

UMD Department of Computer Science

**Indices and Standards for Tenure and Promotion to Professor
as Required by Section 7.12 of the Board of Regents Policy on Faculty Tenure (June 10, 2011) and
Indices and Standards for Promotion to Associate Professor**

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I. Introduction

This document describes with more specificity the indices and standards that will be used to evaluate whether candidates meet

- the general criteria for tenure as described in Section 7.11 (Appendix 1) of the *Board of Regents Policy on Faculty Tenure* (June 10, 2011) with revisions noted in the *Tenure Code Application to the UEA Contracts*,
- the general criteria for promotion to associate professor and
- the general criteria for promotion to professor as described in Section 9.2 (Appendix 2) of the *Board of Regents Policy on Faculty Tenure* (June 10, 2011) with revisions noted in the *Tenure Code Application to the UEA (University Education Association) Contracts*.

II. Departmental Mission

The mission of the Department of Computer Science is four-fold: (1) to conduct scholarly research; (2) to provide an instructional environment that leads to careers and research in computer science and information systems; (3) to contribute to the liberal education mission of the University; and (4) to serve the community, state, region, and the profession.

III. Criteria for Tenure

Section 7.11 of the *Board of Regents Policy on Faculty Tenure* (see Appendix) defines the general criteria for tenure.

The award of indefinite tenure to a faculty member in the Department of Computer Science is contingent upon his/her ability to establish and demonstrate (1) effectiveness in teaching and (2) a record of excellence in scholarly research and its dissemination. These conditions must be met as the minimal requirement for granting indefinite tenure. Though only modest institutional service is expected of probationary faculty, the conferral of tenure is strongly based on the presupposition that the candidate's current record supports the expectation of his/her achieving eventual promotion to full professor.

A. Teaching

A candidate's teaching effectiveness is evaluated in terms of his/her contributions to the teaching mission of the University and Department. It includes classroom, lab, and individualized instruction at both the graduate and undergraduate levels and the advising and supervision of students in their research programs.

All probationary faculty are expected to demonstrate effectiveness in teaching as evaluated by factors enumerated below. Written peer evaluations can be requested by probationary faculty. If recommendations for teaching improvement have been suggested, participation in formal teaching improvement programs and measurable improvement (in terms of student and peer evaluations) should be documented.

Numerous factors may be used in assessing teaching effectiveness. Examples include: (1) written student evaluations (with quantitative measures in the satisfactory range as determined by departmental norms); (2) written peer evaluations (based on observation of classroom activities and review of materials); (3) development of new courses and/or lab projects; (4) supervision of undergraduate/graduate research projects; (5) advising of undergraduate/graduate students; (6) development of instructional materials; (7) publication of textbooks; (8) receipt of teaching awards; and (9) participation in programs designed to improve teaching effectiveness with a concomitant improvement in teaching evaluations.

At the graduate level, teaching effectiveness is evaluated by demonstrated expertise in the teaching of advanced (i.e., graduate) level courses, in conducting graduate seminars, and in the supervision of graduate students and their research. Measures of effectiveness include course evaluations, development of new courses, and publications produced jointly with students based on their thesis research.

B. Research

Distinction in research is based on the quality of the candidate's original research and the impact of this work within his/her professional discipline. The objectives in evaluating the candidate's research publications are to establish the high quality of the work, its scholarly and innovative contributions to the discipline, and its basis as an indicator of the candidate's potential for continued contributions to research. Indicators of quality are the impact of the work on the field, not only in terms of problems solved and questions answered but also in terms of new directions taken, methods produced, and questions raised.

The following factors are used to assess research accomplishment:

(1) Written evaluations of the candidate's research activities and publications in peer reviewed research journals.

(2) Written evaluations of the candidate's research in the form of other reviewed publications such as conference/workshop proceedings and abstracts. Conferences provide an important vehicle for the dissemination of research in Computer Science; documentation on the quality of the conference (in terms of citations verifying the importance of the conference in the field, specific/typical acceptance rates, other indications of quality where possible) is required.

(3) Participation in professional conferences, meetings, and invited lectures.

(4) Research funding. Peer reviewed external funding is considered an important indicator of the ability to sustain one's research program. Internal funding (from within the University system) may also serve as a useful indicator of support for research activity.

In collaborative work, the contributions of the researchers must be assessed. The candidate's contribution will be evaluated based on the information s/he provides along with that provided by the collaborators.

Other indicators of research ability may include holding or being elected to positions of leadership/prominence in professional organizations in one's research area, research awards/honors from professional organizations, government, or industry, holding patents, inventions, and publication of scholarly reviews.

C. Service

Service to the profession, the University, and the State is a vital component of a faculty member's professional obligation. It brings recognition to the Department and University and enhances the individual's reputation. Some service is a necessary but not sufficient condition for granting tenure in the Department.

