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**College of Technology**
**Electronics & Computer Engineering Technology Department**
**Triennial Evaluation Policy**
**Approved April 9, 2021**

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**Purpose:**

The Triennial Evaluation (TE) of faculty is a mechanism that allows the ECET Department to assess and acknowledge the work of the faculty. To this end, all full time faculty shall be evaluated on a Triennial basis and documentation of that evaluation placed in their official personnel files. These evaluations will not substitute for annual reviews conducted of non-tenure track regular faculty in their first six years of service. Only contributions made during the specified three-year time period will be utilized for the TE, and, if available, the subsequent Merit Pay process.

Non-tenured fulltime faculty who undergo separate annual evaluations may chose not to participate in this review, but in doing so will forgo the opportunity to receive consideration for merit pay if the university administration has made funding available to the department for that purpose.

**TE Procedure:**

Each tenured and tenure-track faculty member's contribution will be evaluated for each academic domain (teaching, scholarship, service, and/or other assignments). The individual categories will be designated as either "Contributing to Expectation," or "Contributing Below Expectation" for that domain. Instructors and senior instructors contribution will be require evaluation for teaching domain only, but may submit evidence of contribution in other domains (scholarship, service, and/or other assignments) if desired. Teaching will be designated as either "Contributing to Expectation," or "Contributing Below Expectation."

Any faculty member whose overall performance is described as "Contributing Below Expectations" will develop an improvement plan. The improvement plan defines explicit performance expectations and will be submitted to the Dean for approval. The improvement plan will utilize input from the Chairperson and the Personnel Committee. The faculty member will be evaluated by the Personnel Committee during the off-years to assess progress on the improvement plan.

A tenured or tenure-track faculty member designated as "Contributing Below Expectations" in a domain (teaching, service, or scholarship) must meet with the Chairperson to define a plan for improvement in that domain, and must further meet with the Chairperson during the off-years to discuss progress on the plan. An instructor or senior instructor designated as "Contributing Below Expectations" in teaching must meet with the Chairperson to define a plan for improvement in that domain, and must further meet with the Chairperson during the off-years to discuss progress on the plan.

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**Primary Elements of the Professorate**

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The Professorate consists of the tenured or tenure-track faculty holding rank as Assistant, associate, or full professor. Teaching, service, and scholarship are the three primary elements of the professorate. Credentials, industrial and academic experience, building of relationship with industry partners, and ongoing professional development are additional elements of consideration. Technology is a rapidly

changing field, and the professorate must change as the field changes. All of these factors are in play in terms of the development of the complete professorate member. These elements should complement each other so that the degrees and other credentials of professors are compatible with service, teaching and scholarship activities.

A Professor is not expected to accomplish every activity listed, and may repeat an activity multiple times for repeated credit (such as have multiple peer-review publications); or serve as an officer on multiple committees, or serve multiple terms across several academic years. The department respects and appreciates the unique contribution of our diverse faculty. All professors are expected to meet their outlined duties as published in the University Policy Library. If they do not, then the professor will be designed at "Contributing Below Expectation."

Following are definitions of the basic elements of the professorate domains of activity.

**Teaching**

Teaching preparation, preparation of instructional materials, delivering of instruction, evaluation of student comprehension, course management, academic program planning and development, academic advisement, course and curriculum development are all activities of teaching. These elements are outlined in the University Policy Library. The department focuses on instruction and learning in an experiential and applied approach.

**Scholarship**

Scholarship should be a function of the expertise of the faculty and the needs of the programs and courses in the department. Scholarship has many forms including basic and applied research, creative works, professional credentialing, continued learning, consulting, grants and contracts, and other elements as outlined in the University Policy Library. Peer review and dissemination are fundamental elements of scholarships. The department defines scholarship as the creation of new knowledge and or application of knowledge to resolve problems and has the requirement that the knowledge is disseminated to peers. The purpose of peer review is to have competent individuals evaluate the scholarship in a critical manner. Peer review includes evaluation by a board, credentialing, and approval of design and creation by appropriate authorities, and others means. The purpose of dissemination is to share the new knowledge. This can be accomplished through journal publications, conference proceedings, conference presentation, books, position papers, program evaluation studies, and other outlets. A faculty member may not publish the same paper via separate journals and count that as two scholarship activities, that is, subsequently published articles does not count for two. Only one may be used. A presentation that is included in a conference proceeding does not count for two activities unless the publication was submitted to a separate peer-review process for presentation and publication. Eclectic, multi-disciplinary research is valued. Joint authorship and collaborations are valued and so are individual accomplishments.

**Service**

Service activities focus on the sharing of the faculty member's expertise and knowledge within the specified needs of the department, college, university, profession, community or industry. Service can be provided to individuals, informal and formal groups, professional organizations, fields, industry, and

businesses.  Service is more than mere memberships and should articulate the impact or influence of one's service.  Collaborations and partnership with industries are highly valued.

