Electrical and Computer Engineering

Department Standards
Approved March 1, 2011

Retention, Tenure, and Promotion Department Standards

One of the most striking features of a faculty position in a comprehensive university is its multidimensionality. Teaching, scholarship, and service are critical components of every faculty member's job. The mission statement of CSU, Chico affirms the importance of instruction, research, and public service. New hires to tenure-track positions in the Department of Electrical and Computer Engineering should be aware of the many facets of their position and the expectations of the university, college, and department. Candidates for retention, tenure, or promotion (RTP) are expected to fulfill all University requirements for retention, tenure, or promotion. Section 8 of the Faculty Personnel Policies and Procedures outlines these general requirements, while specific requirements of the Department are outlined herein.

In addition to the general requirements, the Electrical and Computer Engineering candidate for retention, tenure, or promotion must meet one of the following requirements:

1. a doctorate in an appropriate discipline
2. a graduate degree in Computer Engineering, Electrical Engineering, a significant professional career, and/or a national or international reputation as an expert in the field, as assessed by the department Personnel Committee.

Any exceptions to these requirements and the timetable for meeting the requirements as they relate to retention, tenure, and/or promotion will be spelled out in the hiring letter.

The following standards are those required by the department for retention, tenure, and promotion. The distinction among the three RTP categories is only in the degree of achievement in each standard. Reports at all levels of review should indicate whether or not progress toward retention, tenure, and/or promotion is satisfactory, and if not, what corrective action or additional accomplishment is required.

1. INSTRUCTION

   A. Teaching Effectiveness

   Teaching effectiveness is the primary and indispensable requirement for retention, tenure, and ultimately, promotion. The goal is a sustained record of growth in teaching effectiveness. It is required that the faculty member demonstrate his or her teaching effectiveness. Evaluation of teaching will be consistent with the Memorandum of Understanding (MOU) for Unit 3 employees of the University. Here are some of the means by which faculty can demonstrate teaching effectiveness:
1) Teaching courses at an appropriate level and using course materials of
   appropriate rigor
2) Being qualified to teach some Computer Engineering or Electrical Engineering
   courses at the graduate level
3) Maintaining high standards of student achievement as demonstrated by exams,
   reports, projects, and grade records
4) Receiving SET ratings and comments which indicate that the majority of
   students perceive that the faculty member is an effective teacher
5) Obtaining peer evaluations from a cross-section of faculty (preferably not all
   from within the department) which assess the student learning experience
   positively.

It is also desirable for the faculty member to demonstrate that they are engaged in
activities that help sustain effective teaching and growth as an instructor. Some of
the activities that cultivate effective teaching and enhance the teaching profession
include:

1) Developing innovative teaching techniques and strategies which enhance the
   learning process
2) Curriculum and program development
3) Student advising
4) Assisting in professional organizations, including contests and competitions
5) Attending seminars, workshops, or short courses which address effective
   teaching methods and techniques
6) Supervising students working on honors, research, or thesis projects

B. Student Outcomes Assessment

In view of the current and growing demand for assessment of student learning, a
well-organized practice of student assessment should be demonstrated. This
assessment will include taking steps to insure that the relevant skills are being
taught in core courses, and that pertinent, up-to-date material is covered in the
courses the individual teaches. Whether by traditional exams, projects, written
works, or by other means such as student portfolios, the details of and the results
from the assessment of student learning and how it, in turn, has affected teaching
should be documented. In addition to the assessment of student learning in his or
her particular courses, the faculty member should link his or her assessment plan
with the department or program assessment plan.

