Criteria for Engineering Technology Department Personal Action

Engineering Technology Evaluation Philosophy

(Based on APSU Policy 5:060 IV)

Guidelines for Faculty Members Assigned to the Department of Engineering Technology Seeking Retention, Tenure, and Promotion

Departmental policies on faculty personnel actions – retention, promotion, and tenure – are based on the University Personnel Policies and Procedures for Faculty (hereafter referred to as the Faculty Handbook). The departmental guidelines are intended to clarify specific issues.

Following the Faculty Handbook, the general criteria of

1. Teaching effectiveness,
2. Effectiveness in other academic assignments,
3. Research, scholarly, and creative activity,
4. Professional degrees, awards, and achievements,
5. Professional service,
6. Activity in professional organizations, and
7. Evidence of continuing professional development

are used to evaluate Engineering Technology faculty for personnel actions.

Faculty are evaluated in the following areas:

1. Effectiveness in Academic Assignments,
2. Scholarly and Creative Achievement, and
3. Professional Contributions and Activities.

The Faculty Handbook states that the relative importance of each of these criteria will vary with the nature and mission of the department. As with all programs at Austin Peay, teaching and effectiveness in academic assignments are paramount. As shown by accreditation criteria, there is a strong emphasis on industrial practice and applications in Engineering Technology programs. Activities where faculty gain experience with industrial projects and are exposed to new advances in technology are very important to the program. Accordingly, any activities by the faculty which relate to industrial practice and new technology directly support instruction and should be primary considerations in personnel actions. These activities may fall under the categories of Scholarly and Creative Achievements as well as Professional Contributions and Activities, and are clarified in the following sections.

While the basic University Policy guidelines stated in the Faculty Handbook apply, the following *additional* specifications and clarifications are appropriate for faculty in Engineering Technology.

I. Faculty Retention Years 1-3

A. Effectiveness in Academic Assignments

Faculty members are expected to be effective teachers. This should be demonstrated by classroom performance and by other activities which promote learning. The components for evaluation in this area should include several sources and competence in these areas must be demonstrated.

1. Teaching Activities
   Engineering Technology courses must reflect new technologies and practices. Each faculty member is expected to keep up to date with progress in their fields and to work with other faculty members to update courses and curriculum to reflect these changes. Activity in this area may be demonstrated by a faculty member's participation in training or other opportunities to learn about new technology and practices, updating of courses to include new techniques and equipment as documented in syllabi and other materials, development of new courses, and integration of new or updated software and equipment into the curriculum.
   Faculty are also expected to keep abreast of changes in teaching methodologies and to pursue opportunities to use information technology to improve instruction. Efforts in this area may be demonstrated by materials developed for and use of information technology in teaching.
2. Peer Review of Instruction
   a. Each tenure track faculty member is expected to have a peer evaluation between reviews for on-line courses or on-ground courses
   b. Consistently favorable classroom observations. (At least two peer evaluations are required during each personnel review through tenure.)
   c. Evaluation of course materials (syllabus, assignments, activities, projects and/or assessments)
3. Effective academic advisement, Recruiting and Student Retention
   a. After the first or second year the candidate should be able to effectively serve as an advisor as needed by the department without mentor assistant.
   b. The candidate should seek opportunities to gain a knowledge of policies and procedures that affect student registration, degree requirements, and progress toward graduation.
   c. The Engineering Technology program is a very demanding program that offers qualified students exceptional career opportunities. Advising, recruitment and retention of students is vital to the program, and is an important part of every faculty member's duties. All faculty members are expected to participate in recruiting activities, including both on-campus events and programs at area schools and industries. All faculty members are expected to assist with prospective students. All faculty members will participate in advising students, prepare their programs of study and conduct degree evaluation. Also, all faculty members are expected to act as mentors and to make every effort to help students succeed at Austin Peay.

4. Effective interaction with colleagues to meet departmental goals.
5. Non-Teaching Assignments
   The Engineering Technology department is a multi-disciplinary program where the department chair and faculty cannot be knowledgeable in every area. Each faculty member has unique expertise in their field of technology, and is expected to advise the rest of the faculty regarding courses, software and equipment purchases, and other aspects related to their specific areas. As in teaching, the ability to provide this advice is dependent on each person staying abreast of developments in their field.
   For accreditation, the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ETAC of ABET) requires the department to follow a program of continuous improvement. All faculty members are expected to participate fully in this process. Each faculty member is required to participate in the collection, assessment, and evaluation of data and to work to make needed improvements identified in this process.

