

Department of Engineering Technology

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.

1. Effectiveness in Academic Assignments

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.

Each tenure track faculty member is expected to have a peer evaluation between reviews for on-line courses or on-ground courses

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 Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC 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.

Other Responsibilities: Advising, Recruiting and Retention

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.

2. 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 TAC 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:

- **Research documented by publications and presentations in professionally recognized journals, including research into the teaching of engineering technology,**
- **Presentations and publications in conferences held by regional, national, or international organization in the relevant field,**
- **Documented evidence of continuing education and training in the faculty member's area of expertise,**
- **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,**
- **Registration as a Professional Engineer,**
- **Certification by the Society of Manufacturing Engineers as a Certified Manufacturing Engineer, and**
- **Approved grant proposal(s).**

It should be noted that continuing education activities and other items on this list are also considered by TAC 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.

3. 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 TAC 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 through 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.

Retention and 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.

Promotion from Instructor to Assistant Professor

Faculty members who are hired without terminal degrees will be hired at the Instructor rank. If that is the case, then completion of the terminal degree, along with satisfactory progress towards retention and tenure (see above), will qualify the faculty member for promotion to Assistant Professor.

If a faculty member is hired without the terminal degree and a terminal degree is not required for the position, satisfying the requirements (see above) for either retention if promotion is sought before tenure or for tenure if promotion is sought in the tenure year will be sufficient for this level of promotion as well. The candidate must meet terminal degree requirements necessary for faculty members at the Assistant Professor rank in the specific position.

Promotion from Assistant to Associate Professor

Most candidates at this level are seeking promotion from the level of their initial appointments. In general, satisfying the requirements for retention, if promotion is sought before tenure, or for tenure, if promotion is sought in the tenure year, will be sufficient for this level of promotion as well.

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.

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 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.