C. Contributions in Support of the Strategic Plan

There are numerous ways that effective teaching supports the University and
College Mission and stated priorities. Priority one is “to create and enhance
innovative, high quality, and student-centered learning environments.” It is
suggested that the faculty member review the University Strategic Plan, the
Academic Plan and the College Strategic Plan, and discuss with peers how his or
her teaching plan can enhance the College’s stature as a center for active, student-
centered learning. The faculty member should demonstrate how his or her teaching
activities contribute to the department, college and university strategic plans. Such
contributions may include but not be limited to involvement with General
Education, enhancement of instructional technology, and/or introducing new
material into the curriculum, etc.
2. PROFESSIONAL GROWTH AND ACHIEVEMENT

Professional growth and achievement are essential characteristics of effective faculty. It is by this means that the faculty remain current in their discipline, maintain credibility with students and peers, and sustain their intellectual vitality. It is expected that the faculty member demonstrates and documents activities that contribute to his or her professional growth.

A. Scholarship

Scholarship, in all its varied forms, has the common attribute of the creation of something that did not exist before that is then validated and communicated to others. Areas such as teaching and learning, and the discovery, integration or application of knowledge are all fundamental activities that constitute scholarly activities. The forms of scholarship that support professional growth and achievement include, but are not limited to, the following:

1) Development of research and scholarly activities including externally funded research projects, contracts and grants, and the dissemination of their results.
2) Publications in computer engineering or electrical/electronic engineering related journals and conference proceedings as well as textbooks. The documentation for this form of scholarship would be the publication itself. Refereed publications have the distinction of peer review and are therefore considered to be of higher achievement than publications without peer review.
3) Relevant consulting activities and/or industrial experience. The documentation for this form of scholarship would be the consultant’s report, presentation materials, and/or evaluations/recommendations of the contracting body/employer.
4) Participation in professional development courses, seminars, or summer institutes. The documentation for this form of scholarship would be the certificate of attendance or other evidence of attendance.
5) Membership and/or participation in professional society functions and activities.

B. Contributions in Support of the Strategic Plan

There are ample opportunities for linkage between an individual’s scholarship or professional activities and the University’s Strategic Plan, as outlined in the Mission and Priorities statements. It is suggested that the faculty member review the University Strategic Plan, the College Strategic Plan, and discuss with peers how his or her scholarship and professional activities can support the University and College Strategic Plans. The faculty member should demonstrate how his/her professional activities contribute to the department, college and university strategic plans.

C. Professional Responsibility

It is expected that the faculty member should maintain high technical and ethical standards in their interaction with students, colleagues, staff, administration, the community, and the profession.
3. OTHER CONTRIBUTIONS TO THE UNIVERSITY

A. Curriculum and Program Development

There should be evidence of activity in developing the curriculum in the department, through productive, cooperative interaction with other faculty. This includes activities that enhance the curriculum or that serve to link the curriculum with program assessment and the assessment of student outcomes. This also includes cooperative activities that support program review and program accreditation.

B. Contributions in Support of the Strategic Plan

In addition to effective teaching, good scholarship and professional growth, there are other ways to support the strategic objectives of the department, college and university. Examples of such activities include:

1) Student recruitment
2) Fundraising
3) Development of relationships with industry or government which lead to employment opportunities for students, donations of cash or equipment, or research and development opportunities for faculty
4) Development of relationships with K-12 students, teachers, and administrators that positively affect the university, the profession, and technical education, in particular
5) Activities in support of student organizations
6) Hosting professional meetings, workshops or seminars on campus
7) Involvement in community service activities
8) University service through activities such as service (including leadership) on university or college committees

C. Cooperative Interaction with Faculty and Staff

In addition to a faculty member’s responsibility to maintain high ethical standards, it is meaningful to recognize the importance of cooperative interaction with colleagues, staff, and the administration in carrying out the mission of the university. Whether it is in connection with committee work, outreach activities, curriculum development or program assessment, faculty are expected to function cooperatively with others to further the stature of the program, department, college, and university. If this standard is met at a satisfactory level, it need not be addressed by the faculty member or by the department Personnel Committee in its RTP report or recommendations.

