

# Department of Computing Science<sup>1</sup>

## Thompson Rivers University

### Department Standards for Promotion and Tenure

#### Table of Contents

- I. Preamble
- II. Weighting
- III. Guidelines and Criteria for Tenure and Promotion
  - A. Academic Qualifications
  - B. Teaching
  - C. Service
  - D. Scholarship

Appendix A - Collective Agreement Articles Relevant to Tenure and Promotion

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<sup>1</sup> The Department approved these Guidelines on October 9, 2008.

## **I. Preamble**

The purpose of this Standards document is to provide guidance to faculty members as they prepare applications for tenure and/or promotion. Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in his/her scholarship (if applicable), teaching or professional role, and in service. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in teaching or professional role, recognized research, scholarly and creative work (if applicable), and contributions to service within the university community as well as to the profession (locally, provincially, nationally, and internationally).

These departmental guidelines describe the standards and expectations specific to the Department of Computing Science. All such standards and expectations shall be guided by University policies and Collective Agreement provisions.

The Department of Computing Science is committed to the personal and professional growth of its members through a collegial environment and positive mentorship of new faculty. The department aims to create an environment where a well prepared faculty member committed to his/her teaching, service, and scholarship (if applicable) should succeed in obtaining tenure and promotion.

The document sets out standards that are realistic and achievable within the discipline of computing science at a small undergraduate teaching focused regional university. This document provides examples of criteria for evaluating faculty within each of teaching, scholarship and service, thus allowing options in the design of their career paths. Considering the variability that exists within computing science and university work, faculty are allowed some flexibility in the weighting they assign to the areas for evaluation, which will reflect their focus and strengths.

## II. Weighting

### Introductory Statement

Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by their Faculty, School or Division. Applicants must inform their divisional Promotion and Tenure committee of the suggested weighting at the beginning of the adjudication process. Divisional Promotion and Tenure committees must recognize that the balance between teaching/professional role and service for bipartite applicants, and the balance among teaching/professional role, research/scholarship/creative activity and service for tripartite applicants may differ based on individual circumstances and may vary over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload. Because disciplines may have special requirements, members should engage in collegial decision-making with their departmental colleagues before deciding on the specific weighting of evidence.

The relative weighting of evidence for purposes of promotion should take into account the appointment type of the applicant, bipartite or tripartite. Normally, bipartite faculty applications will be evaluated primarily on their core responsibility, teaching/professional role and to a lesser degree on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching/professional role as well as research/scholarship/creative, and to a lesser degree on service.

Because Computing Science is a rapidly changing discipline, faculty members spend considerable time maintaining the currency of their courses, and developing new courses in their area(s) of expertise. The additional time needed to maintain the currency of courses, and to develop new courses, limits the amount of time available for scholarship and service. This should be taken into consideration when tenure and promotion decisions are being made.

### Weighting Criteria for Computing Science

Tripartite:

Superior contributions in either

- (a) teaching, or
- (b) research, scholarly, or creative activity, or
- (c) service

may compensate for a lesser involvement in another area, provided that there has been a satisfactory level of contribution in all areas.

Bipartite:

Superior contributions in either

- (a) teaching/professional role, or
- (b) service

may compensate for a lesser involvement in the other area, provided that there has been a satisfactory level of contribution in both areas.

Notes:

1. In their promotion dossier, bipartite candidates may use evidence of scholarship related to their appointment, but it is not required and it will not be detrimental to the applicants' success if it is not part of their tenure/promotion dossier.
2. These weightings are appropriate for members with bipartite and tripartite workload. Deviations from these criteria would be expected for members with very extensive research obligations, e.g., Canada Research Chairs, or those with extensive administrative duties, e.g., Department Chairs, or those with extensive teaching responsibilities, e.g., a member undertaking new program development.

### III. Guidelines and Criteria for Tenure and Promotion

#### A. Academic Qualifications

<b>Assistant Professor Lecturer</b>	<b>Associate Professor Senior Lecturer</b>	<b>Professor Principal Lecturer</b>
<ul style="list-style-type: none"><li>• Normally an earned doctorate or equivalent qualifications in the faculty member's area of specialization.</li><li>• or, a relevant Masters degree normally with 8 years teaching or other relevant practical experience.</li></ul>	<ul style="list-style-type: none"><li>• Normally an earned doctorate or equivalent qualifications in the faculty member's area of specialization.</li><li>• or, a relevant Masters degree normally with 8 years teaching or other relevant practical experience.</li></ul>	<ul style="list-style-type: none"><li>• Normally an earned doctorate or equivalent qualifications in the faculty member's area of specialization.</li><li>• or a relevant Masters degree normally with 13 years teaching or other relevant practical experience.</li></ul>