Service contributions include but are not limited to the following: editorship of a refereed professional journal or publication, office in a national or international scientific or professional organization, organizer/member of the organizing committee for a national/international conference, member of the program committee for a national/international conference or workshop, review of papers for peer-reviewed journals and conference proceedings, and review of proposals for funding agencies.

Service which utilizes the expertise of faculty for the benefit of the profession and public supports the mission of the University. Participation in University governance in terms of service on departmental, collegiate, University and system committees is expected, along with continuing contributions in terms of the myriad tasks required to support and sustain the Department. The non-professional service contributions of provisional faculty members are expected to focus primarily on departmental and collegiate activities and committee membership.

IV. Criteria for Promotion

The following sections describe the criteria for promotion to tenured ranks from within the Department of Computer Science. Appointments from outside the Department are held to the same criteria.

A. To Associate Professor from Assistant Professor (probationary)

In the Department of Computer Science, promotion to associate professor with tenure from the rank of probationary assistant professor is almost always accompanied by the granting of permanent tenure. The candidate must therefore have established a record of teaching, research and service as declared in Section III.

B. To Professor from Associate Professor

The criteria for promotion to professor from the rank of associate professor are defined in Section 9.2 of the *Board of Regents Policy on Faculty Tenure*.

Candidates for promotion to full professor are expected to demonstrate a record of achievement with respect to teaching, research, and service that exceeds that expected of associate professors. An associate professor working toward promotion to full professor is expected to add to an already strong research record by establishing a national or international research reputation, maintaining high standards in teaching, and by demonstrating significant and consistent service to the department and university at all levels as described in Section III (C).

Candidates for promotion to full professor are expected to satisfy the criteria specified in Section IV, with emphasis on: (1) a published research of established quality, sufficient to show that the candidate is recognized as an expert in his field, documented by letters from national and international leaders in the field; (2) demonstrated high quality teaching; (3) a record of effective advising of graduate students, and (4) a record of significant service to the Department, collegiate unit, University and system, demonstrated by service in positions of leadership within these units, participation in collegiate and University governance, and documented contributions to major educational initiatives within these units. Other factors which may be used in establishing the candidate's professional reputation include participation in national and international conferences in one's research field, membership and the holding of office in professional societies, and serving as editor of professional publications. Methods of assessment are identical to those utilized in the conferral of indefinite tenure.

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* that is in effect at the time of the promotion and tenure review and decision.

Appendix 1

Section 7.11 General Criteria (for tenure). What the University of Minnesota seeks above all in its faculty members is intellectual distinction and academic integrity. The basis for awarding indefinite tenure to the candidates possessing these qualities is the determination that each has established and is likely to continue to develop a distinguished record of academic achievement that is the foundation for a national or international reputation or both [2]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [3]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [4]. Demonstrated scholarly or other creative achievement and teaching effectiveness must be given primary emphasis; service alone cannot qualify the candidate for tenure. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to professor.

[2] "**Academic achievement**" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus.

[3] "**Scholarly research**" must include significant publications and, as appropriate, the development and dissemination by other means of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas of significance and value to society.

"**Other creative work**" refers to all forms of creative production across a wide range of disciplines, including, but not limited to, visual and performing arts, design, architecture of structures and environments, writing, media, and other modes of expression.

"**Teaching**" is not limited to classroom instruction. It includes extension and outreach education, and other forms of communicating knowledge to both registered University students and persons in the extended community, as well as supervising, mentoring, and advising students.

"**Service**" may be professional or institutional. Professional service, based on one's academic expertise, is that provided to the profession, to the University, or to the local, state, national, or international community. Institutional service may be administrative, committee, and related contributions to one's department or college, or the University. All faculty members are expected to engage in service activities, but only modest institutional service should be expected of probationary faculty.

[4] Indefinite tenure may be granted at any time the candidate has satisfied the requirements. A probationary appointment must be terminated when the appointee fails to satisfy the criteria in the last year of probationary service and may be terminated earlier if the appointee is not making satisfactory progress within that period toward meeting the criteria.

Appendix 2

Section 9.2 Criteria for Promotion to Professor. The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, (2) added substantially to an already distinguished record of academic achievement, and (3) established the national or international reputation (or both) ordinarily resulting from such distinction and achievement [7]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. But the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate for promotion.

[7] "**Academic achievement**" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus. Not being promoted to the rank of professor will not in itself result in special post-tenure review of a tenured associate professor.

References

1. Board of Regents Policy on Faculty Tenure (June 10, 2011)
2. Tenure Code Application to UEA Contracts
3. Collective Bargaining Agreement between the Regents of the University of Minnesota and the University Education Association