

# **SCHOOL OF COMPUTING AND INFORMATICS**

## **TENURE AND PROMOTION GUIDELINES**

As a School we support tenure and promotion for faculty who are outstanding teachers and scholars and are engaged members of the School, College, University, and community. We actively mentor junior colleagues with the expectation that all of our faculty will earn tenure and promotion. In accordance with Section V of the University's Faculty Handbook, candidates for reappointment, tenure and promotion are evaluated in the areas of teaching, research/scholarship and service, with the first two being of greatest importance. Moreover, adherence to the College tenure and promotion guidelines is expected. While the exact balance of a candidate's strengths in these areas may vary, outstanding teaching with inadequate scholarship is unacceptable, as is strong scholarship with poor teaching.

### **Guidelines for Tenure and Promotion to Associate Professor**

#### **Teaching**

The School of Computing and Informatics supports colleagues for tenure and/or promotion who are excellent classroom teachers, and, since Computer Science and Informatics are experiential disciplines, faculty are also expected to excel at teaching students using hands-on (laboratory) activities. Furthermore, the School strongly believes that research is a highly effective means of teaching. As such, faculty must engage students in their research programs and excel in mentoring students in the Senior Capstone Projects.

#### **1. Commitment to Teaching**

The core attributes of commitment to teaching are as follows:

- effectively teaching program-specific courses at the introductory (100 and 200) and advanced (300 and 400) levels in both the classroom and the experiential (e.g., laboratory) setting
- mentoring students in the Senior Capstone Project course
- actively engaging in self-reflection to develop and improve courses
- regularly reflecting and acting upon teaching evaluations and feedback from visits by School colleagues to improve pedagogy

Supporting activities which demonstrate commitment to teaching may also include the following:

- designing new courses at any level of the School classroom or experiential (e.g., laboratory) curriculum
- participating in School curriculum development
- participating in team-taught and/or interdisciplinary courses outside of the School
- submitting grant proposals for software, hardware, and/or curricular development
- publishing peer-reviewed papers for innovations in pedagogy

## **2. Knowledge and Mastery of the Discipline**

The School expects that all faculty members have a deep understanding of their sub-discipline of the Computer Science and/or Informatics fields, as well as a broad, general knowledge of computing. Faculty should stay current with developments in their field and incorporate new knowledge into their classroom teaching. Faculty should also strive in their classes, as appropriate, to show connections to and applications of computing in a broader context.

## **3. The Ability to Communicate with, and Engage and Evaluate Students**

The major ways that faculty must demonstrate effectiveness in their interactions with students are by way of the following:

- designing courses that explore the depth and breadth of computing and informatics, which are rigorous, challenging, and intellectually stimulating, and which encourage students to think critically and independently, and by conveying enthusiasm for the subject presented
- articulating clear course goals and student expectations
- presenting classroom material in a clear and organized manner
- responding effectively to student questions and encouraging discussion, as appropriate, to maintain a supportive environment in the classroom
- supplementing formal classroom teaching with small group or individual instruction during regular office hours, tutorial/review sessions, and individual student appointments as needed
- providing students with appropriate experiential (laboratory) techniques and properly

- enforcing School, College, and University safety regulations
- guiding Senior Capstone Project students in developing a project, carrying out the required work, critically analyzing their work, and producing a well-organized deliverable
- evaluating students fairly and giving them timely and constructive feedback

These criteria for excellence in teaching will be assessed using student course evaluations, student letters, and evaluations by senior colleagues. These three forms of evaluation will be analyzed and compared to get an overall narrative picture of a candidate's teaching. The College's teaching evaluation forms for each course provide a semester-by-semester and course-by-course comparison from which to view a candidate's strengths, weaknesses, and progress in teaching. Careful attention will be paid to the candidate's numerical and narrative evaluations across the curriculum, from introductory to advanced courses in the candidate's specialty. Student letters that are solicited by the Dean's Office at the time of the reappointment and tenure decisions will also be carefully considered. Faculty evaluation will be accomplished by frequent classroom observation by senior members of the School in accord with the regulations in the Faculty Handbook and by analysis of teaching materials submitted by the candidate at the time of reappointment and tenure.

At the time of evaluation for reappointment or tenure, the candidate's personal statement should describe her/his teaching philosophy and methodologies, providing specific examples of how these have been applied. Supporting documents submitted in the dossier should include syllabi and examples of student assessment materials (problem sets, exams, lab curricula, etc.) to aid in assessing whether the candidate has met the criteria for successfully communicating with, engaging and evaluating students. The candidate should explain how her/his teaching has evolved during the review period and should address any issues that have been brought up in student evaluations and/or visits by senior faculty.

