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

1.0   PREAMBLE

This document provides a set of guidelines for a candidate's use in preparing an application for tenure 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 guidelines address a candidate's responsibilities 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 will be based on a candidate's overall performance in the position and their contributions to 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 evaluated in order to gain a clear understanding of each faculty member's performance. The candidate will be expected to show progress in teaching excellence throughout the entire tenure and reappointment process.

>> 6.1.2 It is the candidate's responsibility to present evidence of teaching effectiveness. In broad terms excellence in teaching is characterized by:

>>> 6.1.2.1 A thorough and current command of the subject matter in the areas of Computer Science, and other areas that one teaches.

>>> 6.1.2.2 Sound course design and delivery in all teaching assignments, whether CSCI Program or General Studies, introductory or advanced, as evident in clear learning goals and expectations, content reflecting the best available scholarship and teaching techniques and methodologies aimed at student learning.

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 achieved during the applicant's probationary period. Activity in support of a 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 that support Program activities including: original research within one's given discipline, interdisciplinary research, pedagogical research, integrative scholarship, research supporting one'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 criterion is for high quality work which illustrates a commitment to research and with dissemination of results as appropriate, judged by the standards given below.

6.2.4 It is always the case that the burden is on the candidate to document the excellence of one's work. In cases of shared or multiple authorship, clarification of the degree of one's participation is expected. In cases of conference presentations or proceedings, clarification should be provided with regard to the selectivity of the review process.

Typically, central to judgments regarding scholarly activity are:

6.2.4.1 The capacity to bring scholarly projects to completion.

6.2.4.2 A mix of scholarly activities appropriate to one's appointment.

6.2.4.3 Judgments of the worth and significance of the work by those qualified to make such judgments. These may include disciplinary peers, professional organizations, *ad hoc* groups such as evaluation, judging, or refereeing panels.

6.2.4.4 Documentation of the impact of one's work
- with students
- within the scholarly area
- within higher education generally
- on documented standards of best practices in pedagogy
- in the application of one's work
- as evident in citations of one's work
- on public policy or institutions
- or in educational settings

6.2.4.5 Just as in the case of traditional scholarship involving the discovery of new knowledge, when one's work consists of pedagogical, integrative or applied scholarship, its significance may be documented by demonstration of clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique.

Presentation before peers and colleagues and advancing the discipline are also expectations of alternate forms of scholarship.

6.2.4.6 The CSCI program recognizes excellence in a variety of scholarly or creative activities that include but are not limited to the following:

6.2.4.6.1 Books published by reputable academic or trade presses.

6.2.4.6.2 Refereed papers, articles, and essays published or accepted for publication in appropriate scholarly journals, whether print or electronic; refereed papers and peer reviewed papers in the proceedings of scientific, technical, or pedagogical conferences; and chapters in books published by reputable publishers. Some assessment should be made as to the quality of the venue in which the piece appears; in particular, its scholarly reputation and whether or not the journal or proceedings are peer reviewed/refereed. A unique aspect of scholarly publication within computer science is the importance and prominence of refereed conference proceedings, which should be weighed similar to refereed journal articles. Patents granted are considered equivalent to refereed papers.

6.2.4.6.3 Scholarly activity that involves students as co-presenters, co-participants, or co-authors.

6.2.4.6.4 A presentation should be evaluated on the quality of its content and on the prestige of the meeting where it was delivered. Qualitative judgments are best made when copies of presentations are made available. Scholarly presentations should be ranked more highly than non-scholarly ones. Competitive selections as well as presentations receiving disciplinary acknowledgement for excellence should be noted. Presentations at conferences or workshops sponsored by international, national, regional and state organizations should rank higher than locally sponsored meetings in most instances. A record of scholarship based on presentations alone will not be evaluated as highly as one including peer reviewed/refereed publications. Note that a peer-reviewed or refereed paper in a conference proceedings is considered as a publication as defined in 6.2.4.6.2 above. Such publications nearly always involve a presentation, however the corresponding presentation is not considered an additional contribution. Presentations, as defined here, refer specifically to presentations that do not accompany a refereed/peer-reviewed publication (i.e., cases where the presentation itself is the scholarly contribution).

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 and systems that build upon the faculty's software, etc.

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 enhance one's teaching abilities are an essential part of a CSCI faculty member's scholarly activity. Such activities include, but are not limited to: attendance in professional and academic organization's presentations, workshops, 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 University's 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:

    6.3.5.1 One or more instances when one has used one's professional 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 professional societies, board membership, consultancy in one's discipline, conference organizer, grant reviewer, journal editor, peer review of journal or conference publications, computing or related contest judging, invited lectures, etc.

6.3.5.4 Service within the program includes significant contributions to program meetings, committee work at the program level, program and curriculum development, program assessment, supporting new faculty, obtaining grants in support of program objectives, and leadership in initiating and implementing CSCI related student activities, etc.

6.3.5.5 Contributions in university level committee appointments and elected committee service. Involvement in student organizations and university sponsored events may also be considered as part of a candidate's service to the university.

10.0   EXPECTATIONS FOR RANK

Computer Science will use the University standards with the addition of:

10.2   Assistant Professors:

10.2.1 have a terminal degree or its equivalent in a field appropriate to one's appointment unless there are exceptional programmatic needs. In the CSCI Program, a terminal degree may be in Computer Science, or other closely related areas.

10.3   Associate Professors:

10.3.3 have achieved a record of scholarly / creative activity that is recognized by others within their discipline or chosen area of specialization. This record should include at least three scholarly contributions (publications in peer reviewed/refereed journals, peer reviewed/refereed conference proceedings, or patents granted) within the past six years. These contributions must have been published since the candidate's initial appointment or most recent positive personnel action.

10.4   Professors:

10.4.3 have achieved a scholarly / creative record of significance as demonstrated by a consistent record of significant publications, presentations at national or international conferences or creative activities of similar scope, and evidence of internal and external recognition of the record as outstanding and significant. This record should include at least three scholarly contributions (publications in peer reviewed/refereed journals, peer reviewed/refereed conference proceedings, or patents granted) within the past six years. These contributions must have been published since the candidate's most recent positive personnel action.