## **B. Teaching**

Teaching is defined in Article 6.10.5.1 of the Collective Agreement. Evaluation of teaching shall be based on the effectiveness rather than the popularity of the instructor, as indicated by command over subject matter, familiarity with recent developments in the field, preparedness, presentation, accessibility to students and influence on the intellectual and scholarly development of students. The methods of teaching evaluation may vary; they may include student opinion, assessment by colleagues of performance in university lectures, course material and examinations, the calibre of supervised projects and theses, and other relevant considerations. Evaluation of teaching should also take into consideration differences due to the level of the course (first year through fourth year), class size, class composition (for example, fourth year courses tend to be much more homogeneous than first year courses, students in fourth year courses tend to be more motivated, as a group, than first year students, etc.), the degree of difficulty of the course material and other such factors.

When evaluating teaching the main consideration is determining if the faculty member has provided a quality learning environment.

In recognition of the fact that Computing Science is a constantly changing discipline, faculty members must maintain the currency of their courses, and where appropriate develop new courses in their area of expertise. These new courses may be initiated by the faculty member or required by the Department. The Department may also request that the faculty member develop courses in new areas.

## Teaching Criteria

Assistant Professor Lecturer	Associate Professor Senior Lecturer	Professor Principal Lecturer
<ol style="list-style-type: none"> <li>1. Creates a quality learning environment.</li> <li>2. Uses appropriate teaching materials with respect to volume, level, and currency.</li> <li>3. Available for student consultation.</li> <li>4. Evaluates student performance consistent with course ends in view.</li> <li>5. Adheres to TRU and Computing Science department standards for assignments, exams, and student evaluations.</li> <li>6. Establishes and maintains appropriate education records.</li> <li>7. Demonstrates the ability to use various teaching strategies to enhance learning.</li> <li>8. Identifies student learning difficulties and takes action to ameliorate them.</li> <li>9. Understands and uses theories and principles of teaching and learning.</li> <li>10. Responds appropriately to the learning context.</li> <li>11. Demonstrates the ability to utilize appropriate evaluation strategies.</li> <li>12. Critically reflects on own teaching performance and uses a variety of methods to improve.</li> <li>13. Understands students' motivation to learn and learning styles.</li> <li>14. Develops new courses as needed.</li> </ol>	<ol style="list-style-type: none"> <li>15. Demonstrates competence in course delivery.</li> <li>16. Develops new programs, specializations, etc. as needed.</li> <li>17. Accepts opportunities to share expertise at local, regional, or provincial levels, and possibly nationally and internationally, for example               <ul style="list-style-type: none"> <li>• Represents TRU at articulation meetings</li> <li>• Presents at educational conferences, chairs sessions, etc.</li> <li>• Visits high schools, participates in Open Houses, etc.</li> <li>• Creates, maintains, updates articulation agreements with universities and colleges</li> <li>• Creates, maintains, updates course transfer agreements with universities and colleges</li> <li>• Provides support (course outlines, lecture notes, quizzes, exams, mentors instructors, etc) for programs offered internationally</li> <li>• Makes Computing Science courses and programs available through Open Learning, e.g. develops new courses and programs, maintains courses and programs, tutors courses, etc.</li> </ul> </li> </ol> <p>Additional evidence may include, but is not limited to</p> <ul style="list-style-type: none"> <li>• Mentors faculty</li> <li>• Supervises student research, projects, or theses</li> <li>• Directed studies teaching</li> <li>• Program development</li> <li>• Coordinates multi-section courses</li> <li>• Awards for teaching excellence</li> </ul>	<ol style="list-style-type: none"> <li>18. Accepts opportunities to share expertise nationally or internationally. Examples include, but are not limited to               <ul style="list-style-type: none"> <li>• Published pedagogic materials such as textbooks, laboratory manuals, lecture notes, class notes and supplementary materials (in either hardcopy or electronic form)</li> <li>• Chairing national or international committees or conferences related to teaching</li> <li>• Publishing and/or presenting articles on the scholarship of teaching at the national or international level</li> </ul> </li> </ol>

## C. Service

Service is defined in Article 6.10.5.4 of the Collective Agreement. Contributions towards the goals of the department, university, and/or the discipline are expected. Attending departmental meetings is a service contribution expected of all faculty members as part of their basic duties and responsibilities. In itself it does not constitute sufficient service. Service for the purpose of tenure and promotion must reach beyond just attending departmental meetings and includes, for example, contributions to the internal TRU community as well as to the community and profession external to the university.