## **Research and Scholarship**

We support colleagues for tenure and/or promotion who have established themselves as productive scholars. While recognizing the variance between sub-disciplines in the fields of Computer Science and Informatics, and allowing for individual faculty member's differences in research style and methods, we greatly value the research-rich environment of the School and

expect all faculty to engage in a research program that involves student participation. We also value the intellectual partnership of research collaborations with colleagues both here at UL Lafayette and at other institutions (colleges, universities, national laboratories, and industry).

The first primary evidence of productive scholarship will come from publication of papers in peer-reviewed conference proceedings, as well as articles on original research in peer-reviewed journals. Recognizing differences in sub-disciplines and in the expected pace of different research topics, a minimum of ten (10) peer-reviewed publications is necessary at the time of review for tenure and/or promotion, and 5 of these 10 publications need to be in SCI-indexed journals. A record of repeated publication is necessary and the candidate must show in her/his personal statement that the trajectory of the research program is such that the pattern of repeated publication will likely continue into the future. Quality of publications is as important as quantity. Quality will be judged by an internal assessment by the School and by the assessment of external reviewers solicited at the time of review for tenure and/or promotion. Collaborative publications are valued with the understanding that the candidate has played a significant intellectual role in the work. The candidate's role in collaborative work should be made explicit in her/his personal statement.

Research funding helps student participation, publications, and research recognition, and is also among primary evidence for research and scholarship activities. Successfully obtaining at least one competitive research grant, especially federal funding, as the PI or a driving Co-PI for a multi-million dollar grant, is expected from each tenure and/or promotion application.

Other forms of scholarship will also provide evidence of productivity and will support the candidate's case for tenure and/or promotion but cannot substitute for publications and research funding. Therefore, different forms of research and scholarship activities may include (in order of decreasing importance):

- publishing in refereed journal and conferences
- obtaining grants for research and research instrumentation, especially from federal funding agencies
- supervising graduate students to completion
- publishing review articles, book chapters, textbooks, etc.
- publishing collaborative papers where the candidate has played a minor role in the work

- presented
- presenting at professional meetings/conferences
- submitting grant proposals for research and research instrumentation
- publishing encyclopedia entries, book reviews and other items that receive minimal peer review
- presenting invited seminars at other colleges/universities

## **Service**

We support colleagues who show evidence of service to the School of Computing and Informatics, to the Ray P. Authement College of Science, to the University, and to the broader local and professional communities. For junior colleagues, priority is assigned to the establishment of excellent teaching and for the development of an active and successful research program involving students. Service, therefore, for tenure-track faculty should be kept at a lower priority, but should follow the candidates' personal interests in serving. Demonstrating service is possible through a combination of the following activities:

- advising first-year students and undergraduates in the School
- attending and contributing to School meetings
- assuming a School responsibility, whether short or long term (e.g. organization of the seminar program, mentoring the ACM, ACM-W, STARS programs)
- serving on an appointed or elected college committee
- serving on a committee or board of a professional organization
- serving as a reviewer for journals and grant proposals
- outreach to schools, admissions office, and alumni groups and broader community in a professional capacity

## **Guidelines for Promotion to Full Professor**

Candidates for promotion to full professor should demonstrate distinguished achievement in teaching, research/scholarship and service.

Candidates should maintain their status as outstanding teachers as outlined in the Guidelines for Tenure and Promotion to Associate Professor (above). Tenured faculty should continue to revise existing courses and develop new courses, as appropriate, to stay current with their sub-discipline. Participation in team-taught or interdisciplinary courses is more encouraged for tenured faculty than those pre-tenure. It is expected that candidates for promotion will continue to involve students in their research programs through the Senior Capstone Projects, summer research and/or other opportunities. In sum, candidates for promotion to full professor should be recognized as long-established and continuing outstanding teachers in the classroom.

Candidates for promotion should demonstrate a record of continued research productivity in line with the established Guidelines for Tenure and Promotion to Associate Professor (above). As such, a minimum of ten (10) peer-reviewed publications and another competitive research grant (as the PI or a driving Co-PI for a multi-million-dollar grant) following promotion to Associate Professor is expected, which translates to a minimum of 20 peer-reviewed publications and 2 competitive research grants in total.

While the expectation at the time of tenure is that a candidate should establish a trajectory that is likely to establish a record of repeated publication, candidates for promotion to full professor must demonstrate the successful establishment of such a research area. Therefore, evidence to demonstrate the candidate's leadership in his/her research area is expected, such as being a Program Committee Chair for major conferences and editorship for highly-ranked journals.

In contrast to minimal pre-tenure expectations for service, candidates for promotion to full professor must be exemplary advisors and demonstrate active engagement in the life of the College. This can be done, for example, by serving a full term on one of the major committees of the faculty, serving on multiple elected or appointed College committees or by taking on some other appointed administrative role within the College. Serving as an officer in a regional or national organization, on a journal editorial review board, on grant proposal review panels or on external review committees of other institutions, departments or individuals are also recognized as valuable service contributions likely to be available to tenured members of the School.