Technology and Engineering Education
Departmental guidelines for promotion and tenure

revised October 15, 2010
original approved by the faculty on January 27, 2009

The Technology and Engineering Education Departmental Evaluation Committee (DEC) will use the following guidelines for all applicable faculty evaluations, including requests for renewal, tenure, and promotion. The DEC will strive to apply these guidelines to ensure consistent assessment of all faculty members; any variation (e.g., due to letter-of-appointment terms or "side letters") will be noted in the DEC's written evaluations.

Per the current Collective Bargaining Agreement (CBA)[1] and the Faculty Senate's policy document[2], members of the instructional faculty are to be evaluated in four categories. *Load-credit activity* will be the most heavily weighted of the four contractual categories. *Creative activity appropriate to one's field* is the second most heavily weighted, followed by *Productive service to the department and university*, and then by *Professional activity*.

General guidelines

- Each faculty member is expected to maintain minimum standards in each of the four categories at all times.
- Attainment of minimum standards is necessary, but not sufficient, for a faculty member seeking tenure or promotion.
- Since 1936, the principal charge of the department has been the preparation of technology teachers, and the DEC interprets contractual references such "creative activity appropriate to one's field" and "service in appropriate professional organizations" from this perspective.
- In some cases, specific activities of a faculty member may be difficult to classify among the four contractual categories, and in other cases, a given activity might be justifiably placed in any of two or more of these categories.
    - In preparing their materials for external review, candidates for tenure or promotion should assign each activity to **one and only one of the four contractual categories**.
    - In cases of projects wherein one or more component activities are most appropriately placed in a contractual category apart from other components of the same project, the faculty member should, in his or her written narrative, explain the connections among these activities.
    - Activities for which load credit is received should not be listed as "Productive Service" or "Professional Activity," even if they are not listed under "Load-Credit Activity."

Departmental mentoring program

Upon appointment, each tenure-track faculty member who has not yet attained tenure will be assigned a mentor from among the tenured members of the department. Among the mentor's responsibilities are to advise the junior faculty member to (a) improve his or her activities in the four contractual categories and (b) document these activities in preparation for submitting requests for renewal, promotion, and/or tenure.

The assignment of a mentor will be made, and may be changed, if requested by the mentee, mentor, or the DEC, by the department chair in consultation with the DEC and the mentee. The formal designation of a mentor should not preclude the junior faculty member from freely seeking advice and assistance from others, whether members of the department or not.

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[1] "Collective Bargaining Agreement between Connecticut State University American Association of University Professors and Board of Trustees for Connecticut State University System, August 25, 2007 – August 25, 2011" subsequently extended to August 23, 2012 by mutual agreement.

[2] "Promotion and Tenure Policy for Tenure-track Teaching Faculty," adopted October 22, 2007 and amended on September 22, 2008 and May 10, 2010.

Category guidelines

A. Load-credit activity

As teaching is our primary mission at this university, all faculty members should be good teachers, regardless of rank, and should continually strive to improve their teaching. All members of the Technology and Engineering Education department should meet the following guidelines:

1) Demonstrate high-quality teaching through **all** of the following.
   a) Evidence of ongoing, reflective efforts to improve student learning.
   b) Evidence of relevance and rigor in each section of every course. Examples include
      i) Supporting the progress of students toward goals set by the Technology and Engineering Education department, the school and university, as well as State Department of Education expectations for "highly-qualified teachers."
      ii) Engaging students in independent technical and professional research
      iii) Providing opportunities for preservice teachers to assume responsibility for the learning of K-12 students through on- and off-campus activities with such students
   c) Good student evaluations on the standard course evaluation instrument.
      i) The following guidelines will be used, on a per-semester basis, to assess the results of the standard departmental form:
         (1) On items 1 - 4 ("provided a course syllabus," etc.): 90% "yes" responses
         (2) On items 5 - 6 ("class begins/ends at regular time," etc): 90% 'a' or 'b' responses
         (3) On items 7 - 19 (teaching-quality items): 75% "agree" or "strongly agree" responses
      ii) Where applicable, responses of 'uncertain' or 'N/A' will be excluded.
      iii) These guidelines may not be applicable for class sections in which fewer than 12 students completed the form, or for semesters in which the faculty member taught fewer than two sections evaluated with this form.
      iv) Written comments submitted by students with the evaluation forms may mitigate anomalous results on individual items or sections

      Faculty members applying for renewal, promotion, tenure, or professional review should compile data from all surveys and print the compilation for the DEC's review in datasheet or table form. All written student comments should also be reproduced (either by typing or scanning) for the DEC. Individual "bubble sheets" need not be submitted, but should be available to the DEC.
   d) Where applicable, good student evaluations or other measures, including forms developed by the instructor and special evaluations such as those used in First-Year Experience sections and in student-teaching supervision.
   e) Good peer evaluations from members of the Departmental Evaluation Committee (DEC), and from other colleagues. These should be submitted in writing to the DEC.
   The DEC will consider other documented evidence of teaching quality on an individual basis.

