# Computer Science and Technology Department Tenure and Promotion Guidelines

Approved 10-28-2015

This document contains guidelines and expectations for faculty members in the Department of Computer Science and Technology Department (CST Department) applying for tenure and promotion to the rank of Associate Professor or for promotion to the rank of Professor. The information provided here is specific to this department and those undergoing the process should also refer to the Plymouth State University Faculty Handbook for university-wide information (specifically the following sections: 2.5.A for areas of evaluation, 2.7 for eligibility criteria and 2.8 for procedures). The current promotion and tenure guidelines can be found online at

https://www.plymouth.edu/office/vpaa/faculty/promotion-and-tenure/

## Areas of Evaluation

Expectations from CST Department faculty members echo the three Plymouth State University (PSU) areas of evaluation (Teaching, Scholarship and Service). Acknowledging PSU's mission as a comprehensive regional university, activities directed toward issues of the New England region are particularly encouraged, but not necessary for promotion. The Department also recognizes the importance of engaged scholarship, with some activities being appropriate in more than one of the three evaluation areas. Given typical teaching loads and time commitments of our faculty members, we encourage and appreciate undertakings that overlap categories, such as teaching scholarship or service scholarship, with some examples being provided in the accompanying Appendix.

### Teaching
There are numerous approaches to pedagogy, but excellent and effective teaching is the most important aspect of faculty performance and no application is likely to be successful without it.

### Scholarship
As members of both the University and the computing community, all CST faculty members are expected to participate in scholarly activities and make contributions to their fields of expertise. All appropriate types of scholarship are encouraged and valued by the Department. Teaching and service scholarship activities are also highly encouraged.

**Service**
CST faculty members must understand that part of academic life includes active involvement in campus and community life outside the classroom. Service activities can vary immensely, but usually take the form of committee participation, community outreach and consulting services in matters related to the respective areas of expertise. Participation in Department and University governance is especially encouraged, but all types of service activities are important. Teaching and Scholarly service activities are highly encouraged.

A variety of activities in all three areas are likely to result in positive promotion and tenure (P&T) evaluation results and recommendations from colleagues and the Department Chair. Various examples of appropriate types of activities are included in the accompanying Appendix. It is important to note that the tables included for each category are meant as examples and are not meant to be a comprehensive list and in no way prescriptive or exclusive of other activities. Faculty members should discuss with the Department Chair regarding appropriate activities in which they have been or wish to be involved within each category. Yearly Faculty Work Plans provide a perfect opportunity to plan and keep record of these activities and to discuss them with the Chair. The P&T application should include as much documentation as possible and the Appendix also includes various examples on how different types of activities can be documented.

## Promotion and Tenure Procedures

### Promotion

Besides eligibility requirements specified in the Plymouth State University Faculty Handbook, the following are the minimum expectations for promotion in the CST Department:

**Promotion from Assistant Professor to Associate Professor**
Teaching excellence should be demonstrated and recognized by students and colleagues. Evidence of scholarly activity and record of department and university service are expected.

**Promotion from Associate Professor to Full Professor**
Teaching excellence, scholarly activity and record of service should continue, with higher responsibility roles in those categories expected. Some measure of national recognition for scholarly work and professional service (beyond local and regional boundaries) should have been achieved.

### Tenure and Mentoring Process

Tenure is normally awarded at the same time as promotion to Associate Professor and the application process starts during the fall semester of the sixth year of higher-education teaching experience, three of which must be at Plymouth State. However, the timing might be different, especially for those hired at the Associate Professor or Professor levels. In these cases, the faculty handbook should be consulted for specific eligibility criteria. P&T eligibility should also be verified with the Office of the Vice President for Academic Affairs (VPAA Office).

A faculty mentor will be assigned to all new tenure-track faculty members during their first semester to assist them in meeting the Department and University expectations. Ideally, the mentor will be a tenured CST faculty member of the same (or similar) area of expertise and chosen by mutual agreement and in consultation with the Department Chair. The mentor should help the new faculty member in understanding P&T expectations, developing their work plans and properly documenting all teaching, research and service activities. The mentor and faculty member should meet with the Department Chair at least once halfway through the pre-tenure years to discuss appropriate progress toward a successful P&T application.

Satisfactory progress will vary with faculty expertise and interests and available opportunities or department needs. Such progress should be well-documented and clearly represented in yearly evaluations by the Chair and in the Faculty Work Plan prepared by non-tenured CST faculty members every year in consultation with their mentor and discussed with the Department Chair and submitted to the VPAA Office.