<b>Service Criteria</b>		
<b>Assistant Professor Lecturer</b>	<b>Associate Professor Senior Lecturer</b>	<b>Professor Principal Lecturer</b>
<ol style="list-style-type: none"> <li>1. Actively participates in departmental meetings and committees</li> <li>2. Contributes to the university community (eg. Open House, Student Orientation, Faculty Association, Teaching Practices Colloquia, Convocation, etc)</li> </ol>	<ol style="list-style-type: none"> <li>3. Takes on leadership roles in the department, for example, Chairperson, Coordinator, Committee Chair, etc.</li> <li>4. Actively participates in departmental Sabbatical; Appointments; Performance Review; Public Relations; etc. committees</li> <li>5. Allows name to stand for TRU committees (eg. Senate, Sabbatical, Promotion and Tenure).</li> <li>6. Consistently contributes to TRU events and committees.</li> <li>7. Examples from bullet #17, in the Teaching Criteria section above may, at the discretion of the member, be counted as Service rather than as Teaching.</li> </ol> <p>Additional evidence may include, but is not limited to</p> <ul style="list-style-type: none"> <li>• Participates in provincial committees ,for example, FPSE, BCCEC, BCCAT, etc.</li> <li>• Serves on the executive of community organizations</li> <li>• Provides Professional Service to public (eg. public lectures, consultant, etc.)</li> </ul>	<ol style="list-style-type: none"> <li>8. Demonstrates leadership in the department through outstanding contributions to committees, etc.</li> <li>9. Takes leadership roles in the university community (eg. Chair of TRU committees, Faculty Association Executive, etc.).</li> <li>10. Takes leadership roles locally, provincially, nationally or internationally, for example, at scholarly conferences; in provincial, national or international organizations; performs consultation work provincially and/or nationally; serves on editorial boards of a publication; reviewer for national or international conferences; serves on the executive of provincial, national and/or international organizations (eg. FPSE, WCCCE, CIPS. CAUT, ACM, IEEE, etc.); volunteers at provincial, national and/or international events.</li> </ol>

## D. Scholarship

Scholarship is defined in Article 6.10.5.3 of the Collective Agreement. Two key components of scholarly activity are dissemination and peer review. In Computing Science typically evidence of scholarship will consist of either a) or b), or a combination of both a) and b):

- a) Traditional Scholarship -- publications in peer reviewed venues, or other recognized contributions to computing science.
  
- b) Practice of Professional Skills -- A faculty member can also demonstrate skills equivalent to those exercised under traditional scholarship through the practice of professional skills. Examples include, but are not limited to, developing (or consulting on the development of) specialized computer hardware or software as well as consulting on other matters requiring computing science expertise, including development of standards. Activities claimed under this category must demonstrate a recognized contribution to the discipline of computing science, and must demonstrate the originality and expertise of the faculty member in the creation and application of computing science ideas and techniques, in much the same way that scholarly work demonstrates such creativity and expertise.



### Scholarship Criteria (Traditional Scholarship)

Assistant Professor	Associate Professor	Professor
<p><b>Successful Engagement in Scholarship</b></p> <ol style="list-style-type: none"> <li>1. Engages in the process of inquiry.</li> <li>2. Identifies researchable questions.</li> <li>3. Conducts inquiry individually and/or collaboratively.</li> <li>4. Submits papers and/or book chapters for publication in journals or books or resources targeted for the public or specific groups.</li> <li>5. Disseminates scholarship through presentations at conferences, workshops, etc.</li> </ol> <p>Additional evidence may include, but is not limited to</p> <ul style="list-style-type: none"> <li>• Reviews textbooks, journals, etc.</li> <li>• Provides evidence of continued education relevant to scholarship.</li> <li>• Submits proposals for funding.</li> <li>• Supervises student research, projects or theses</li> </ul>	<p><b>Consistent Accomplishment in Scholarship</b></p> <ol style="list-style-type: none"> <li>6. Demonstrates record of consistent scholarship, with national recognition as a scholar.</li> <li>7. Disseminates scholarly work through presentations at local, regional and national level.</li> <li>8. Publishes in peer reviewed journals or in books or monographs.</li> </ol> <p>Additional evidence may include, but is not limited to</p> <ul style="list-style-type: none"> <li>• Assists faculty in scholarship development.</li> <li>• Accepts opportunities to serve on Masters or Doctoral committees.</li> <li>• Submits research grant proposals to support scholarship.</li> <li>• Maintains a record of external funding to support scholarship.</li> <li>• Awards for research excellence.</li> </ul>	<p><b>Sustained Success in Scholarship</b></p> <ol style="list-style-type: none"> <li>9. Demonstrates a sustained program of scholarship, with national and /or international recognition as a scholar.</li> <li>10. Publishes in national or international peer reviewed journals, books or monographs.</li> </ol> <p>Additional evidence may include, but is not limited to</p> <ul style="list-style-type: none"> <li>• Serves on editorial boards and scholarship review committees.</li> <li>• Facilitates scholarship at a national and/or international level.</li> <li>• Mentors faculty and/or colleagues in the development of scholarship.</li> <li>• Contributes to the scholarly development of faculty colleagues.</li> <li>• Awards for research excellence.</li> <li>• Reviewer for national or international conferences.</li> </ul>

