

CIVIL ENGINEERING DEPARTMENT

Department Standards for Retention, Tenure, and Promotion

Approved by CE Faculty November 10, 2010

Teaching, scholarship, and service are critical components of the job of every faculty member. The mission statement of CSU, Chico (CSUC) affirms the importance of instruction, research, and public service. New hires to tenure-track positions in the Department of Civil 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. The CSUC Faculty Personnel Policies and Procedures (FPPP) manual outlines these general requirements, while specific requirements of the Department are outlined herein.

In addition to the general requirements, the Civil 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 Civil Engineering, a significant professional career, and/or a national or international reputation as an expert in the field.

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 (RTP). 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.

I. Retention, Tenure, and Promotion Standards for Tenure-Track Faculty

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 teaching effectiveness demonstrated through several of the following means:

- a) Maintaining high standards of student achievement as demonstrated by exams, reports, projects, and grade records.
- b) Receiving SET ratings and comments which indicate that the majority of students find the courses challenging, comprehensive, meaningful and the teaching effective.

- c) 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.
- d) Using current text and course materials of the appropriate rigor for the courses taught.

It is also critically important that faculty members 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:

- a) Developing innovative teaching techniques and strategies which enhance the learning process, including identifying objectives for improving teaching effectiveness.
- b) Developing the curriculum and program of the Department.
- c) Attending seminars, workshops or short courses which address effective teaching methods and techniques.
- d) Reviewing the literature of effective teaching in engineering such as the Journal of Engineering Education of the American Society for Engineering Education.
- e) Supervising students working on honors, research, and 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, department assessment processes should also be incorporated into courses under the purview of the faculty member.

C. Contributions to Strategic Plan

There are numerous ways that effective teaching supports the University and College Mission and stated priorities. The first 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 demonstrate how his/her teaching activities contribute to those plans. Such contributions to the strategic plans may include, but not be limited to:

- a) Moving to use of instructional technology where appropriate, computer-based analysis, automated data collection in the laboratories, etc.
- b) Utilizing professional 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, it is desirable that leadership 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 and scholarly activities, including externally funded projects.
- b) Educational research leading to improved student learning, and dissemination of the research results in appropriate publications.
- 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.

It is expected that the faculty member appropriately disseminates the results of research and scholarly activities. The most desirable modes of dissemination are through publication in the appropriate peer-reviewed technical journals and/or publications of books (or book chapters). Other modes of dissemination include conference papers, technical reports, other non-refereed publications, presentations at conferences and/or technical meetings, and invited scholarly presentations.

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:

There are numerous ways that professional growth and achievement supports the University and College Mission and stated priorities. It is suggested that the faculty member review the University Strategic Plan, the Academic Plan, and the College

Strategic Plan, and demonstrate how his/her professional growth and achievement contribute to those plans. Such contributions to the strategic plans may include, but not be limited to:

- a) A record of funded and unfunded research, and the presentation and/or publication of the results of this research. This could include both traditional engineering research and research on teaching methods.
- b) A history of involvement in appropriate consulting activities, which 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.
- g) Fundraising to support the Department, College, and University, which could include externally funded projects, donations, and other things that contribute to the finances of the Department, College, and University.

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. It is suggested that the faculty member review the University Strategic Plan, the Academic Plan, and the College Strategic Plan, and demonstrate how his/her professional growth and achievement contribute to those plans. 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.
- c) Development of relationships with engineering professionals 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.

C. Cooperative Interaction with Faculty and Staff

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 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.

II. Periodic Evaluation Standards for Tenured Faculty

The periodic evaluation of tenured faculty shall follow the requirements of the CSUC Faculty FPPP manual, as well as the administrative guidance provided by the College's *Periodic Evaluation of ECC Tenured Faculty for Each Department Personnel Plan*.

III. Performance Standards for Temporary Faculty

Temporary faculty members with instructional assignments are evaluated based on the Section I.1 requirements for teaching effectiveness. Temporary faculty members with non-instructional assignments are evaluated on their performance in these other work assignments.