Additional Requirements for Promotion to the rank of Professor:

The Department requires that in order for an individual be considered for Promotion to Professor he/she must be tenured or simultaneously awarded tenure.
## Electrical and Computer Engineering

**Personnel Plan**

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Approved March 1, 2011
1.0 Academic Objectives and Philosophy

The Personnel Plan for the Department should be viewed in light of the following objectives and philosophy. The principal goals of the Department are to provide a program of academic excellence and quality within the evolving disciplines of Computer Engineering and Electrical/Electronic Engineering, to prepare students for entry level career placement, to prepare students for advanced degree programs in the field, and to serve the University and larger community as its needs pertain to Electrical and Computer Engineering. The Department subscribes to the notion that these disciplines are in critical demand today with a wide spectrum of uses and industries benefiting from them. The curricula that implement these objectives is embodied in the Master Plan for the Department.

To promote the above, the faculty in the Department are encouraged to keep current in their respective areas of specialization, to initiate and develop courses that reflect new theoretical and experimental results, and to initiate and utilize innovative educational techniques where applicable.

The Department will support the activities of its faculty in seeking professional growth by encouraging the use of sabbatical leaves, differential pay leaves, faculty exchanges with other institutions and industry and other leaves with or without pay. The number of leaves allowed during a given semester or year should be constrained only by the necessity for meeting curricular commitments.

The Department will use release time generated by faculty through innovative grants, research grants, leaves, etc., to support graduate students who will teach and assist in appropriate courses.

2.0 Department Hiring Committee

The constituent membership of the Department Hiring Committee shall be three (3) tenured faculty members to serve for the following year plus compliance to University Policies and the Collective Bargaining Agreement (CBA).

3.0 Recruitment of New Full Time Faculty

As a position becomes available, the Department Chair and Department Hiring Committee shall write position qualifications to reflect the type of candidate desired, taking into consideration the present capabilities of the faculty as a whole, the Master Plan, curriculum requirements, and areas which have low or null coverage. Appropriate advertisements will be placed in widely distributed publications and other sources that are read by academicians and practicing professionals. Notification of position openings should be sent to those universities and colleges that offer a computer engineering or electrical engineering program and to temporary faculty, if any, currently employed in the Department. All recruitment activities will comply with existing University Affirmative Action directives. The availability of positions should be made known during the Fall semester whenever possible. It is unrealistic to expect to maintain sound educational programs with temporary faculty, therefore, full-time faculty should be hired on tenure track.

3.1 Selection of New Faculty
For full-time faculty selection, all applications and resumés received by the Department shall be available for review by the Hiring committee in the Department Office.

The initial screening of the candidates will be done by the Department Hiring Committee and the Department Chair. Criteria used for screening will be formulated by the Hiring Committee and will be the same as those used for recruitment. A campus visit must be included in the process, and one of the processes of evaluation of potential faculty is his or her giving a lecture, laboratory demonstration, or detailed reporting of his or her current research.

The Department Hiring Committee and Department Chair will make their final choice recommendation to the Dean.

4.0 Student Evaluation of Teaching

All faculty will participate in the yearly student evaluation given in the Spring semester. Faculty may volunteer to participate in the Fall semester evaluation, and have the right to make such records available to the Department for review and for keeping in departmental files. In the semester prior to the regular student evaluation, the faculty will determine whether to use the regular University form, a departmentally approved alternate form, or a combination of the two for evaluation purposes.

Part-time faculty will be evaluated by criteria determined by the Department Hiring Committee and Department Chair.

5.0 Faculty Leaves Without Pay

The eligibility and process will be consistent with the FPPP 9.1.d and the CBA, Articles 22.8 - 22.23, 22.24-22.27. The faculty requesting a leave without pay must submit an application to the Department Personnel Committee. The faculty-at-large will be solicited for input on the impact of granting the leave. Such leave requests are to be reviewed for their impact on the Department annually.