**Candidate Responsibilities**

- Indicate to the Department Chair and the VPAA Office of their intention to apply for P&T when the eligibility requirement was met. This should be done before the April Department meeting preceding the evaluation of materials and after being notified by or verifying with the VPAA Office regarding their eligibility.

- Obtain and complete the proper forms from the VPAA Office, including the release form to allow committee members to view appropriate Human Resources materials.

- Prepare high-quality application materials following the guidelines specified in the PSU Promotion and Tenure Guidelines and clearly showing accomplishments in the three evaluation areas. (Refer to the Appendix for examples of appropriate types of activities and documentation.) Expected materials are listed in the Faculty Handbook, Section 2.8.H. The CST Department does not specify the format of the submitted materials, but the candidate might want to become familiar with the format of previous successful applications within his or her discipline. Electronic submission in the form of an online portfolio expected.

- Submit the completed application materials to the P&T Committee Chair on or before the established deadline, normally October 15.

**Promotion and Tenure Committee**

A P&T Committee consisting of five tenured members of the CST Department and/or other departments of the University will be formed when a faculty member indicates their intention to apply. If more than one person is seeking P&T, the same committee will evaluate all candidates. Committee members should represent as many disciplines as possible within the Department. If there are not five CST tenured faculty members available to serve in a P&T Committee, tenured faculty members from related departments or familiar with the candidate's work will be selected and asked to join in the evaluation as full voting members. The selection of the outside committee members should be done in consultation with the Department Chair, the Department P&T Committee Chair, the Candidate and the Dean of the College of Arts and Sciences. Both the CST P&T committee members (elected during a Department meeting during the spring semester prior to the start of the evaluation process) and the outside committee members should be selected and informed by the end of the same spring semester.

The Department P&T Committee Chair will be elected each year during a December Department meeting and will serve a one-year term covering the following spring and fall semester. The P&T Chair will organize the reviewing of application materials, call meetings, arrange interviews with the candidate(s) and provide opportunities for feedback from the remaining Department faculty members and staff. The Committee must also review relevant materials in the candidate's files in the Human Resources and VPAA Offices.

**Review of Procedures and Guidelines**

The departmental P&T guidelines described here should be reviewed and approved by the CST Department at least once every five years. The Department P&T Committee Chair, accompanied by either the CST Department P&T Committee members (if there is a committee formed for the given academic year) or tenured CST Department faculty (if there is no committee formed for the given academic year), will conduct the review during the spring semester.

# Appendix
## Examples of Appropriate Activities and Documentation
## for Each Area of Evaluation

The following tables contain broad category activities, examples of each and suggested documentation for inclusion in the promotion and tenure application materials. Please also see the lists in Section 2.7.D of the PSU Faculty Handbook. Please note that some activities can be appropriate in more than one category.

All activities are appropriate for promotion to both Associate and full Professor, but those that represent higher levels of responsibility or recognition and are not necessarily expected from Assistant Professors seeking promotion to Associate Professor are marked with a "P".

The Promotion and Tenure Guidelines can be found online at

https://www.plymouth.edu/office/vpaa/faculty/promotion-and-tenure/

## Teaching

Candidates can demonstrate their commitment to excellence in teaching in a number of ways, including (but not limited to) gaining and consistently improving expertise in their subject areas, applying the best teaching practices of their discipline, and providing students of all ability levels with help – both in class and during office hours. Classroom materials should be well organized, ensuring that course goals and assignments are clearly stated. Candidates should also be engaged in advising and mentoring majors and graduate students, when applicable, and overseeing internships, as appropriate. The table below outlines several avenues for excellence in teaching. The items are meant as examples and not as an exclusive, comprehensive or prescriptive list. Some of the items might also be appropriate within the categories below as Teaching Scholarship or Teaching Service activities.

| Type of Activity | Examples | Possible Documentation |
|---|---|---|
| Teaching excellence | - Develop and deliver excellent course content and activities<br>- Guide Students through performing research / data analysis / development activities in general<br>- Facilitation of student discussion and critical | - Course syllabi<br>- Sample of course activities<br>- Sample of student work<br>- Student evaluations<br>- Classroom observations by peers, chair, and administration |

