CIVIL ENGINEERING DEPARTMENT

Department RTP Standards

New hires to tenure-track positions in the Civil Engineering Department generally fulfill all the external requirements for tenure and promotion to full professor. The individual will preferably have earned an ABET-accredited bachelor's degree in civil engineering, or a related field, and a Ph.D. in civil engineering, or a related field. Appropriate professional experience or national recognition in a relevant discipline may offset some educational requirements.

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 towards 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, minimum, and indispensable requirement for retention, tenure and, ultimately, promotion. The goal is a sustained record of growth in teaching effectiveness demonstrated through several of the following means:

a) Using current text and course materials of the appropriate rigor for the courses taught.
b) Maintaining high standards of student achievement as demonstrated by exams, reports, projects, and grade records.
c) Receiving SET ratings and comments which indicate that the majority of students find the courses challenging, comprehensive, meaningful and the teaching effective.
d) Obtaining peer evaluations from a cross-section of faculty (not necessarily all from within the department) which positively assess the learning situation in the classroom.
e) Developing innovative teaching techniques and strategies which enhance the learning process, including identifying objectives for improving teaching effectiveness.
f) Attending seminars, workshops or short courses which address effective teaching methods and techniques. Reviewing the literature of effective teaching in
engineering such as the Journal of Engineering Education of the American Society for Engineering Education.
g) Supervising students working on honors, research, or thesis projects.

B. **Student Outcome Assessment**

In view of the current and growing demand for assessment of student learning, a well-organized plan for student assessment should be demonstrated. Whether by traditional exams, projects or written works or by other means such as student portfolios, the details of and results from the assessment of student learning and how it, in turn, has affected teaching should be documented. In addition to the assessment done by individual faculty in their respective courses, results of department surveys should also be incorporated into the assessment process if they bear on specific courses under the purview of the faculty member.

C. **Contributions to Strategic Plan**

There are additional activities which support the University’s strategic objectives. Some of these as they relate to Civil Engineering are:

a) Moving to use of instructional technology where appropriate, computer-based analysis, automated data collection in the laboratories, etc.
b) Utilizing industrial contacts to bring their expertise and support into the academic program.
c) Participating in extended assessment activities with alumni and employers of our graduates to further fine-tune the curriculum to meet the current needs of the profession and prepare for future needs.

D. **Curriculum and Program Development**

There should be evidence of activity in working to improve the curriculum through interacting productively with other faculty. In the case of promotion to full professor, leadership should be demonstrated in this area.

2. **Professional Growth and Achievement**

A. **Scholarship**

Professional growth and achievement is a vital component of the effectiveness of a faculty member. It is by this means that faculty remain current in their discipline, maintain credibility with their students, and sustain their intellectual vitality. Civil engineering is largely an applied discipline where graduates enter a profession focusing on practice. This requires that teachers have some knowledge of and experience in professional practice.
The means by which Civil Engineering Faculty can demonstrate scholarship include, but are not limited to, some of the following:

a) Research, generally of an applied nature, resulting in improved technology, methods, or materials for fulfilling the civil engineer's role in society.
b) Educational research leading to improved student learning.
c) Consulting activities which positively impact the individual's classroom instruction or research.
d) Other activities which enhance the learning environment on campus or contribute to the profession of teaching or engineering as a whole.
e) Dissemination of the results of scholarship through publication in the appropriate technical journals and presentation at conferences and meetings.

Directly involving students in these activities is encouraged and enhances the contribution.

B. Contributions in Support of Strategic Plan

Contributions to the University's Strategic Plan are reflected in the individual department's mission. The means by which Civil Engineering Faculty can demonstrate professional growth and achievement include, but are not limited to, some of the following:

a) A record of funded and unfunded research, and presentation or publication of the results of this research. This would include both traditional engineering research and research on teaching methods.
b) A history of involvement in appropriate consulting activities, indicating how each has contributed to professional growth.
c) Authorship of books, computer software, inventions, or other intellectual property which enhances student learning locally or contributes to education and the profession at large.
d) Achievement of registration as a professional engineer.
e) Attendance at appropriate short courses, workshops and seminars which enhance technical competence or teaching effectiveness.
f) Becoming active in local, regional, and national professional societies.

C. Ethical Responsibility

The individual should maintain the highest technical and ethical standards in interaction with colleagues, staff, administration, the community, and the profession.

3. Other Contributions to the University

A. 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. Activities in some of these areas are necessary with contributions increasing as time-in-service at the university grows. Some of these important activities are:

a) Recruitment of new students both at the freshman and transfer level.
b) Fundraising for scholarships and special department projects.
c) Development of relationships with industry or government which leads to internships, cooperative work experiences, and summer employment.
d) Service on department, college and university-wide committees.
e) Activities in support of student organizations.
f) Any other initiatives which support the department strategic plans.
g) Involvement in community service.
h) Personal conduct off-campus which reflects favorably on the department, the college, the university, and the profession.