

DEPARTMENT OF COMPUTER SCIENCE

Strategic Planning and Assessment

June 11, 2007

Computer Science Department's Aspirations: Provide premiere academic programs and transformational experiences in computer science that intentionally educate students to become accomplished and engaged learners; and Provide an academic climate and culture that recruits, retains, and supports the development of faculty as accomplished and engaged teacher-scholars.

Strategic Aspirations	Enduring Goals	Proposed Projects for AY 06-07	Key Performance Indicators
<p>1) Provide premiere academic programs and transformational experiences in computer science that intentionally educate students to become accomplished and engaged learners.</p>	<p>1-A) Maintain, further develop and continuously improve <i>infrastructure</i> to support Computer Science department's strategic aspirations. Develop and constantly improve a sense of community with the faculty from other departments within and outside the School of Science.</p>	<ul style="list-style-type: none"> • Maintain and further develop adopted policies, procedures and guidelines to ensure 'department's memory' and share best practices, as well as plan strategically (Part of ABET self-study). 	<ul style="list-style-type: none"> • Successful accreditation review. • Engagement of staff in development initiatives. • Production of strategically planned course enrollment plan, operating budgets, and staffing plan.
		<ul style="list-style-type: none"> • Maintain and further develop student interaction and feedback through Student Round Tables composed of student leaders in Computer Science (Part of ABET self-study). 	<ul style="list-style-type: none"> • Support for Round Tables; number of meetings; quality of feedback.
		<ul style="list-style-type: none"> • Work collaboratively with institutional offices to address enrollment management. 	<ul style="list-style-type: none"> • Development of a realistic student recruitment and enrollment plan. • Increase the number of entering freshman.
		<ul style="list-style-type: none"> • Work collaboratively with institutional offices to address facilities related issues. 	<ul style="list-style-type: none"> • Begin implementation of 'the incubator for innovative teaching with technology' in Holman Hall.
		<ul style="list-style-type: none"> • Conduct a self-study of the CS program, particularly the core and continue to strengthen mentored research offerings (Part of ABET accreditation process). • Engage faculty in a dialogue about mechanisms to strengthen student engagement in program courses. 	<ul style="list-style-type: none"> • Successful ABET review. • Begin to implement a new course structure.
		<p>1-B) Strengthen and continuously improve academic programs that routinely and comprehensively employ <i>pedagogies of engagement</i>.</p>	<p>Reevaluate roles of upper level courses, research mentorship, and internship within the program (Part of ABET self-study).</p>

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			<ul style="list-style-type: none"> • Increased participation in independent research and independent study. • Quality of review; participation level and engagement of the faculty.
		<ul style="list-style-type: none"> • Strengthen awareness and interest in grant and fellowship opportunities to support pedagogy, faculty scholarship and enrollment in CS courses. 	<ul style="list-style-type: none"> • Increased contact with Grants Office. • Establish procedures for developing a healthy submission rate.

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<p>1) Provide premiere academic programs and transformational experiences in the sciences that intentionally educate students to become accomplished and engaged learners.</p> <p><i>Continued</i></p>	<p>1-C) Strengthen and continuously improve academic programs that challenge students to become <i>intentional learners and integrative thinkers</i>.</p>	<ul style="list-style-type: none"> Engage the faculty in directed dialogue about strengthening the integration of “essential learning outcomes for a liberal education” (AAC&U) directly into academic program majors’ courses and curricula. Conduct targeted, reviews of the CS academic program by external consultants (ABET accreditation process). 	<ul style="list-style-type: none"> Number and quality of faculty and committee meeting discussions. Grant proposal submissions. Successful ABET review.
	<p>1-D) Strengthen and develop <i>connections</i> with internal and external stakeholders.</p>	<ul style="list-style-type: none"> Work collaboratively with several institutional offices to enhance interactions with 1) local and regional corporations and industries, 2) alumni, and 3) funding agencies. 	<ul style="list-style-type: none"> Number and quality of visits in conjunction with Development, Grants, and Alumni Offices. Cultivate relationships and develop a basis for establishing a Science Advisory Board during AY 07-08.
		<ul style="list-style-type: none"> Participate in a coordinated trip to the Washington, DC area to meet with program officers at funding agencies. 	<ul style="list-style-type: none"> Level of interest and participation by faculty. Number and quality of proposal submissions. Trip evaluation.
		<ul style="list-style-type: none"> Contribute more First Seminars to the first-year program. 	<ul style="list-style-type: none"> Increase the number of FSPs offered.