B. Scholarly and Creative Achievement
   Appropriate Scholarly and Creative Activities
   Note: this section serves as an addition to Part B.2. Scholarly and Creative Achievement, of Section IV, Criteria for Evaluation of Faculty Members, of the Austin Peay State University Faculty Handbook.
   The Faculty Handbook discusses the importance of Scholarly and Creative Activities to the University. The handbook states that documentation of effort in this area and of its quality shall be part of every candidate's dossier for evaluation.
   The handbook provides a list of types of evidence that might be included. This includes publications, papers presented at conferences; performances or exhibitions, research or art works in progress, or other unspecified items.
   Compared with other departments, the Engineering Technology department is unique in its emphasis on professional practice. Our mission is to prepare graduates for careers in industry. Accordingly, faculty must have the training and practical experience necessary to prepare students for the industrial environment. To do this, Engineering Technology faculty must stay current in their general areas and in specific aspects of the subjects and technologies being taught by each instructor. Evidence of professional practice by faculty is an important factor in accreditation by ETAC of ABET.
   Accordingly, any activity that contributes to a faculty member staying current in their discipline or provides opportunities for interaction with industry is appropriate evidence of efforts in this area.
   For Engineering Technology faculty, appropriate Scholarly and Creative activities include:
   1. Research documented by publications and presentations in professionally recognized journals, including research into the teaching of engineering technology,

2. Presentations and publications in conferences held by regional, national, or international organization in the relevant field,
3. Documented evidence of continuing education and training in the faculty member's area of expertise,
4. Consulting work experience documented (without violating company confidentiality) by written reports, calculations, drawings, or a letter from the company receiving the services; the documentation submitted should show the nature and extent of the consulting work,
5. Registration as a Professional Engineer,
6. Certification by the Society of Manufacturing Engineers as a Certified Manufacturing Engineer, and
7. Approved grant proposal(s).

It should be noted that continuing education activities and other items on this list are also considered by ETAC of ABET for program accreditation. Other items may be submitted for approval in addition to this list by vote of the tenured Engineering Technology faculty.

C. Professional Contributions and Activities

As stated previously, faculty must stay current in their fields. Professional societies provide a major avenue for keeping up to date in any field of technology. Faculty members are expected to maintain membership in the appropriate society or societies in their areas. In addition to basic membership, participation by service as officers in relevant professional societies is encouraged. Note that this activity is considered as a factor in accreditation decisions by ETAC of ABET.

Requirements for Action at Each Level As noted in the Faculty Handbook, each faculty member has different strengths, and a candidate may be relatively weak in one area but should be retained, tenured, or promoted based on strengths in other areas. In general, each faculty member is expected to document some activity in all areas. It must be noted that faculty members who are assigned extra administrative responsibilities as program managers, department chairs, or though appointment to other administrative positions are required to spend significant amounts of time on those activities and must put those duties ahead of other activities. People with administrative assignments may not be as productive in all areas considered for retention, tenure, and promotion as candidates who do not have these responsibilities. The committees at all levels must consider the negative impact of the efforts demanded of program managers, chairs, and others with administrative assignments on the candidate's activities as a faculty member and make allowances as appropriate.

II. Faculty Retention Years 4-5

The areas of evaluation and associated activities are the same as those found in Part I. of this document. However, sustained activity is necessary for a positive evaluation for retention during years four and five.

III. **Tenure (APSU 5:060.III.A)**

Tenure is only awarded to those members of the Engineering Technology Department who have exhibited professional excellence and outstanding abilities sufficient to demonstrate that their future services and performances justify the degree of permanence afforded by academic tenure. In addition, all criteria identified in APSU Policy 5:060.III must be met to qualify for consideration of tenure to the Department.

The areas of evaluation and associated activities evaluated for tenure are the same as those found in Part I of this document. However, sustained activity and demonstrated potential for future activity is necessary for a positive evaluation for tenure.