<b>Scholarship Criteria (Practice of Professional Skills)</b>		
<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Professor</b>
<p><b>Successful Engagement in Scholarship</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates external evidence of professional and/or technical competence in professional activities.</li> <li>2. Disseminates scholarship through presentations at conferences, workshops, etc.</li> </ol> <p>Additional evidence may include, but is not limited to</p> <ul style="list-style-type: none"> <li>• Submits proposals for external funding.</li> <li>• Creates a product that has potential to be commercially successful</li> <li>• Applies for a patent for a product relevant to the computing industry.</li> <li>• Creates standards that are under consideration for adoption by the computing industry.</li> </ul>	<p><b>Consistent Accomplishment in Scholarship</b></p> <ol style="list-style-type: none"> <li>3. Clearly demonstrates a consistent and significant contribution to the field of computing science, at the national level, as evidenced through the production of several documents or papers that are disseminated in one or more of the following ways: <ul style="list-style-type: none"> <li>• published in refereed or non-refereed journals or conference proceedings; and/or</li> <li>• presented at conferences, meetings or other symposia; and/or</li> <li>• made available using electronic media, or made available in some other form, such as in reports to agencies.</li> </ul> </li> <li>4. Demonstrates national recognition in his/her field.</li> </ol> <p>Additional evidence may include, but is not limited to</p> <ul style="list-style-type: none"> <li>• Maintains a record of external funding to support scholarship</li> <li>• Creates a product that has become commercially successful</li> <li>• Receives a patent for a product relevant to the computing industry</li> <li>• Creates standards that are adopted by the computing industry</li> <li>• Provides professional consultation</li> </ul>	<p><b>Sustained Success in Scholarship</b></p> <ol style="list-style-type: none"> <li>5. Demonstrates a sustained program of scholarship, with national and /or international recognition as a scholar.</li> <li>6. Demonstrates a sustained high level of performance in the practice of the profession, Examples include <ul style="list-style-type: none"> <li>• contributes to reputable publications (in hardcopy or electronic form) as appropriate for the professional skills practiced</li> <li>• presents papers at professional meetings and conferences</li> <li>• writes reviews, books, etc.</li> <li>• referees papers</li> <li>• engages in editorial work</li> </ul> </li> </ol> <p>Additional evidence may include, but is not limited to</p> <ul style="list-style-type: none"> <li>• Plenary speaker at a major national or international conference</li> <li>• Sustained external funding</li> <li>• Awards for research excellence</li> <li>• Creates a product that has become commercially successful</li> <li>• Receives a patent for a product relevant to the computing industry.</li> <li>• Creates standards that are adopted by the computing industry</li> </ul>

## Appendix A - Collective Agreement Articles Relevant to Tenure and Promotion

<b>Article 5 — Appointment of Members</b>	
5.1.1	Ranks — Tripartite appointments
5.1.2	Ranks — Bipartite appointments
5.2.1	Tenure-Track Appointment
5.2.3.1	Tenured Appointment
5.2.3.2	Change in Status from Bipartite or Tripartite Appointment for a Tenured Member
<b>Article 6 — Tenure and Promotion of Members</b>	
6.1	Preamble
6.2	Progression to Promotion
6.3	Progression to Tenure
6.4	Procedures of the Division, Faculty or School Promotion and Tenure Committee
6.5	Procedures of the University Council Promotion and Tenure Committee
6.6	Action Subsequent to Voting
6.6.8	Timeline for Tenure and Promotion Process
6.7	Annual Report for Decisions on Tenure and Promotion
6.8	University Appeals Committee
6.9	University Appeals Committee Procedures
6.10	Criteria for Academic Designation, Tenure and Promotion
6.10.5	Definitions of Categories
6.10.5.1	Teaching
6.10.5.2	Professional Roles
6.10.5.3	Scholarship
6.10.5.4	Service
6.10.6	Granting of Tenure
6.10.7	Academic Designation
6.10.7.1	Assistant Professor/Lecturer
6.10.7.2	Associate Professor/Senior Lecturer
6.10.7.3	Professor/Principal Lecturer
Appendix 1	List of activities to demonstrate required level of competence in teaching
<b>Article 10 — Workload</b>	
10.2	Academic Duties and Responsibilities
<b>LoU #20 — Lab Faculty Appointment and Promotion Joint Committee</b>	
<b>LoU #23 — Transitional Issues</b>	
2.	Tenure
3.	Rank and Promotion