## Computer Science (CSCI) Program Standards for Faculty Evaluation V1 11/12/2019

## 1.0 PREAMBLE

and/or promotion. It is not a contract between the program and the candidate and does not guarantee achievement of tenure and/or promotion. These guid

regarding teaching, research, professional development, and service but are not intended to be an exhaustive list of all employee responsibilities. The final program recommendation for tenure and/or promotion w

the success of the program.

The Computer Science (CSCI) Program standards are aligned with the School of Business Standards and the University standards, with recognition of the unique aspects of teaching, scholarship, and community service as appropriate for faculty in Computer Science. It is intended that the CSCI Program standards will be fair, flexible, and provide reasonable goals and expectations for those seeking tenure and/or promotion.

The CSCI program reserves the right to re-examine and revise its standards in light of future changes to school/university standards.

- 6.00 ELABORATION OF SCHOOL STANDARDS FOR TEACHING FACULTY IN THE COMPUTER SCIENCE PROGRAM
  - 6.1 Teaching
    - 6.1.1 Teaching is the primary responsibility of an instructor at Stockton. Therefore, performance in teaching carries the greatest weight in the evaluation of CSCI faculty. All aspects of teaching, including preceptorial teaching, will be

- 6.1.2.3 The ability to organize course material and to communicate this information effectively; and the development of a comprehensive syllabus for each course taught, including expectations, grading and attendance policies and the timely distribution of the syllabus to students.
- 6.1.2.4 Excellence in teaching also entails respect for students as members of the Stockton academic community, flexibility in addressing the diverse learning styles of students, an ability to adapt and change teaching methods as needed in order to improve the overall learning process, effectively responding to student questions, and the timely evaluation of student work including appropriate feedback.
- 6.1.3 As appropriate, additional measures of teaching excellence include but are not limited to:
  - 6.1.3.1 Using technology in teaching as appropriate to enhance learning in the classroom.
  - 6.1.3.2 Relating the subject matter to fields where it is applied and other related areas of knowledge.
  - 6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter for example, service learning activities and advising student organizations, directing student research, supervising internships, advising programming contest teams, etc.
  - 6.1.3.4 Fostering enthusiasm for the subject matter while challenging and motivating students, and maintaining appropriate high standards for student performance
- 6.2 Scholarly and Creative Activity
  - 6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to scholarship enriches teaching and is the foundation of sustained excellence within the classroom.
  - 6.2.2 Publications and creative work in support of reappointment and tenure are those post-tenure promotion or range adjustment is that work completed since the most recent promotion or range adjustment.
  - 6.2.3 The CSCI Program encourages and supports a variety of scholarly approaches discipline, interdisciplinary research, pedagogical research, integrative s General Studies coursework or General

Studies initiative of the university, and grant acquisition. Scholarly activities may take many forms and use different vehicles to communicate with the broader academic community.

- 6.2.3.1 The program recognizes that the time and effort required to complete scholarly projects may vary markedly among disciplines and subdisciplines.
- 6.2.3.2 The program also recognizes that an effective researcher is not judged solely on the number of publications and invited talks. Instead, the main

- 6.2.4.6.5 Publicly available software, including but not limited to programs, components, APIs, libraries, or contributions to publicly available software projects, whether commercially available or freely disseminated via an open source repository. It is the responsibility of the candidate to document the impact and importance of the software contribution, such as, but not limited to, formal or informal peer review, data on its user or contributor base as tracked by the open source repository, or information on other software
- 6.2.4.6.6 Other forms of scholarly activity that may appear in emerging scholarly media may be included as well, provided that comparable standards of peer review can be applied to them.
- 6.2.4.6.7 Reviews (if submitted as documentation) from appropriate journals may be included. Where reviews are included in a file as evidence of the worth of scholarly work, attention should be given to the professional credentials of the reviewer and reputation of the journal or publication.
- 6.2.4.6.8 Professional activities undertaken as a practitioner or consultant are considered scholarly activity when they go beyond the routine application of knowledge to the creation of new knowledge and the development of new software applications or standards for practice. Such qualities distinguish between scholarship and professional service. Those making the judgments regarding the standards for applied research necessarily involve more than clients and include academic peers familiar with the area of practice under consideration.
- 6.2.4.6.9 In a field that changes as rapidly as computer science, maintaining current competency is critical. Participation in activities which advance one's knowledge and skills, and
  - CSCI faculty member's scholarly activity. Such activities include, but are not limited to: attendance in professional and
  - seminars.
- 6.2.4.6.10 Grants or monetary awards that are funded or reviewed as having a quality worthy of funding from governmental or non-governmental organizations are considered examples of scholarship if those grants and awards are subject to external

peer review. Grants may include but are not limited to areas that enhance program activities.

6.2.4.6.11 Faculty engaged in community outreach can make a difference in their communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholarship may take the form of widely disseminating the knowledge gained in community-based projects in appropriate professional venues in order to share its significance with those who do not benefit directly from the project.

## 6.3 University and Community Service

- 6.3.1 Service is considered an important part of academic life, and faculty are expected to be service oriented throughout their career. Service may be done at the program level, school level, university wide, within the professional community, and within the community at large.
- 6.3.2 Faculty may also contribute in broader arenas such as state or regional organizations, disciplinary associations. In addition, faculty may contribute to the public mission through service to our community, region and the State or the Nation.
- 6.3.3 Normally the University expects probationary faculty to serve the University and community in selected activities, while faculty who are tenured and/or of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus and to their disciplines and professional organizations
- 6.3.4 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, and the effectiveness of participation. Clear goals, adequate preparation and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus and community service.
- 6.3.5 Evidence of effectiveness in University or community service may include such items as:

al skills or

knowledge for the benefit of the University, or of a non-university group or individual.

6.3.5.2 Professional service, such as membership or leadership positions in