| | | |
|---|---|---|
| | thinking | |
| New course development | - Develop new upper level elective course in area of expertise<br>- Teach core course in the program for the first time<br>- Develop new general education course | - Course syllabi<br>- Sample of developed course activities |
| Course improvement or re-design | - Revise course for improved pedagogy or to keep up with the latest methods and knowledge in the field<br>- Revise course materials for updated content and methods (labs, coordinated courses, etc.) | - Sample of revised materials |
| Academic advising | - Engage in advising activities beyond course scheduling<br>- Develop and implement strategies for high-quality advising | - Emails to students<br>- Developed materials<br>- Thank you notes or emails from advisees |
| Teaching service activities | - Guest lecture in area of expertise within the institution or externally<br>- Review course materials<br>- Provide course materials to faculty colleagues teaching same or similar courses<br>- Develop or review national curricular guidelines in the field **(P)** | - Emails asking for guest lecturing or for sharing of course materials<br>- Sample of lecture materials or shared materials<br>- Documents or reports produced as part of teaching activity<br>- Planning emails<br>- Thank you letters or emails |
| Teaching scholarship activities | - Increase knowledge on area of expertise in preparation for teaching new course or revising current course | - Sample of developed materials |

| | - Develop new course materials for new upper-level course in the area of expertise | |
|---|---|---|
| Professional development activities in teaching | - Attend talks and workshops on pedagogy and general teaching-related topics<br>- Attend regional or national conferences for CS/IT educators<br>- Participate in reflective practice group | - Acknowledgement or signup or registration communications<br>- Other email communications |

## Scholarship

Candidates can demonstrate commitment to scholarship in many ways, such as engaging in research in their discipline (either individually or as part of a larger research project), publishing in peer-reviewed journals, presenting at local, national or international conferences and being active (especially in leadership roles) in professional organizations. The table below outlines several avenues for excellence in scholarship. The items are meant as examples and not as an exclusive, comprehensive or prescriptive list. Some of the items represent Teaching Scholarship or Scholarly Service activities and might also be appropriate within the other two categories.

| Type of Activity | Examples | Possible Documentation |
|---|---|---|
| Scientific research | - Conduct individual scientific research (continuation of PhD research, new areas of interest, research of local or regional relevance, etc.)<br>- Collaborate with other faculty on research activities internally or externally<br>- Participate in research collaboration as part of a group<br>- Develop software/tools for use by wider audience | - Sample of work<br>- Reports or articles<br>- Communications with other members of research group<br>- Reports or articles with acknowledgement of collaboration<br>- Source code/reviews |

| Student research advising | - Advise undergraduate student in formal or informal research<br>- Advise senior project research | - Email communications<br>- Research papers<br>- Abstracts |
|---|---|---|
| Scientific conference presentations | - Present scholarly work at conference or symposium<br>- Present scholarly work at conference or symposium as invited speaker **(P)** | - Acceptance emails<br>- Presentations abstracts or extended abstracts<br>- Conference programs |
| Research grant seeking | - Submit grant proposal to internal, local, or regional sources to support scholarly activity<br>- Submit proposal to national granting organizations (NSF, NIH, NASA, etc.) **(P)**<br>- Earn grant reward from internal, local, or regional sources<br>- Earn grant reward from national organization (NSF, NIH, NASA, etc.) **(P)** | - Grant documents or project summaries<br>- Reviewer comments<br>- Award notifications<br>- Project reports |
| Publications | - Extended abstract for conference or symposium proceedings<br>- Magazine article<br>- Article in peer-reviewed publication **(P)**<br>- Invited book chapter on area of expertise **(P)**<br>- Book or monograph on subject related to areas of expertise **(P)** | - Full publications or abstracts or samples<br>- Acceptance communications<br>- Communications with publishers |
| Review of peer materials in the field | - Review journal article as anonymous peer reviewer **(P)**<br>- Review grant proposal | - Email communications requesting reviews<br>- Completed reviews<br>- Thank you letters or |

| | | |
|---|---|---|
| | as anonymous peer reviewer **(P)**<br>- Review submissions and select talks as session chair or organizer of national conference or symposium **(P)**<br>- Review textbook or other books on subject area of expertise<br>- Review instruction materials on subject area of expertise (software, curricular, classroom materials, etc.) | emails from editors or program managers<br>- Thank you letters or emails from publishers |
| Other scholarly service activities | - Conduct scientific research as part of consulting services<br>- Evaluate curriculum in areas of expertise for national programs **(P)**<br>- Give presentations on areas of expertise | - Research or evaluation reports<br>- Sample work<br>- Presentation abstracts<br>- Fliers for presentations<br>- Thank you letters or emails |
| Teaching scholarship activities | - Expand area of expertise in preparation for new course development<br>- Develop high-quality materials in areas of expertise to be used in upper-level courses<br>- Lead students in original research as part of course activities<br>- Attend presentations in areas of expertise in order to enhance upper-level courses taught or in preparation to teach new upper-level courses<br>- Conduct pedagogical | - Research reports<br>- Sample materials developed<br>- Sample student work<br>- Registration acknowledgements |

| | | |
|---|---|---|
| | research on methods and materials used to teach in the discipline<br>- Give research talk to recruit students into undergraduate research opportunities | |
| Professional development activities related to scholarship | - Attend scholarship development workshops and presentations<br>- Attend grant-writing workshops and presentations<br>- Participate in faculty discussions regarding research in a teaching institution<br>- Attend conference or symposium talks in area of expertise<br>- Maintain professional organization memberships<br>- Take on leadership role in national professional organization **(P)** | - Acknowledgements or registration or signup for presentations, conferences, etc.<br>- Appointment letters or emails for leadership role |

