professor, the Department seeks evidence for a high level of distinction in teaching and research. Distinction in research is evidenced by a sustained research effort that has resulted in significant publications in refereed journals, or the development of computer systems which advance significantly the state of the art in the profession and which have a high degree of influence in the computing community. Distinction in teaching is evidenced by significant efforts in course and curriculum development that have enhanced the educational goals of the Department.

## **V. Procedures**

The Department complies with the procedures for promotion and conferral of indefinite tenure set forth in Section 201.000 of the collective bargaining agreement between the Regents of the University of Minnesota and the University Education Association.