

Standards and Criteria for Retention, Tenure and Promotion

Department of Computer Science

Humboldt State University

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Introduction

The members of the Department of Computer Science approved the following criteria for level of accomplishment in each of the categories of teaching, scholarly/creative activities, and service as applicable to the Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook.

The Department of Computer Science expects that successful candidates for promotion to Professor demonstrate leadership in at least one of the three categories of teaching, scholarly/creative activities, and service. Examples of leadership include but are not limited to the items listed within "Indicators of Excellence and Leadership" in section 1.a.iii., within "Evidence of Leadership" in 2.a.iii., and within "Leadership" in section 3.a.iii..

The outcome for promotion (Acceptable/Unacceptable) is determined by the table in Section IX.A.2.c. of Appendix J.

1. Teaching Effectiveness

List activities to be assessed for determination of teaching excellence (See Appendix J, Section IX.B.1.a-c)).

a. Activities to Assess

Ratings in the teaching effectiveness category reflect not only classroom performance, but also advising activities and pedagogical activities that pertain to improving the delivery of computer science courses. Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluation by peers. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the Computer Science Department. In addition to classroom observations, Computer Science faculty may also choose to evaluate course materials (syllabi, exams, in-class activities, handouts, etc.).

(i) Essential:

Essential performance in this category is based on evidence of a demonstrated commitment to teaching. Related criteria include all of the following;

- [1] Effective teaching as indicated through evidence such as peer evaluations, letters from recent graduates and current or former students, student evaluations of courses, or other relevant data. In student evaluations, average student responses should be approximately 3.75 out of 5 or higher for the majority of questions once an instructor is experienced with a particular course/pedagogy, for

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example has taught the course at least once with a given pedagogy. Lower scores should be addressed in the Personnel Data Sheet (PDS).

- [2] Evidence of accessibility to students, including weekly office hours.
- [3] Cooperation in departmental efforts to assess and improve courses with which the faculty member has been involved.
- [4] Cooperation in departmental efforts to assess major programs with which the faculty member has been involved.
- [5] Clear communication of course objectives, policies and grading criteria made easily accessible to students in the course syllabus and, where appropriate, in other places such as the online course management system.
- [6] Appropriate preparation for class meetings as indicated by peer and student evaluations.
- [7] Appropriate coverage of required course content as indicated by peer evaluations.

(ii) Indicators of Excellence:

Indicators of excellence in this category include the following:

- [8] Favorable collegial letters based on multiple observations of teaching.
- [9] Consistently earning high student evaluation scores for courses. In student evaluations, average student responses should be approximately 3.75 out of 5 or higher for 100-level and non-major majority courses, and 4.0 out of 5 or higher for majors courses, for the majority of questions once an instructor is experienced with a particular course/pedagogy, for example has taught the course at least once with a given pedagogy. Lower scores should be addressed in the Personnel Data Sheet (PDS).
- [10] Receiving a notable teaching award.
- [11] Assuming difficult teaching assignments and achieving positive results. The challenge to the instructor, for example, may arise from the subject matter itself, the instructor's lack of familiarity with the subject matter, the audience involved or the number of different preparations.
- [12] Maintaining/updating a course through substantial related readings, scholarship, and/or travel, as documented in the PDS or collegial letters.
- [13] Participating in departmental efforts to assess, standardize, improve, and monitor the delivery of courses with which the faculty member has been involved.
- [14] Preparing high-quality teaching materials such as students' solution manuals, worksheets, handouts or class-related website as documented in the PDS or collegial letters.
- [15] Successfully expanding teaching approaches by introducing projects that go beyond the typical homework assignment, attending meetings or seminars to enhance or expand teaching styles, successfully implementing those teaching styles in the classroom.
- [16] Conference attendance on pedagogical issues.

(iii) Indicators of Excellence and Leadership:

- [17] Successfully developing and offering new courses responsive to disciplinary needs, as

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documented in the PDS or collegial letters.

