

## Department of Mechanical and Mechatronic Engineering and Sustainable Manufacturing

### RTP Standards and Periodic Evaluation of Faculty

#### 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 development, and public service. New hires to tenure-track positions in the Department of Mechanical and Mechatronic Engineering, and Sustainable Manufacturing should be aware of the many facets of their position and the expectations of our 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 at <http://www.csuchico.edu/faaf/fppp.shtml>) outlines these general requirements. Specific requirements of the Department are outlined herein. Exceptions to any requirement and the timetable for meeting the requirements as they relate to retention, tenure, or promotion will be spelled out in the letter of appointment. The difference in criteria for retention, tenure, and promotion is in the degree of achievement of each standard.

The candidate for retention, tenure, or promotion must meet the following standards:

- a. A doctorate or Ph.D. in an appropriate engineering or related discipline.
- b. Specific expectations and requirements stated in the appointment letter for retention, tenure, and promotion.

Department reports should indicate whether or not progress toward retention, tenure, or promotion is satisfactory, and if not, what corrective action or additional accomplishment is required. The candidate may choose to follow the department RTP Standards existing at the time of performance review or the one in place at the time of appointment to faculty.

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

##### A. Instruction

##### 1. 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:

- a. Teaching courses at an appropriate level and using course materials of appropriate rigor.
- b. Maintaining high standards of student achievement as demonstrated by exams, reports, projects, and grade records.
- c. Receiving Student Evaluation of Teaching reviews (conducted as prescribed in section 8 of FPPP) in which the students assess their learning experience positively.

- d. Obtaining peer evaluations from a cross-section of faculty (preferably not all from within the Department) which assess the student learning experience positively.

The faculty member should 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:

- e. Developing innovative teaching techniques and strategies which enhance the learning process
- f. Attending seminars, workshops, or short courses which address effective teaching methods and techniques
- g. Reviewing relevant teaching related literature in engineering or manufacturing technology in publications such as the **Journal of Engineering Education** of the American Society for Engineering Education
- h. Supervising students working on honors, research, or thesis projects
- i. Seeking funding for projects that have direct impact on teaching effectiveness.

## **2. 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 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/her particular courses, the faculty member should link his/her assessment plan with the Department or Program assessment plan.

## **3. Contributions in Support of the University's Strategic Plan and Objectives of the College and Department**

There are numerous ways that effective teaching supports the university's strategic plan. Strategic 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's strategic plan, and discuss with department personnel committee at the review meeting (section 8.5.a.18 of FPPP) 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 objectives of the department and college and university's strategic plan.

## **B. Professional Growth and Achievement**

Professional growth and achievement are essential characteristics of effective faculty. It is by these means that the faculty remain current in their disciplines, maintain credibility with students and peers, and sustain their intellectual vitality. The faculty member must demonstrate and document activities that contribute to his/her professional growth.

## 1. 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:

- a. Research, generally of an applied nature, resulting in fundamental discovery, improved technology, improved understanding, or improved methodology
- b. Educational research leading to improved student learning
- c. Professional practice, such as consulting, which positively impacts the faculty member's knowledge, experience, and classroom effectiveness

The faculty member must demonstrate scholarship through dissemination that may take various forms. Preferred activities include publication in an appropriate refereed journal and/or publication of a textbook and/or receipt of a patent and/or performing externally sponsored research. Other modes of dissemination include non-refereed publications, conference proceedings, and presentations at conferences and meetings. Inclusion of students in professional development activities *that* enhance student learning is encouraged.

## 2. Contributions in Support of the University's 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 department personnel committee at the review meeting (section 8.5.a.18 of FPPP) how his/her scholarship and professional activities can support the university's strategic plan. The faculty member should demonstrate how his/her professional activities contribute to the objectives of the department and college, and the university strategic plan.

## 3. Professional Responsibility

The faculty member is required to maintain high technical and ethical standards in his/her interaction with students, faculty, staff, administration, the community, and the profession. It is suggested the faculty member review the FPPP sections on misbehavior (section 10.0) and faculty code of ethics (Appendix III). Evidence of misconduct documented in the personnel file will be considered in retention, promotion, and tenure decisions.

## C. Other Contributions to the University

### **1. Curriculum and Program Development**

There should be evidence of activity in developing the curriculum in one's primary program, or in the Department, through productive, cooperative interaction with other faculty..

This includes some involvement with program assessment, assessment of student outcomes, and program accreditation.

### **2. Contributions in Support of the University's 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:

- a. Student recruitment
- b. Fundraising
- c. 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
- d. Development of relationships with K-12 students, teachers, or administrators that positively affect the University, the profession, and technical education, in particular
- e. Activities in support of student organizations
- f. Hosting professional meetings, workshops, or seminars
- g. Involvement in community service activities
- h. University service through activities such as service on University or College committees

### **3. 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, Department, College, and University.

## **Specific Requirements**

**A. Retention**

Adequate teaching, professional growth and achievement, and service with demonstrable progress towards effectiveness in all the rated areas of evaluation are required. In addition, evidence of contribution to the strategic plan of the university and objectives of the department and college are the minimum requirements to warrant a recommendation for retention.