2) Fulfill the contractual responsibilities related to teaching and load credit, in particular by
   a) exemplifying professional ethics as outlined in CBA section 4.1.1.1;
   b) establishing and maintaining office hours (section 10.9); and
   c) faithfully performing all other workload duties (Articles 10 and 13).

3) Ensure correspondence among courses required of Technology and Engineering Education majors by working with faculty in other departments in the School of Education and Professional Studies and the School of Engineering and Technology to coordinate expectations in prerequisite courses and assignments in corequisite courses.

4) Fulfill the obligations of non-teaching load-credit activity, documenting the work performed for such credit.
   a) For research or curriculum projects for which load credit has been reassigned, reports filed with the Dean's office upon the completion of the project are generally sufficient documentation of the credit.
   b) The DEC recognizes that the single credit granted for the management of the departmental laboratory (NC 101) is a special case in which departmental records, including inventory reports, purchase records, and laboratory supervision reports from the minutes of departmental meetings, usually contain sufficient evidence of the quality of the work done for this credit.

B. Creative activity

Scholarly activity is the obligation of each member of the faculty. For the purposes of these guidelines, scholarly and creative activity appropriate to the field of technology and engineering education is defined as follows.

1) The **content** of the scholarly / creative activity must fall into one of the following categories:
   a) The theory and practice of teaching and learning about technology and engineering in formal and informal environments.
   b) Technical content related to technology and engineering.
   c) Professional issues in technology education and related areas.

2) The **product** of the scholarly / creative activity must reflect this contract language (CBA 4.11.9.1):

   Creative activity appropriate to one's field, such as delivering papers at professional conferences, production/performance of artistic works, research, study, and publication.

   The DEC interprets this clause as follows.

   a) **Papers delivered at professional conferences** are those which are reviewed and accepted by conference organizers or refereed prior to the acceptance of the presentation. Presentations which do not meet this requirement and which are not clearly applicable as "production/performance of artistic works, research, study" (see b) below) should be considered in the "Professional Activity" category.

   b) Activities such as "**production/performance of artistic works, research, study**," as well as applying for and administering grants can be very valuable even if the product of such work has not (yet) been published or presented at a professional conference. However, a faculty member requesting to have unpublished work considered as "Creative Activity" **must**
      i) present a written report identifying the work's conceptual base and methodology and outlining progress toward the goal of the project (this may be a grant proposal or progress report);
      ii) demonstrate how the work will advance the faculty member's intellectual development, enhance student learning and/or and increase the stature of the University; and
      iii) demonstrate either (1) the actual application or dissemination of the work, or (2) its potential for peer-reviewed presentation or publication.

      Joint student-teacher research will generally be evaluated in this category.

   c) **Publications** will be ranked by the DEC as follows.
      i) *Refereed or peer-reviewed publications*.
      ii) *Non-refereed writing in national publications*. Such articles cannot be considered in the same category as "peer-reviewed publications," but they potentially represent creative activity, especially if they are useful to students, to teachers in service, or if they enhance the reputation of the department, school, or university. However, some non-refereed articles may be more appropriately placed in the "Professional Activity" category.
      iii) *Other publications*. The DEC will consider other accessible and disseminated publications on an individual basis.

   d) The design and construction of physical devices, such as for the testing of student work, may be applicable in this category, but only in the following circumstances.
      i) This activity does not more appropriately fit one of the other three contractual categories;
      ii) the design is the product of creative research;
      iii) the design has clearly documented applicability beyond CCSU;
      iv) the documentation submitted to the DEC includes complete plans for the construction, use, and maintenance of the apparatus; **and**
      v) this creative activity is documented per b) above.

Whenever possible, the **scholarly activities of faculty should involve students**. In particular, the DEC encourages the development of student-directed research and recognizes that in some cases, independent research conducted by a student may indicate creative activity on the part of the faculty member, and may be applicable to this category if load credit is not grated.

The faculty member's program of scholarly work need not be narrowly concentrated into a single area of inquiry. Nonetheless, discrete research projects, grants, publications, presentations, and other activities should generally connect or relate to the faculty member's other activities.

C. Productive service to the department and university

Each member of the Technology & Engineering Education faculty should be an active participant in the governance of the department, school, and university. The following are the most significant examples of departmental and university service. In addition, the DEC recognizes the voluntary, temporary assumption of duties in the absence of departmental colleagues in this category.

In general, the service of each member of the faculty should represent a balance between departmental and campus-wide activities. Since committee membership alone does not necessarily constitute "productive service," faculty members, especially candidates for promotion or tenure, should document their contributions as clearly as possible.

Departmental-level service includes the following.