6.0 Retention, Tenure, and Promotion Department Standards

One of the most striking features of a faculty position in a comprehensive university is its multidimensionality. Teaching, scholarship, and service are critical components of every faculty member's job. The mission statement of CSU, Chico affirms the importance of instruction, research, and public service. New hires to tenure-track positions in the Department of Electrical and Computer Engineering should be aware of the many facets of their position and the expectations of the university, college, and department. Candidates for retention, tenure, or promotion (RTP) are expected to fulfill all University requirements for retention, tenure, or promotion. Section 18 of the Faculty Policies and Procedures outlines these general requirements, while specific requirements of the Department are outlined herein.
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6.1 **INSTRUCTION**

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It is also desirable for the faculty member to demonstrate that they are engaged in activities that help sustain effective teaching and growth as an instructor. Some of the activities that cultivate effective teaching and enhance the teaching profession include:
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C. Contributions in Support of the Strategic Plan

There are numerous ways that effective teaching supports the University and College Mission and stated priorities. Priority one is “to create and enhance innovative, high quality, and student-centered learning environments.” It is suggested that the faculty member review the University Strategic Plan, the Academic Plan and the College Strategic Plan, and discuss with peers how his or her teaching plan can enhance the College’s stature as a center for active, student-centered learning. The faculty member should demonstrate how his or her teaching activities contribute to the department, college and university strategic plans. Such contributions may include but not be limited to: involvement with General Education, enhancement of instructional technology, introducing new material into the curriculum, etc.

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Professional growth and achievement are essential characteristics of effective faculty. It is by this means that the faculty remain current in their discipline, maintain credibility with students and peers, and sustain their intellectual vitality. It is expected that the faculty member demonstrates and documents activities that contribute to his or her professional growth.

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Scholarship, in all its varied forms, has the common attribute of the creation of something that did not exist before, that is then validated and communicated to others. Areas such as teaching and learning, and the discovery, integration or application of knowledge are all fundamental activities that constitute scholarly activities. The forms of scholarship that support professional growth and
achievement in Electrical and Computer Engineering include, but are not limited to, the following:

1) Development of research and scholarly activities including externally funded research projects, contracts and grants, and the dissemination of their results.

2) Publications in computer engineering or electrical/electronic engineering related journals and conference proceedings as well as textbooks. The documentation for this form of scholarship would be the publication itself. Refereed publications have the distinction of peer review and are therefore considered to be of higher achievement than publications without peer review.

3) Relevant consulting activities and/or industrial experience. The documentation for this form of scholarship would be the consultant's report, presentation materials, and/or evaluations/recommendations of the contracting body/employer.

4) Participation in professional development courses, seminars, or summer institutes. The documentation for this form of scholarship would be the certificate of attendance or other evidence of attendance.

5) Membership and/or participation in professional society functions and activities. The documentation for this form of scholarship would be membership verification materials and evidence of participation at various functions.

B. Contributions in Support of the Strategic Plan

There are ample opportunities for linkage between an individual's scholarship or professional activities and the University's Strategic Plan, as outlined in the Mission and Priorities statements. It is suggested that the faculty member review the University Strategic Plan, the College Strategic Plan, and discuss with peers how his or her scholarship and professional activities can support the University and College Strategic Plans. The faculty member should demonstrate how his or her professional activities contribute to the department, college and university strategic plans.

C. Professional Responsibility

It is expected that the faculty member should maintain high technical and ethical standards in their interaction with students, colleagues, staff, administration, the community, and the profession. If this standard is met at a satisfactory level, it need not be addressed by the faculty member or by the department Personnel Committee in its RTP report or recommendations.

6.3 OTHER CONTRIBUTIONS TO THE UNIVERSITY

A. Curriculum and Program Development

There should be evidence of activity in developing the curriculum in the department, through productive, cooperative interaction with other faculty. This includes activities that enhance the curriculum or that serve to link the curriculum with program assessment and the assessment of student outcomes. This also includes cooperative activities that support program review and program accreditation.
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In addition to effective teaching, good scholarship and professional growth, there are other ways to support the strategic objectives of the department, college and university. Examples of such activities include:

1) Student recruitment  
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3) Development of relationships with industry or government which lead to employment opportunities for students, donations of cash or equipment, or research and development opportunities for faculty  
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5) Activities in support of student organizations  
6) Hosting professional meetings, workshops or seminars on campus  
7) Involvement in community service activities  
8) University service through activities such as service on university or college committees

C. Cooperative Interaction with Faculty and Staff

In addition to a faculty member’s responsibility to maintain high ethical standards, it is meaningful to recognize the importance of cooperative interaction with colleagues, staff, and the administration in carrying out the mission of the university. Whether it is in connection with committee work, outreach activities, curriculum development or program assessment, faculty are expected to function cooperatively with others to further the stature of the program, department, college, and university. If this standard is met at a satisfactory level, it need not be addressed by the faculty member or by the department Personnel Committee in its RTP report or recommendations.

7.0 Periodic Evaluation of Tenured Faculty

7.1 Definition and Purpose

For the purpose of maintaining and improving a tenured faculty member’s effectiveness, tenured faculty shall be subject to Periodic Evaluation at intervals no greater than five years. The focus of this review should be on providing developmental feedback and encouragement to maintain a positive level of performance. Where appropriate the review provides an opportunity to recognize positive accomplishments. It is also recognized that, where necessary, the review will include corrective feedback.

This periodic evaluation shall apply to faculty at the rank of Professor (or equivalent) and faculty in ranks below that of Professor (or equivalent) who have not undergone Performance Review for four years. Hereafter, a faculty member undergoing such evaluation is referred to as the “evaluatee.”

For faculty participating in the Faculty Early Retirement Program (FERP), the primary purpose of the evaluation is to provide (1) feedback to the evaluatee on the value of his/her contributions to the department, and (2) an opportunity for the department to assess whether the evaluatee’s assignments are appropriate.
7.2 Composition of the Evaluation Committee

The Periodic Evaluation shall be conducted by a committee of at least two tenured faculty of equal or higher rank than the person being evaluated and the Department/Unit Chair. It is recommended that a minimum of one additional tenured faculty of equal or higher rank from outside the department/unit be selected to serve on the committee. The committee members shall be elected by the tenured and probationary faculty of the Department/Unit. A majority of the committee should come from the Department/Unit of the evaluatee except in cases in which there are too few eligible faculty to provide a majority. Committee members may come from other departments within the College or from departments external to the College but with related subject matter. If the Department Chair is untenured he/she shall not participate in the Periodic Evaluation of tenured faculty. In such a case, an alternate member shall be elected and included in the committee instead of the Chair.

A faculty member undergoing Periodic Evaluation is ineligible to serve as a member of his/her own evaluation committee, but may participate in the Periodic Evaluation of other faculty as well as in personnel actions if otherwise eligible to do so. The Committee shall follow procedures developed by the Department and approved by the College Dean and the Provost.

7.3 Data Gathering

The evaluatee shall provide course syllabi, course examinations, copies or abstracts of publications, evidence of participation in scholarly meetings, copies of papers presented at scholarly meetings, letters of commendation, evidence of committee service, and such additional information as he/she may wish to have considered. The evaluatee shall also provide a copy of his/her most current vita, if this is not already available in the PAF.

The Committee shall collect other pertinent data which shall include, but is not necessarily limited to, peer and student evaluations of instruction for courses representative of the evaluatee’s responsibilities during the evaluation cycle. The Committee also may invite signed, written commentary and evaluation statements from students, faculty, and administrators regarding any relevant area of performance during the evaluation cycle.

7.4 The Periodic Evaluation Process

Faculty shall be reviewed at least every 5th year, generally starting with faculty with highest seniority in the first year of initiating this process, and on a descending seniority basis for the following years. Early in the Fall Semester of each academic year, the College will identify the tenured faculty scheduled for evaluation in that year.