- [18] Directing successful independent or directed study courses, as indicated by collegial letters, student products (e.g., presentations, posters, papers), or student letters.
- [19] Facilitating undergraduate research as indicated by collegial letters, student products (e.g., presentations, posters, papers), or student letters.
- [20] Mentoring peers in teaching, as evidenced by collegial letters.
- [21] Coordinating instructors of courses, for example overseeing the curriculum for several sections of the same course. Documentation for this could include explanation of this in the PDS or collegial letters.

b. Level of Accomplishment - for Tenure and Promotion to Associate Professor

All candidates for tenure and promotion must earn an "Excellent" rating in the area of teaching effectiveness. To do so, the faculty member should meet all conditions listed under "Essential" and have an accumulation of three or more of the items in either or both of the lists "Indicators of Excellence" and/or "Indicators of Excellence and Leadership". The accumulation will not reflect a one-time achievement but, rather, demonstrate a pattern of successes over time.

c. Level of Accomplishment - for Promotion to Full Professor

All candidates for promotion to full professor must earn an "Excellent" rating in the area of teaching effectiveness. To do so, the faculty member should meet all conditions listed under "Essential" and have an accumulation of three or more of the items in either or both of the lists "Indicators of Excellence" and/or "Indicators of Excellence and Leadership". The accumulation will not reflect a one-time achievement but, rather, a set of noteworthy successes over the review period.

As described in the introduction of this document, candidates for promotion to Professor must demonstrate leadership in at least one of the three categories of teaching, scholarly/creative activities, and service. The candidate may demonstrate leadership in the category of teaching by an accumulation of one or more of the items in section 1.a.iii., "Indicators of Excellence and Leadership", in particular.

2. Scholarly/Creative Activities

List activities to be assessed for determination of scholarly/creative activities. Boyer's model of scholarship should inform the list. (See Appendix J, Section IX.B.2.a-f).

a. Activities to Assess

For the granting of tenure, the Department expects a faculty member to provide evidence of an ongoing scholarly program. The computer science department takes a broad view of scholarly activity in accordance with Boyer's model. Each faculty member is required to demonstrate contributions to knowledge in their area of specialization. It is expected that a faculty member will provide evidence of their efforts towards the dissemination of scholarly work in peer-reviewed publications. Submission of extramural research grant proposals is encouraged. Contributions made during any service credit years granted to a faculty member will have equal standing to HSU-based contributions. The timing of

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contributions is not critical, but evidence of scholarly activity during employment at HSU must be present.

These and other contributions shall be in accordance with areas specifically indicated below. They are organized in two categories. No relative importance in weighting is implied by the order within each category. Each category lists examples of appropriate contributions.

(i) Category I Contributions:

[22] Peer Reviewed Publications

Peer-reviewed publications such as academic conference or journal papers, books, book chapters, textbooks, review articles, symposium proceedings and the like, that either:

- represent original contributions to knowledge in computer science education, computer science, fields related to computer science, or their application, or
- primarily compile, organize and analyze material from the field.

For the purposes of RTP, a contribution is considered "published" when a conference, journal, or editor has communicated that the manuscript has been accepted. For any co-authored publications, the specific role of the faculty member in generating the final product should be indicated in the PDS.

In exceptional instances a single notable publication may be counted as two Category I contributions. The significance of the paper should be documented by letters of support from other researchers, including external reviewers, and the faculty member should have played a lead role in the research. However, it is important to note that in computer science the order of authorship does not necessarily indicate level of contribution. The significance of the publication should also be explained in the PDS.

[23] Funded Extramural Research Grants

Funded extramural grants that support original research, whether for instrumentation, personnel, student research stipends, educational opportunities, or operating expenses. Co-PIs should specifically indicate the contributions they made to the proposal. Exceptional size (for example, \$100,000 or greater) may be evidence of leadership and carry additional weight towards fulfilling the requirements for tenure.

[24] Funded Extramural Teaching-Related Grants

Funded extramural grants that support the teaching mission of the university, whether for instrumentation, personnel, student research stipends, educational opportunities, or operating expenses. Co-PIs should specifically indicate the contributions they made to the proposal. Exceptional size (for example, \$100,000 or greater) may be evidence of leadership and carry additional weight towards fulfilling the requirements for tenure. The significance of the grant should be documented by letters of support by external reviewers and explained in the PDS.