1) **Student advising**.
2) **Providing professional-growth opportunities for Technology & Engineering Education students**:
   a) Organization of CCSU student participation in off-campus events with K-12 students, such as the Connecticut Student Innovation Expo, Electrathon, National Rebuilding Day, and programs of the Technology Student Association (TSA), Science Olympiad, and the like.
   b) Coordination of CCSU student participation in national professional conferences, exhibitions, and competitions, such as those of the Technology Education Collegiate Association (TECA), the Human-Powered Vehicle Challenge (HPVC), and the International Technology and Engineering Educators Association. This includes accompanying students on out-of-state trips as well as managing the logistics of such participation.
   c) Sponsorship of CCSU student clubs and organizations.
   d) Organizing opportunities for preservice teachers to present formal and informal activities and lessons to K-12 students, either at K-12 schools or on campus. However, cases in which CCSU students participate primarily as part of a course should be listed under "Load-Credit Activity" (see 1)b)iii) above).
3) **Active participation in the operation of the department**. In addition to attendance at regular and special departmental meetings, this includes
   a) Participation in decisions related to curriculum, scheduling, budgeting, facilities, and the like.
   b) Regular service on vital departmental subcommittees: Professional Acceptance interview panels, the Technology Education advisory board, departmental undergraduate and graduate curriculum committees, and the Departmental Evaluation Committee
   c) Service on special subcommittees related to program accreditation and faculty searches.

The following are examples of productive service to the school and university.

4) **University-wide service as a representative of the department**.
   a) As a member of university-wide bodies such as the Faculty Senate, Curriculum Committee, and Graduate Studies Committee. The DEC recommends that faculty members pursue and assume leadership roles or subcommittee responsibilities within these bodies.
   b) By participation in events such as open houses and commencement exercises.

5) **Productive service to the School of Engineering & Technology**. For example, participation on the school curriculum committee, or service as a designated representative of the school on university-wide committees or at university-wide events. Service to other departments in the school may also be considered here.

6) **Participation in the governance of the university**. In particular, the DEC recognizes election to Standing Committees of the Faculty, election to the Executive Committee of the AAUP, and the assumption of leadership within these bodies, to be of special value.

7) **Other contributions to the CCSU community**. These will vary widely; some examples include reviewing internal grants, organizing campus-wide programs, and presentations at CCSU/CSU colloquia or research conferences.

D. Professional activity

This category is characterized CBA article 4.11.9.4:

Professional activity, such as attendance and participation in conferences and workshops, membership and service in appropriate professional organizations and other professional activities.

The DEC interprets this clause as follows.

1) **Attendance and participation in conferences and workshops** is understood to mean engagement in appropriate professional development, whether financed by the university or not.
   a) Attendance at applicable professional conferences.
   b) Attendance at applicable trade shows or conventions.
   c) Completion of hands-on hardware or software training.
   d) Completion of workshops or courses.

2) The DEC's interpretation of "**membership and service in appropriate professional organizations**" is as follows. Note that the DEC does not recognize status as a dues-paying member of an appropriate professional organization as sufficient evidence of professional activity.
   a) **Membership** in an organization is only germane if the membership is via election, appointment, or invitation. Examples include:
      i) election or appointment to the Board of Directors of a professional organization;
      ii) representing CCSU in an *ex-officio* or liaison capacity on such a board;
      iii) election as an officer of a state, national, or international professional organization;
      iv) service on a committee of such an organization;
      v) service as a delegate to professional body; and
      vi) merit-based membership in a professional society.
   b) Most instances of "**service in appropriate professional organizations**" can be classified into one of the following categories:
      i) Conducting peer reviews of manuscripts or grant applications
      ii) Coordination or sponsorship of statewide, national, or international conferences, exhibitions, or other events. Examples include hosting national conferences of TECA or HPVC, organizing a competitive event of the Connecticut TSA; hosting the annual conference of the Connecticut Technology Education Association, and coordinating middle- or high-school alternative-energy or robotics competitions.
      iii) Development of creative work for an appropriate professional organization, such as the design and construction of testing equipment for Connecticut TSA or Science Olympiad competitions, the revision of an association publication, or the design or maintenance of an association website. In extraordinary cases, this work may qualify as "Creative Activity" (see A.d) above).
      iv) Presenting conference sessions which are not applicable as "Creative Activity" (see A.a) above).

3) **Other professional activities** will vary widely depending on the teaching and research specialties of the faculty member and on the needs of the department. The DEC recognizes the following as examples:
   a) The presentation of professional-development workshops to teachers in service.
   b) Informal professional development, such as site visits to K-12 classrooms or to industry.
   c) Invited talks or presentations.
   d) Receiving awards or other honors from applicable organizations.

Although each instance of professional activity (e.g., attending a meeting or reviewing a grant application) need not be documented, the DEC may request documentation in some cases. Appropriate evidence may include letters from event organizers, minutes of meetings, or certificates of completion or attendance at workshops or conferences. It is understood, however, that documentation may not exist for some activities.