## Service

Candidates can demonstrate their commitment to service in several ways. Common service activities are committee work at the Department, University or national levels, outreach activities with the local community and local schools and providing expertise to local, regional or national organizations. The table below lists various such activities. The items are meant as examples and not as an exclusive, comprehensive or prescriptive list. Some of the items might also appropriate in the categories above as Teaching Service or Scholarly Service activities.

| Type of Activity | Examples | Possible Documentation |
|---|---|---|
| Department/program service | - Participate in program curriculum revision activities<br>- Lead program | - Course syllabi<br>- Sample of course activities<br>- CV listing of committee |

| | | |
|---|---|---|
| | - curriculum revision **(P)**<br>- Prepare curriculum and general education proposals<br>- Serve on P&T Committees<br>- Chair P&T Committees **(P)**<br>- Mentor new faculty **(P)**<br>- Serve on department committees/task forces<br>- Lead any kind of department or program effort **(P)**<br>- Serve as Department Chair **(P)** | - work<br>- Planning emails or documents<br>- Documents produced as part of service activity<br>- Thank you letters or emails |
| University committee/governance participation | - Serve on university policy-making committee<br>- Serve on other university committees<br>- Serve as faculty speaker **(P)**<br>- Chair university committee, especially policy-making committee **(P)**<br>- Participate in university task force<br>- Lead any kind of university-level effort **(P)** | - CV listing of committee work<br>- Appointment letters or emails<br>- Planning emails<br>- Documents produced as part of committee work<br>- Thank you letters or emails |
| Other University service | - Participate in new student orientation activities<br>- Lead "First Class" for new student orientation<br>- Meet with prospective students<br>- Participate in recruiting activities<br>- Guest lecture in other courses | - Letters or emails requesting help with activities<br>- Planning documents or emails<br>- Documents or presentations prepared as part of activity<br>- Thank you letters or emails |

| | - Present Faculty Week workshop or talk | |
|---|---|---|
| National organization service | - Serve on national boards or committees **(P)**<br>- Plan national conference or symposium **(P)**<br>- Chair session in national conference or symposium **(P)** | - Appointment letters or emails<br>- Documents produced as part of committee work<br>- Conference program listings<br>- Thank you letters or emails |
| Service in the field of expertise | - Provide local, regional, or national **(P)** consulting services in the field of expertise<br>- Review of professional materials such as teaching materials, articles, books, etc.<br>- Anonymous review of journal article, grant proposal, or other peer-reviewed materials **(P)** | - Letters or emails requesting services<br>- Reports or documents produced as part of service activities<br>- Thank you letters or emails |
| Consulting services | - Provide consulting for a private company in matters related to field of expertise<br>- Provide consulting services for state or other government agencies or programs in matters related to field of expertise<br>- Provide consulting services for national government agencies or programs in matters related to field of expertise **(P)**<br>- Provide consulting services for legal cases in matters related to field of expertise<br>- Serve as expert witness | - Letters or emails requesting services<br>- Samples of work done<br>- Reports or documents produced as part of consulting activities<br>- Thank you letters or emails |

| | | |
|---|---|---|
| | in matters related to field of expertise | |
| Outreach activities | - Give presentations for the public at the university<br>- Give presentations and tours of facilities to external parties<br>- Assist local teachers in development of materials, demonstrations, etc.<br>- Local or regional presentations in area of interest to the community<br>- Presentations and demonstrations at local schools or other community groups | - Fliers announcing presentations<br>- Letters or emails requesting services or planning activities<br>- Presentation or activity outlines<br>- Documents produced as part of activities<br>- Thank you letters or emails<br>- Newspaper clippings documenting activities |
| Other professional services | - Give presentations and demonstrations at local and regional festivals, museums, etc.<br>- Serve as a judge for science fairs or other competitions<br>- Coordinate local/regional conference **(P)**<br>- Give interviews to local/regional newspapers and TV stations on matters related to area of expertise<br>- Provide data or other services to the community | - Letters or emails requesting services or planning activities<br>- Presentation or activity outlines<br>- Thank you letters or emails<br>- Newspaper clippings of articles resulting from interviews |