## Primary Element of Instructional Faculty

Non-tenure track instructional faculty (Lecturer, Instructor, or Senior Instructor) are considered full-time teaching faculty.  They are evaluated in the teaching domain as defined above.  Instructional faculty may at their choice be involved in scholarship and/or service domain activity as defined above and present evidence of that activity if desired for the purposes of evaluation, but are not required to do so.

## Basic Expectations of All Faculty Members

The basic expectations of undergraduate and graduate faculty members of each rank are articulated by the various policies of the University, College and Department, and are outlined in the University Policy Library (310 Faculty Duties and Responsibilities).  AAUP and other professional organizations provide fundamental professional standards.

## Process

### Timeframe

The Triennial period of evaluation shall be from August 1 of year one to July 30 of year three.  The process shall be finalized no later than November 15 after the end of year three.

### Faculty Member's Responsibility

1. Each faculty member shall prepare an electronic report which documents activities in teaching, scholarship, service, and/or other administrative assignment.

2. The report shall also specify the weights for each year of evaluation.

3. This report shall not exceed three pages. It will be completed by September 1 after the end of year three.

4. Academic Affairs provides a data sheet identifying courses taught, enrollments, grade distributions, percent of final grades and required 3-week attendance and midterm grades reported, as well as advisees assigned.

5. Faculty must submit their Academic Affairs data sheet and evidence of their teaching effectiveness as attachments.

6. Other attachments providing support of effectiveness in other domains may be included.

7.  Faculty member may provide a section that defines their identity and purpose.

8. A maximum of 7-pages of attachments may be submitted

**Department Review and Evaluation**

1. The Personnel Committee will provide the department chairperson an evaluation for each faculty. The evaluation will be independently-derived, domain-specific, and contain an overall evaluation assessment. After receiving evaluations from the Personnel Committee, the chairperson will complete an independent second review and generate domain-specific data, and contain an overall evaluation for each faculty member.

2. When there are differences between the overall evaluations of the Chair and the Personnel Committee, the Chair will meet with the Personnel Committee to settle the discrepancy.

3. By October 10 the ECET Department will complete its review and evaluation.

4. The Personnel Committee will evaluate the teaching, scholarship, and service activities of the chairperson and forward its recommendation directly to the Dean for final determination.

**Dean's Review**

Both evaluations (chairperson and personnel committee) will be sent to the Dean for review. If the overall performance evaluations are not reconciled, the Dean will meet with the chair of the Personnel Committee and the department chairperson and make a final determination.

After receiving the recommendation from the Personnel Committee concerning the chairperson, the Dean will ensure that the evaluation of the chairperson is completed. If the Dean disagrees with the overall evaluation of the Personnel Committee then the Dean must consult the Chairperson before making a final recommendation. The Dean may not alter the department's evaluations without the consent of the college personnel committee.

The review process must be completed no later than November 15 after the end of year three.

**Collaboration between the Dean and the College Personnel Committee**

It is the responsibility of the Dean and college personnel committee to work together to develop the final recommendation for faculty. No faculty member may be recommended as "Contributing Below Expectations" without the consent of both the college committee and the Dean. If the college committee and Dean disagree and cannot reconcile their differences, the faculty member's overall recommendation will be "Contributing at expectation."

**Notification and Appeal Process**

See the latest university guidelines regarding this issue posted at the Academic Affairs website

**Teaching, Scholarship, and Service Weights (Professorate faculty only)**

To allow faculty to be evaluated on the basis of individual strengths, each Professorate faculty member may select weights to reflect the degree to which they serve, i.e., teaching, scholarship, service, and other assignments, which should be emphasized in the overall performance evaluation. Weights must be within the department approved range of permissible values.

Every Professorate faculty member is expected to allocate a portion of weight to each of the faculty domains, i.e., teaching, service, and research. It must total 100%. It must be the average of the previous three years. If a faculty member's weights do not sum to 100% of their effort, the Personnel Committee will assign default values within the department's specified permissible range.

The ranges of weights are shown in table below:

|  | Tenure/Tenure Track | Non-tenure track regular faculty |
|---|---|---|
| Teaching | 40-80% | 60-100% |
| Service | 5 – 40% | 0 - 40% |
| Research | 5 – 50% | 0 – 40% |

The University has determined a 15 credit load for faculty. For example: in a particular semester, a faculty teaching 3 courses (3 credits per course) is operating at 9/15 or 60% load. The faculty member is expected to perform service and research that is equal to the remaining 40% for that particular semester.

Typically in a given 15 unit per semester system, a Triennial review spans three years, six semesters, with 90 total units available. Summer is not included. As an example: a faculty member could add up the number of semester credits taught during the six semesters and divide by 90 to determine the average weight for teaching.

## TE: Definitions and Guidelines

A Professorate faculty member's contributions will be assessed in the areas of teaching, service, and scholarship. A "contributing to expectation" evaluation conveys the judgment that the faculty member is aligned with professional and collegial norms concerning quality and other factors. The following definitions and guidelines will assist the department in a fair and consistent evaluation of faculty performance.

