

Electrical and Computer Engineering

Department Standards

Approved May 9, 2013

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.