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<p>2) Provide an academic climate and culture that recruits, retains, and supports the development of faculty as accomplished and engaged teacher-scholars.</p>	<p>2-A) Develop and continuously improve a <i>sense of community and shared vision</i> within the department, as well as in School of Science.</p>	<ul style="list-style-type: none"> • Maintain and further develop adopted policies, procedures and guidelines to ensure ‘department’s memory’ and share best practices, as well as plan strategically (ABET accreditation). 	<ul style="list-style-type: none"> • Number and quality of meetings and communication. • Dean’s IDEA form results.
		<ul style="list-style-type: none"> • Conduct a self-study of the CS program, particularly the core. Establish and strengthen interdisciplinary collaborations between faculty (ABET accreditation). 	<ul style="list-style-type: none"> • Number and quality of faculty and committee meeting discussions. • A well established culture of grant writing.
		<ul style="list-style-type: none"> • Organization of a “Networking through Computing” colloquium series. 	<ul style="list-style-type: none"> • Increased collaboration with non-CS faculty evidenced via publications, grant writing, colloquia.
		<ul style="list-style-type: none"> • Conduct targeted reviews of selected academic programs by external consultants (ABET accreditation). 	<ul style="list-style-type: none"> • Quality of review; participation level and engagement of the faculty.
		<ul style="list-style-type: none"> • Strengthen seminar/colloquia series within academic departments and School of Science. 	<ul style="list-style-type: none"> • Increased collaboration with non-CS faculty evidenced via publications, grant writing, colloquia.
		<ul style="list-style-type: none"> • Hold a retreat for computer science faculty and their interdisciplinary collaborators. In addition, arrange a faculty lounge where faculty members could drop in and have informal discussions 	<ul style="list-style-type: none"> • Number of participating faculty members. • Quality of individual ‘agendas for actions’ and retreat evaluations.
	<p>2-B) Strengthen and continuously improve the shift in faculty culture to the <i>teacher-scholar model</i>.</p>	<ul style="list-style-type: none"> • Develop position descriptions, candidate evaluation criteria, and on-campus interview protocols and practices for all faculty searches that are consistent with the teacher-scholar ideal. 	<ul style="list-style-type: none"> • Quality of advertisements, criteria, and interview schedules and protocols. • Quality of candidate pools. • Quality of candidates hired.

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		<ul style="list-style-type: none"> • Development of scholarship standards document to serve as a guideline for computer science faculty's scholarly activities in alignment with school's mission, strategic aspirations and guiding principles. 	<ul style="list-style-type: none"> • Alignment with Computer Science scholarship standards at the premiere peer institutions. • Quality of document: alignment with mission, strategic aspirations, and guiding principles.
		<ul style="list-style-type: none"> • Work on the development of a list of peer computer science departments with a recognized reputation to serve as targets and mirrors for our own departmental development. 	<ul style="list-style-type: none"> • Quality of lists and the rationale/criteria for inclusion.
		<ul style="list-style-type: none"> • Further development and promotion of department's mentored research program. Inviting more students into mentored research and raising the quality of the research. 	<ul style="list-style-type: none"> • Number of students mentored per generation.
		<ul style="list-style-type: none"> • Promotion of professional travel among faculty and students to high quality venues. 	<ul style="list-style-type: none"> • Number of travel requests submitted and supported; quality of conference and workshop venues.

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<p>2) Provide an academic climate and culture that recruits, retains, and supports the development of faculty as accomplished and engaged teacher-scholars.</p> <p><i>Continued</i></p>	<p>2-C) Increase awareness of the importance of <i>grant-writing</i>, with the goal of creating opportunities and increasing intellectual vitality.</p>	<ul style="list-style-type: none"> Motivate faculty for an increase proposal submissions for strategic priorities and mission-aligned initiatives (e.g., undergraduate research, interdisciplinary connections). 	<ul style="list-style-type: none"> Increased contact with Grants Office. Types of grant proposals submitted. Establish procedures for developing a healthy submission rate.
		<ul style="list-style-type: none"> Participation in a coordinated trip to the Washington, DC area to meet with program officers at funding agencies. 	<ul style="list-style-type: none"> Level of interest and participation by faculty. Trip evaluation.
	<p>2-D) Strengthen and continuously improve the <i>culture for adjunct faculty</i>.</p>	<ul style="list-style-type: none"> Cultivate the pool of adjunct faculty by recruiting candidates who are interested in pursuing careers as teacher-scholars at primarily undergraduate institutions. 	<ul style="list-style-type: none"> Establish contacts with Deans, Chairs, and Directors at regional ‘feeder’ institutions.
		<ul style="list-style-type: none"> Increase communication and sense of community with and among the adjunct faculty. 	<ul style="list-style-type: none"> Number and quality of communications. Quality of feedback received from adjunct faculty about communication.
		<ul style="list-style-type: none"> Maintain, assess and further develop a program for: a) orientation, b) evaluation of teaching performance; and c) course coordination (ABET accreditation). 	<ul style="list-style-type: none"> Successful ABET accreditation. Quality of programmatic elements included and involvement of permanent faculty.