After assessing the data, but before writing its Final Reports, the Committee shall meet with the evaluatee to provide an opportunity to clarify any unresolved questions.
The Committee shall evaluate the data collected and, based upon it, shall write a definitive Final Report which addresses in detail teaching effectiveness and currency in the discipline, scholarship and creative activity, and service to the University. It is recommended that the Final Report include a separate section written by the Department Chair. Where appropriate, committee members may also write a Minority Report. The Committee's Reports (Final Report and any Minority Report) shall include any recommendations it may make.

The Committee's Reports shall be forwarded to the Dean. The Dean shall either concur with the Committee's Reports or shall submit an independent report which may include his/her recommendations.

The Dean and the Committee Chair shall then meet with the evaluatee to discuss the Reports and his/her strengths and weaknesses along with suggestions, if any, for his/her improvement.

The Final Report of the Periodic Evaluation shall consist of the Committee's Reports, the College Dean's Report, supporting documentation (if any), and the evaluatee's response (if any). Materials submitted by the evaluatee but not used in the Reports shall be returned to him/her. Other materials gathered but not used in the Reports shall be destroyed. The Dean shall then place the Reports into the PAF following appropriate notification to the evaluatee. The evaluatee may place a response or rebuttal statement in his/her PAF and/or request removal of any material pursuant to the established process.

7.5 Additional Evaluations of Tenured Faculty

The Dean, following consultation with the Department Chair, may initiate an early Periodic Evaluation. Periodic Evaluations for tenured faculty shall not occur more frequently than once per year.

8.0 Selection of Department Chair

The election, term of office, and appointment by the University Administration is well specified in the Faculty Manual, and will become the basis for the selection and recommendation of the Department Chair.

8.1 Term of Appointment

In accordance with university policy, the term of appointment of the department chair will be three years.

8.2 Procedures

In the Fall Semester of his/her third year in office, the incumbent chair shall call a faculty meeting to elect a "Department Chair Selection Committee" for the selection and appointment of the department chair as outlined in the following sections.

8.2.1 Department Chair Selection Committee

A. Definition of the committee. The committee will be elected for the academic year. It will consist of three tenured or tenure track faculty in Electrical and Computer
Engineering. The incumbent chairperson is not eligible for service on this committee. It will take no action on faculty behalf when the University is not in full-time session.

B. Electing the committee. Nomination for membership on the committee will be received at a faculty meeting for which notice and purpose have been announced one week in advance. Voting rights are those prescribed in the Department of Electrical and Computer Engineering’s voting rights, Section 9.0. A minimum of four faculty members will be placed in nomination for the committee. Voting will be held by secret ballot and nominees receiving a majority of the vote will be elected to the committee.

8.2.2 The Task of the Selection Committee

A. The committee will hold an organizational meeting and elect a chair.
B. The committee will establish criteria and procedures for selection of the department chair (see section 8.3 below). These procedures may be established by amendment of current policy or initiation of new policy. Policy adopted must be ratified by the faculty of the department as a whole and copies furnished to appropriate administrative officers.
C. The committee will meet with the Dean of the College of Engineering, Computer Science and Construction Management to clarify and identify possible constraints in the selection process.
D. The committee will prepare a position announcement subject to constraints identified in C. above. The announcements will be sent to all reasonable sources of prospective candidates. The committee will receive and respond to letters of inquiry and/or applications from prospective candidates.
E. The committee will screen letters of application and seek additional data on candidates of promise. Verification of credentials is appropriate for off-campus candidates. Under normal circumstances, an off-campus candidate of promise will be expected to visit the campus and to make himself/herself available for meetings and interviews with the committee, faculty, and administrative officers.
F. The committee will prepare a list of a minimum of two (2) acceptable candidates, provided that two such candidates have applied. Candidates may be added to the list by petition of twenty-five percent of the faculty. The list of candidates will be prepared and communicated to the faculty at least one week in advance of the election so that the petition process will have adequate time to function. Note that the petition process is parallel to paragraph D. & E. above.