[25] Resource Enhancements Beyond Extramural Research Grants

Procurement of equipment grants or in-kind gifts that support teaching and research activities within the department. Exceptionally wide use in the curriculum may be evidence of leadership and carry additional weight towards fulfilling the requirements for tenure. Candidates should clearly indicate their contribution and its effects. The significance of the enhancement should be documented by letters of support by external reviewers and explained in the PDS.

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(ii) Category II Contributions:

[26] Funded Intramural Grants

Seed grants for research, graduate student support, etc., awarded by on-campus selection committees.

[27] Technical Reports

Non-peer-reviewed technical reports presented in completion of contracts that have a substantial scholarly value. The significance of the report should be documented by letters of support by external reviewers and explained in the PDS.

[28] Software Instructional Materials

Peer-reviewed or non-peer-reviewed 'courseware', tutorials, or software developed for innovative instruction or specialized research uses. May be evidence of leadership. These contributions shall be evaluated based on evidence of dissemination and value to the discipline. The significance of the materials should be documented by letters of support by external reviewers and explained in the PDS.

[29] Other Non-Peer-Reviewed Publications

A scholarly contribution that has been disseminated and is available to the public in print or digital format. Examples include reviews of scholarly articles published on ACM Computing Reviews, self-published course materials, and published final grant reports. The significance of the publication should be documented by letters of support by external reviewers and explained in the PDS.

[30] Extramural Meeting Presentations

Presentations of papers or posters given at regional, national or international meetings, conferences, or symposia (including such meetings when they are held on campus), provided the publication of the work in this venue is not already used as a Category I contribution. These contributions should be documented by including the abstract in the PDS.

[31] Academic Seminars

Departmental Colloquia at HSU or elsewhere.

[32] Other Unpublished Material (limit of one)

Manuscripts in preparation, grant proposals in preparation, student theses in progress, research data sets, and the like. Such unpublished contributions must be documented and evaluated (e.g., with letters of support from colleagues).

[33] Unfunded Extramural Grant Proposals

Unfunded extramural grant proposals in support of original research and/or of the teaching mission of the university, when such proposals were submitted to established funding agencies for competitive evaluation by peers.

[34] Active Attendance at Seminar, Workshop, Training Course, or Conference

Active participation requires that there be some specific outcome beyond simple attendance. Examples of active participation may include being part of a working group, participating in a hands-on workshop to learn a new pedagogical approach, programming language, etc. If the candidate is presenting or leading the activity, then this is evidence of leadership. The significance of the activity should be able to be demonstrated by some final product, policy, or other specific outcome that the candidate can provide in the PDS.

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[35] **Student Presentations or Publications**

Mentoring student research resulting in a presentation or publication.

[36] **Significant Support Work for a Grant**

Providing support work for a grant that supports the teaching and/or research missions of the university. The significance of the support work should be documented by a PI or Co-PI on the grant and explained in the PDS.

(iii) Evidence of Leadership:

[37] Mentoring peers in research, as evidenced by peer letters.

[38] Serving as the PI for a funded extramural research grant.

[39] Exceptional size (for example, \$100,000 or greater) of funded extramural research grants.

[40] Significant curricular program development, as evidenced by peer letters.

[41] Exceptionally wide use in the curriculum of resource enhancements beyond extramural research grants.

[42] Software instructional materials deemed particularly significant based on strong evidence of dissemination and value to the discipline.

[43] Presenting at a seminar, workshop, training course, or conference related to teaching and research activities.

b. Level of Accomplishment - for Tenure and Promotion to Associate Professor

Below are the criteria for level of accomplishment in Scholarly/Creative Activities for tenure and promotion to Associate Professor.

(i) Minimum Essential:

In the review period: One Category I contribution in total, and an average of at least one Category II contribution per year. At least one of these must be peer-reviewed and disseminated.

(ii) Good:

In the review period: Two Category I contributions in total, and an average of at least one Category II contribution per year. Additional Category I contributions may be substituted for Category II contributions. At least one of these must be peer-reviewed and disseminated.