Contributing to Expectation - The Professorate faculty member can demonstrate having met the basic expectations as described, and having accomplished a minimum of three points of achievements in each domain of teaching, scholarship, and service within the three year evaluation period using achievements and points awarded taken from the tables given below.

Contributing below Expectation – The faculty member cannot demonstrate having met the basic expectations of the professorate as described, and having accomplished a minimum of three points of achievements in each domain of teaching, scholarship, and service within the three year evaluation period using achievements and points awarded taken from the tables given below.

An Instructional faculty member's contributions will normally be assessed in the area of teaching. A "contributing to expectation" evaluation conveys the judgment that the faculty member is aligned with professional and collegial norms concerning quality and other factors. The following definitions and guidelines will assist the department in a fair and consistent evaluation of faculty performance.

Contributing to Expectation - The Instructional faculty member can demonstrate having met the basic expectations as described, and having accomplished a minimum of three points of achievements in the domain of teaching within the three year evaluation period using achievements and points awarded taken from the tables given below.

Contributing below Expectation – The Instructional faculty member cannot demonstrate having met the basic expectations as described, and having accomplished a minimum of three points of achievements in the domain of teaching.

As given earlier, an instructional faculty member may choose to submit activity within the scholarship and/or service domain for consideration and mention of their overall contribution to the Department and institution, but failure to provide such materials will not provide grounds for a finding of Contributing below expectations in those two domains.

## Teaching – Scholarship – Service

**Teaching & Curriculum Achievements and Points Awarded**

| Achievement | Points |
|---|---|
| Integrates scholarship or service into teaching. | 2 |
| Provide leadership in keeping course or program content current and relevant. | 2 |
| Maintain a yearly SIR rating that is 20% higher than departmental average | 2 |
| Maintain a yearly average of Student Credit Hour production that is highest in the department | 2 |
| Leads a student competition to a regional or national level. | 2 |
| Leads a program accreditation effort to completion. | 3 |
| Develop a new course. | 2 |
| Major or significant revision of an existing course. | 1 |
| Coordinate curriculum development or revision for a program. | 2 |
| Maintain a laboratory | 1 |
| Completes an industry certified technical training or workshop course.  In lieu of CEUs, appropriate credit for the activity must be approved by the Departmental P&T committee prior to the enrollment in the training or workshop. | CEU's or equivalent |
| Completes professional certification, or obtains recertification. | 2 |

**Scholarship Achievements and Points Awarded**

| Achievement | Points |
|---|---|
| Publish paper in a peer-reviewed journal or Conference Proceedings (< 4 authors) | 2 |
| Publish paper in a peer-reviewed journal or Conference Proceedings (> 3 authors) | 1 |
| Make a peer reviewed presentation at a conference (< 4 presenters) | 2 |
| Conducts studies, develops program evaluations for program review or accreditation, or prepares other proposals which are distributed for external peer review. | 2 |
| Approved, or funded, internal grant proposal for funds or equipment over $10k | 1 |
| Approved, or funded, internal grant proposal for funds or equipment $10k or less | 0.5 |
| Submitted internal research proposal over $10k (Not funded or under review) | 0.5 |
| Approved, or funded, external grant proposal, $100k or greater | 3 |
| Approved, or funded, external grant proposal, less than $100k | 2 |
| Submitted external grant proposal (Not funded or under review) | 1 |
| Expert testimony before legal or government authority, or substantial transformative service to an industry. | 2 |
| Member of a PhD dissertation committee; or Chair of a MS Thesis committee | 1 |
| Chair of a Doctoral dissertation committee | 2 |

## Service Achievements and Points Awarded

| Achievement | Points |
|---|---|
| Provide services to government, industry, or business, or other educational institutions in the area of the faculty member's expertise. | **2** |
| Without being a part of load, provides administrative responsibilities related to either the academic or support services of the University community. | 2 |
| Serves on a University Committee | 2 |
| Serves as an officer of a professional or community committee at the local or regional level. | 1 |
| Serves as an officer of a professional or community committee at the National level. | 2 |
| Provides leadership related to either the academic or support service of the University community that is not part of assigned load. | 2 |
| Provides leadership in a professional organization at the National level. | 2 |
| Acquires significant equipment donation from industry that advances the academic mission of the College or University. | 2 |
| Lead a significant student or faculty development effort | 2 |
| PhD Student Program Advisor | 1 |
| Undergraduate, or Graduate, Program Coordinator | 2 |
| Serves on a COT Committee or COT Faculty Council | 0.5 |
| Serves as an Officer of a COT Committee or Department Committee | 1 |
| Serves as an Officer of a University Committee | 3 |
| Serves as editor or reviewer for a professional journal, or conference | 1 |

(ECET Department Triennial Evaluation Policy Document, Adopted April 9, 2021)