G. The committee will call and preside over a faculty meeting called to acquaint the faculty with the candidates. Each candidate may give a short (five minute) presentation as to his/her qualifications and plans for the department. The candidate will be expected to respond to concerns and questions from the attendees. All faculty of the department and concerned administrative officers are encouraged to attend this meeting.
H. One week after the interview meeting, the election will be held. A secret ballot will be held. Voting rights are described in Section 9.3 of this document. Voters are to vote for one of the candidates or vote "none are acceptable." Tallying of the vote will be supervised by one or more members of the committee plus representatives of the candidates at the option of the candidate. In the event that there is a majority vote for "none are acceptable," the selection process will be referred to the committee for initiation of a new nomination cycle. In the event that no candidate receives a
majority and the preceding paragraph does not pertain, a runoff election will be held involving the two top candidates. The committee will recommend that the winner of the election be appointed as Department Chair. Otherwise, the results of the election, together with the committee's recommendation will be forwarded to the Dean of the College of Engineering, Computer Science and Construction Management for his recommendation, after which he will forward it to the VPAA for action. Readers should note that the inability of the department to make a majority decision will result in appointment of a department chair by outside sources.

8.3 Criteria for the Position of Department Chair

8.3.1 Professional Qualifications

A. The Chair should have considerable and varied computer engineering and electrical/electronic engineering experience either with private industry or public agencies.
B. The Chair should have evidenced concern with the professional aspects and growth of electrical and computer engineering. The Chair should be an active member of a leading technical society in his or her field of interest.

8.3.2 Academic Preparation

A. It is highly desirable that the Chair has an earned doctorate (Ph.D.) in an appropriate field.
B. The Chair should eligible for a faculty position in the department, and have had considerable computer engineering or electrical/electronic engineering teaching experience, preferably in more than one four-year institution of higher learning. Computer engineering or electronic engineering teaching on the graduate level coupled with research activity is highly desirable.
C. Quality publications in leading journals in his or her field of interest would be considered an asset.
D. The Chair should have demonstrated interest and ability in furthering his/her knowledge in his/her academic area.

8.3.3 Administrative Ability

A. The Chair should have demonstrated the capacity to make decisions and to pursue them to conclusion.
B. The Chair's background should indicate the ability to guide the development of the electrical and computer engineering curriculum.
C. The Chair should have the capability to deploy to best advantage whatever resources are at their disposal, both human and material.
D. The Chair should have demonstrated administrative ability, both academic and professional, in directing personnel, engineering, or research projects (bearing in mind that a department chair will normally be the first official administrative position in academia).
E. The Chair should be able to attract and maintain a highly qualified faculty.
F. The Chair should be capable of initiating adequate budget proposals and of making effective use of funds allocated to the department.

8.3.4 General
Candidates will be given consideration on an overall basis. A deficiency in one area may be offset by superior qualifications in other areas.

9.0 Voting Rights

9.1 Election of Department Chair and Hiring Committee

The election of department chair and members of the department hiring committee will be consistent with the guidelines set forth in the Memorandum of Understanding (MOU) for Unit 3 employees of the university.

9.2 Term of Service on the Department Personnel Committee

Election of members of the department Personnel Committee shall be for a two year term. This will take effect starting with the election held in the Fall of 2007.

9.3 Voting rights

The current CBA and Faculty Policies and Procedures (FPPP) documents are the primary authorities for determination of voting rights. For those voting rights not addressed by the CBA or FPPP the following voting rights apply for the Department of Electrical and Computer Engineering:

A faculty member in the Department of Electrical and Computer Engineering who is seeking or holds his or her tenure in the Department of Electrical and Computer Engineering will have one vote provided he/she:

- is a member of UNIT 3
- has his or her primary teaching assignment in ECE
- teaches at least 1/2 time in the Department of Electrical and Computer Engineering

Faculty who hold their tenure in another department do not have the right to vote in the Department of Electrical and Computer Engineering.

Tenured/tenure track faculty who have been absent from the Department for a period greater than one year lose their right to a vote until they return to the Department. Examples of such extended absences could include but are not limited to a leave of absence without pay or a full time off campus buyout.