(iii) Excellent:

In the review period: Three Category I contributions in total, and an average of at least one Category II contribution per year. Additional Category I contributions may be substituted for Category II contributions. At least one of these must be peer-reviewed and disseminated.

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c. Level of Accomplishment - for Promotion to Full Professor

Below are the criteria for level of accomplishment in Scholarly/Creative Activities for promotion to Full Professor.

As described in the introduction of this document, candidates for promotion to Professor must demonstrate leadership in at least one of the three categories of teaching, scholarly/creative activities, and service. The candidate may demonstrate leadership in the category of scholarly/creative activities by an accumulation of one or more of the items in section 2.a.iii., "Evidence of Leadership", in particular.

(i) Minimum Essential:

In the review period: Either two Category I contributions in total or one Category I contribution and one contribution from the "Evidence of Leadership" list in total, and an average of at least one Category II contribution per year. At least one of these must be peer-reviewed and disseminated.

(ii) Good:

In the review period: Either three Category I contributions in total or two Category I contributions and one contribution from the "Evidence of Leadership" list in total, and an average of at least one Category II contribution per year. Additional Category I contributions may be substituted for Category II contributions. At least one of these must be peer-reviewed and disseminated.

(iii) Excellent:

In the review period: Either four Category I contributions in total or three Category I contributions and one contribution from the "Evidence of Leadership" list in total, and an average of at least one Category II contribution per year. Additional Category I contributions may be substituted for Category II contributions. At least one of these must be peer-reviewed and disseminated.

3. Service

List activities to be assessed for determination of service (See Appendix J, Section IX.B.3.a-g).

a. Activities to Assess

All faculty are expected to contribute to the effective operation of the department, college, and university, and strive, in the broadest terms, to promote the discipline of computer science in society. Evidence of faculty contributions over the period of evaluation for tenure and/or promotion is collected through written letters from colleagues inside and outside of the university, students, community members, and discipline-related professionals.

(i) Essential Service:

[44] Regularly participate in department meetings, workload, and responsibilities.

[45] Participate in the department's professional mentoring responsibilities as assigned (excludes first-year faculty).

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- [46] Commitment to at least 45 hours per academic year of service activities, which may include but is not limited to:
- a. Conduct of advising duties above the normally expected level (40 students)
 - b. Community service activity (including K-12 schools) that involves the faculty member's expertise or enhances the reputation of the department or the university
 - c. Service on college or university committees
 - d. Service in support of official student campus organizations
 - e. Service in a special capacity for the department
 - f. Service in local, regional, state, or national computer science organizations and/or events

(ii) Breadth:

Service activities include both departmental and non-departmental activities that contribute directly to department goals. Activities that demonstrate breadth outside of the department may include, but are not limited to:

- [47] Service on active college or university committees (typically requiring at least 10 hours per semester)
- [48] Service on Masters or Doctoral committees for students outside of the department
- [49] Service on active committees of a professional organization
- [50] Consulting services offered to the campus or community
- [51] Service on boards or task forces of professional or governmental organizations in the community, region, state, or nation
- [52] Reviewing or refereeing work in computer science, including conference submissions, workshop submissions, journal articles, textbooks, grant proposals, and the like

(iii) Leadership:

Service activities include leadership roles in either departmental or non-departmental activities that contribute directly to department goals. Activities that demonstrate leadership may include, but are not limited to:

- [53] Coordinating role in development of the major or minor degree programs
- [54] Coordinating role in development of other departmental activities, such as study abroad programs, internships, or other activities which contribute to department goals
- [55] Chairing an active committee at the department, college, or university level
- [56] Chairing or leading a service activity in the community
- [57] Chairing a committee or holding office in a regional, state, or national organization
- [58] Coordinating curriculum developments across departments that have a demonstrably significant impact on HSU academic programs
- [59] Organizing community-outreach events (including K-12) or services in computer science

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[60] Conducting a workshop or seminar that substantially enhances teaching within the department, university, or profession

[61] Organizing a conference, a seminar series, or related professional activities

b. Level of Accomplishment - for Tenure and Promotion to Associate Professor

Below are the criteria for level of accomplishment in Service for tenure and promotion to Associate Professor.