The candidate shall show:

- Evidence of satisfactory performance and of efforts to improve in the area of teaching. This shall include teaching evaluations and materials developed by the instructor for courses. The course materials should show efforts by the faculty member to develop and improve courses. This will include work on both existing and newly developed courses. While student evaluations are important, committees must recognize the difference between a new instructor or an instructor making innovative changes and an established instructor teaching an established course. It should be noted that instructors will not always receive better than average teaching evaluations; new instructors must learn to teach and established instructors may make changes or offer new courses that will initially result in lower evaluations. Evidence of effort by the instructor to develop materials and to improve courses, which should lead to improvements in student evaluations, must be considered by the committee as well as student teaching evaluations.
- Evidence of scholarly and creative activity since the initial appointment at the university. For candidates who are in their initial appointments as faculty members, some of this activity will reflect their graduate work. Some activity beyond publication of work done as a graduate student, such as a conference paper, is expected. For candidates who have previous faculty experience, activity since the initial appointment will vary depending on the number of years given for prior service. For these candidates, evidence that they are continuing in their scholarly pursuits is needed here.
- Evidence of satisfactory performance in university and professional service consistent with status as a new and untenured faculty member. This would include activity on department and college committees and active participation in department accreditation activities. Faculty members must maintain membership in at least one professional society appropriate for their area; membership in more than one society and activity in professional societies are encouraged. Community service is valued in this category; service related to the faculty member’s area of expertise, to recruiting students or to promoting the department will be given greater weight than general community service.

- Given the critical importance of student advising, evidence of ability as an advisor is required here.

IV. Promotion from Assistant to Associate Professor

Most candidates at this level are seeking promotion from the level of their initial appointments. For promotion, a faculty member should have a record of performance in all areas that would meet expectations for tenure in the department. If a faculty member is seeking promotion before the tenure year, their performance in the area of scholarly activity must go beyond the level required for retention at the same point in time. Promotion does not ensure tenure, and the faculty member must go beyond the level of scholarly achievement documented in the year of promotion to be granted tenure after being promoted.

If a candidate spent more than one year as an instructor, this candidate is seeking their second major promotion. If the candidate has been tenured for some time, activity beyond the level required for tenure is required. See the guidelines for promotion from Associate to Full Professor for guidance on requirements for promotion of established faculty members. Emphasis is placed here on continuing activity – continuing efforts to improve in teaching, to produce scholarly work, and in service to the university and the community – beyond that for the previous personnel action.

V. Promotion from Associate to Full Professor

Candidates will have significant experience prior to seeking the rank of Professor. The candidate shall show:

- Evidence of satisfactory performance and of efforts to improve in the area of teaching since the last personnel action. This shall include teaching evaluations and materials developed by the instructor for courses. The faculty member should document efforts to improve existing courses. If they have had the opportunity to do so, they should also document efforts to develop new courses. This evidence may include written materials, revision of course materials to include new topics, and acquisition and inclusion of new software and equipment into courses. For faculty at this level, activity is likely to go beyond individual courses and to cover integration of individual courses in the curriculum in course sequences, concentration requirements, or in core courses to be used as prerequisites in courses taught by other professors. Efforts to make improvements based on the continuous improvement program mandated by program accreditation requirements are of great importance and must be considered here.
- Evidence of continuing scholarly and creative activity since the last personnel action. This activity may not be steady due to other demands on the candidate's time, such as the need to prepare for accreditation visits or assigned administrative tasks. While such disruptions and the resulting variation in the amount of activity must be considered by committees at all levels, the faculty member must show cumulative evidence of continuing activity. For candidates

who have previous faculty experience, activity since the initial appointment will vary depending on the number of years given for prior service. For these candidates, evidence that they are continuing in their scholarly pursuits is needed here.

- Evidence of satisfactory performance in university and professional service consistent with status as an established faculty member must be provided. This would include activity on department and college committees and active participation in department accreditation activities as a minimum; candidates at this level should be able to document activity on university level committees as well. Faculty Senate service would be considered as university level activity. Faculty members must maintain membership in at least one professional society appropriate for their area; membership in more than one society and evidence of active membership is highly is encouraged. Public service activities by candidates related to their fields, such as presenting engineering programs and serving as merit badge mentors for scouts and presenting engineering-related programs, will be considered favorably here. While more general community service activities will be considered positively as well, activities related to the candidate's field or that serve to promote and recruit for the program will be given greater weight.
- Given the critical importance of student advising, evidence of advising activity is important here as well.