

Concrete Industry Management Program

College of Engineering, Computer Science, and Construction Management

Retention, Tenure, and Promotion Standards

PREAMBLE

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, professional growth, and contributions to the University. New hires to tenure-track positions in the Concrete Industry Management (CIM) Program should be aware of the many facets of their position and the expectations of the University, College, and Program. All candidates for retention, tenure, or promotion (RTP) are expected to fulfill the relevant University requirements. Section 18 of the *Faculty Personnel Policies and Procedures* (FPPP) outlines general RTP requirements, while CIM-specific requirements are outlined in this document.

In addition to the general requirements, candidates under consideration for retention, tenure, or promotion in the CIM Program must possess one of the following:

1. an earned doctorate in an appropriate discipline;
2. a graduate degree in engineering, technology, management, or administration with significant, relevant professional career experience; or
3. a national or international reputation as an expert in a relevant area of study.

Any one of the three options above is sufficient to fulfill this basic CIM requirement for all RTP actions at the Assistant and Associate Professor levels. However, candidates for promotion to Full Professor in the CIM Program must possess an earned doctorate in an appropriate discipline. Deviation from this basic requirement, as well as a timetable for compliance, must be spelled out in the initial Letter of Appointment.

The standards that follow are RTP requirements of the CIM Program, beyond the general and basic standards stated above. Tenured and tenure-track faculty in CIM must demonstrate that they meet standards of instruction, professional growth, and contributions to the University. The only distinction between the three categories (retention, tenure, and promotion) is the expected level of achievement in each standard. Reports at all levels of review should indicate whether or not progress toward all three RTP categories is satisfactory and, if not, what corrective action or additional accomplishment is required.

I. INSTRUCTION

A. Teaching Effectiveness

Teaching effectiveness is the primary, minimum, and indispensable requirement for retention, tenure, and promotion. The goal is a sustained record of effective teaching. It is required that the faculty member demonstrates teaching effectiveness through:

1. Teaching courses at an appropriate level and using course materials of appropriate rigor
2. Maintaining high standards of student achievement as demonstrated by exams, reports, projects, and grade records
3. Receiving Student Evaluation of Teaching reviews in which the students assess their learning experience positively
4. 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 engagement 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:

5. Developing innovative teaching techniques and strategies which enhance the learning process
6. Attending seminars, workshops, short courses, or industry-sponsored events which address effective teaching methods and techniques
7. Reviewing relevant teaching-related or pedagogical literature in technology, materials, or management in publications such as the *Journal of Engineering Education* of the American Society for Engineering Education
8. 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 plan for student assessment should be demonstrated. Whether by traditional exams, projects, written works, or other means such as student portfolios, the details of and the results from the assessment of student learning should be documented, along with how that assessment has affected teaching. In addition to the assessment of student learning in his/her particular courses, the faculty member should link his/her assessment plan with the Program Assessment Plan.

C. Contributions in Support of the Strategic Plan

There are numerous ways that effective teaching supports the University Strategic Plan and its first priority, “to create and enhance innovative, high-quality, and student-centered learning environments”. It is suggested that the faculty member review the University Strategic Plan, and discuss with peers how his/her teaching plan can enhance the University’s stature as a center for active, student-centered learning. The faculty member should demonstrate how his/her teaching activities contribute to the Program, College and University Strategic Plans.

II. PROFESSIONAL GROWTH and ACHIEVEMENT

Professional growth and achievement are essential characteristics of effective faculty and the means by which faculty remain current in their disciplines, 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/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. Research, generally of an applied nature, resulting in fundamental discovery, improved technology, improved understanding, or improved methodology
2. Educational research leading to improved student learning
3. Professional practice, such as consulting, which positively impacts the faculty member’s knowledge, experience, and classroom effectiveness

It is expected that the faculty member demonstrates scholarship through publication in an appropriate refereed journal and/or publication of a textbook and/or receipt of a patent and/or obtaining externally sponsored research. Less significant modes of dissemination which require more quantity include non-refereed publications, conference proceedings and presentations at conferences and meetings. Including students in these activities also enhances student learning, and is encouraged.

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. It is suggested that the faculty member review the University Strategic Plan, and discuss with peers how his/her scholarship and professional activities can support the University Strategic Plan. The faculty member should demonstrate how his/her professional activities contribute to the Program, College, and University Strategic Plans.

C. Professional Responsibility

It is expected that the faculty member should maintain high technical and ethical standards in his/her interaction with students, faculty, 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 College Personnel Committee in its RTP report or recommendations.

III. OTHER CONTRIBUTIONS to the UNIVERSITY**A. Curriculum and Program Development**

There should be evidence of activity in developing the curriculum in the Program, or in the College, 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 Program, 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, or 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
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 members are expected to function cooperatively with others to further the stature of the Program, 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.