(i) Minimum Essential:

Minimum Essential performance in this category requires regular annual activity in all of the items listed in section 3.a.i., "Essential Service"

(ii) Good:

Good performance in this category requires satisfaction of the criteria for "Minimum Essential" with an expectation of at least 15 additional hours of service (thus, for an overall total of at least 60 hours per academic year), with a pattern of service activities that includes at least two activities during the review period which show breadth, such as those listed in Section 3.a.ii., and/or leadership, such as those listed in Section 3.a.iii.

(iii) Excellent:

Excellent performance in this category requires satisfaction of the criteria for "Minimum Essential" with an expectation of at least 45 additional hours of service (thus, for an overall total of at least 90 hours per academic year), combined with a pattern of service activities that includes at least five activities during the review period which reflect both breadth (at least two activities such as those listed in Section 3.a.ii.) and leadership (at least two activities such as those listed in Section 3.a.iii.).

c. Level of Accomplishment - for Promotion to Full Professor

Below are the criteria for level of accomplishment in Service for promotion to Full Professor.

As described in the introduction of this document, candidates for promotion to Professor must demonstrate leadership in at least one of the three categories of teaching, scholarly/creative activities, and service. The candidate may demonstrate leadership in the category of service by an accumulation of one or more of the items in section 3.a.iii., "Leadership", in particular.

(i) Minimum Essential:

Minimum Essential performance in this category requires regular annual activity in all of the items listed in section 3.a.i., "Essential Service", combined with a pattern of service activities that includes at least one activity during the review period which shows either breadth, such as those listed in Section 3.a.ii., or leadership, such as those listed in Section 3.a.iii.

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(ii) Good:

Good performance in this category requires satisfaction of the criteria for "Minimum Essential" with an expectation of at least 30 additional hours of service (thus, for an overall total of at least 75 hours per academic year), combined with a pattern of service activities that includes at least three activities during the review period which show breadth, such as those listed in Section 3.a.ii., and/or leadership, such as those listed in Section 3.a.iii.

(iii) Excellent:

Excellent performance in this category requires satisfaction of the criteria for "Minimum Essential" with an expectation of at least 60 additional hours of service (thus, for an overall total of at least 105 hours per academic year), combined with a pattern of service activities that includes at least six activities during the review period which reflect both breadth (at least two activities such as those listed in Section 3.a.ii.) and leadership (at least two activities such as those listed in Section 3.a.iii.).

Department of Computer Science - Standards and Criteria for Retention, Tenure, and Promotion - Cover Memo

The following tenure-line faculty of the Department of Computer Science have had the opportunity to review the revised department RTP criteria and standards as sent forward in the attached document.

Name/Date

Approve - Yes or No

Yes

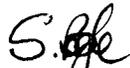
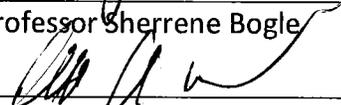
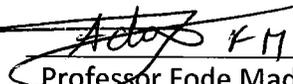
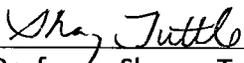
No

Department of Computer Science - Standards and Criteria for Retention, Tenure, and Promotion - Cover Memo

The following tenure-line faculty of the Department of Computer Science have had the opportunity to review the revised department RTP criteria and standards as sent forward in the attached document.

Name/Date

Approve - Yes or No

 _____ Professor Sherrene Bogle	<input checked="" type="radio"/> Yes	No
 _____ Professor Scott Burgess	<input checked="" type="radio"/> Yes	No
 _____ Professor Adam Carter	<input checked="" type="radio"/> Yes	No
 FM 02-06-18 _____ Professor Fode Made	<input checked="" type="radio"/> Yes	No
 2018-02-07 _____ Professor Sharon Tuttle	<input checked="" type="radio"/> Yes	No

Document forwarded to the Committee on Faculty RTP Criteria and Standards: _____
(date)

Approved by the Committee on Faculty RTP Criteria and Standards: _____
(date)

Documents will reside in the appropriate college office. Final approved documents will be posted on the Academic Personnel Services web page.