**B. Tenure**

Successful candidates must (1) achieve ratings of at least effective in teaching and in professional growth and achievement and (2) have a rating of at least adequate in the area of service, and (3) demonstrate contributions to the strategic plan of the university and objectives of the department and college as indicated in the table below.

**C. Promotion**

Associate Professor

Successful candidates must (1) achieve ratings in teaching, professional growth and achievement, and service and (2) demonstrate contributions to the strategic plan of the university and objectives of the department and college as indicated in the table below.

Professor

Successful candidates must achieve a superior rating in two of the rated categories and a rating of at least effective in the third category as indicated in the table below. Also, the evidence must demonstrate contributions to the strategic plan of the university and objectives of the department and college.

The following table presents those ratings required for a positive recommendation for tenure and promotion. (A = Adequate; E = Effective; and S = Superior as defined in the FPPP

	Teaching	Professional Growth and Achievement	Services
Retention	A	A	A
Tenure and Promotion to Associate professor	E	E	E
	E	S	A
	S	E	A
Tenure and Promotion to Full Professor	S	S	E
	S	E	S
	E	S	S

## **II. Periodic Evaluation of Tenured Faculty**

### **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."

### **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.

### **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.

#### **4. The Periodic Evaluation Process**

Faculty shall be reviewed at least every 5<sup>th</sup> 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 the 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. 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.

#### **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.

### **III. Range Elevation and Periodic Evaluation of Temporary Faculty**

Procedures for evaluation of temporary faculty shall follow the guidelines outlined in the FPPP. Evaluation criteria for temporary faculty are the same as those for range elevation. The areas of performance to be included in the periodic evaluation of each temporary faculty shall be consistent with, and inclusive of, the individual's assigned duties, as specified at the time of hire.

#### **A. Range Elevation**

Range elevation procedures for temporary faculty follow Section 8.4 of FPPP. The faculty member should demonstrate a commendable level of accomplishment in the following performance areas appropriate to work assignments. The FPPP defines the criteria of professional growth and development as *teaching excellence* and *maintaining currency in the field*.

##### **1. Maintaining Currency in the Field**

It is encouraged that the faculty member demonstrates and documents activities that contribute to his/her currency of instructional fields. Suitable activities may include, but are not limited to:

- a. Increasing mastery of the fields of instruction evidenced by additional relevant education or an additional degree/
- b. Publications that show advanced knowledge at professional meetings/
- c. Editing professional publications/
- d. Collaborative research and creative activity involving the campus and colleagues/
- e. Grant proposals, external fundraising, and resource development related to fields of instruction/
- f. Industrial experience in a specialized field that can provide educational value to students.

A minimum requirement includes at least one of the above items.

##### **2. Teaching Effectiveness**



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

- a. Teaching courses at an appropriate level and using course materials of appropriate rigor
- b. Maintaining high standards of student achievement as demonstrated by exams, reports, projects, and grade records
- c. Receiving Student Evaluation of Teaching reviews (conducted as prescribed in section 8 of FPPP) in which the students assess their learning experience positively
- d. 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:

- e. Developing innovative teaching techniques and strategies which enhance the learning process
- f. Attending seminars, workshops, or short courses which address effective teaching methods and techniques
- g. Reviewing relevant teaching related literature in engineering or sustainable manufacturing
- h. Supervising students working on honors, research, or thesis projects
- i. Developing a well-organized plan for student assessment with traditional exams, projects, written works, or by other means such as student portfolios.
- j. Developing assessments of student learning and linking his/her assessment plan with the Department or Program assessment plan.

The faculty member should also demonstrate a well-organized plan for student assessment. 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/her particular courses, the faculty member should link his/her assessment plan with the Department or Program assessment plan.

### **3. Other Contributions to the University**

The faculty member must demonstrate commitment to the university by engaging in activities that further and enhance the mission and the strategic plan of the university and objectives of the department and college. Activities may include, but are not limited to:

- a. Developing learning experiences and resources through curriculum and program development
- b. Advising students on academic progress

- c. Activities in support of student clubs
- d. Grant proposals to develop and support pedagogy related to fields of instruction
- e. Recruitment and retention of students

#### **B. Periodic Evaluation of Temporary Faculty**

Procedures for evaluation of temporary faculty shall follow the guidelines outlined in the FPPP. Evaluation criteria for temporary faculty are the same as those for range elevation. The areas of performance to be included in the periodic evaluation of each temporary faculty shall be consistent with, and inclusive of, the individual's assigned duties, as specified at the time of hire.