



TO: Dr. Rex D. Ramsier, Provost and Senior Vice-President

FROM: Dr. Donald P. Visco, Jr., Dean, College of Engineering


DATE: June 6, 2018

SUBJ: NTT RTP Guidelines, CE

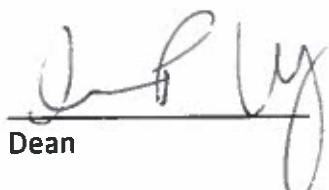
The faculty in the Department of Civil Engineering met and discussed modifications to their NTT RTP criteria during the Fall of 2017. After a few iterations with me, I have approved their guidelines and present them for your review/approval.


Faculty Representative

6-6-18
Date


Department Chair

6-6-18
Date


Dean

6-6-18
Date


Senior VP and Provost

7-25-18
Date

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Criteria for Reappointment and Promotion (RP) of Non-Tenure Track (NTT) Bargaining Unit Members in the Department of Civil Engineering

1. Materials for the RP file

Specific materials, other than those already specified in the CBA, that are to be included in the candidate's RP file.

2. Annual Reappointment

The criterion for reappointment is that the applicant demonstrates satisfactory progress toward meeting the criteria of the Department of Civil Engineering and expected performance to meet the missions of the College and University. Non-tenure track faculty has primary duties associated with teaching and service, the percentage of required in each area as specified in the offer letter. In the quantitative portion of the RP evaluation, the candidate must achieve the metrics as demonstrated in Table 1. If a candidate does not meet the criteria in Table 1 for reappointment, they must address the concerns/suggestions stated in the Department RP committee's letter during the following year. Continued failure to meet the criteria and not working to address the committees concerns may led to the candidate not being reappointed.

Table 1. Quantitative measures for minimum eligibility retention and promotion requirements for NTT faculty in Civil Engineering

Measure	Reappointment as Assistant Professor of Practice/Instruction	Promotion to Associate Professor of Practice/Instruction	Promotion to Professor of Practice/Instruction
Teaching Activity			
(i) Student evaluations	Within one standard deviation of college average at corresponding course level starting by the second year	Within one standard deviation of college average at corresponding course level	Within one standard deviation of college average at corresponding course level
(ii) Peer reviews			
(iii) Teaching at undergrad and grad level			
(iv) Participation in ABET	Good peer reviews	Good peer reviews	Good peer reviews
Service			
Number of separate academic related professional	1 category listed in this row.	2 categories listed in this row.	3 categories listed in this row

activities. Categories include: active committee positions, student recruitment, student retention, and new teaching initiatives.			
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Note: if offer letter specifies 100% teaching and 0% service, the service measure is not required

The criteria for reappointment and promotion of non-tenure track faculty within the Department of Civil Engineering at The University of Akron are:

1. Demonstrating teaching proficiency in at least one subject area. The evaluation of teaching proficiency shall use:
 - teaching must be at least at the undergraduate level;
 - the standardized teaching evaluation procedure that has been approved by the faculty of the College of Engineering;
 - peer review of teaching performance and course materials. This review may be internal or external to the university as applicable;
 - activities of the candidate to improve teaching effectiveness, the engineering program or course curriculum, and other activities related to the quality of teaching;
 - consideration of the level taught, course and laboratory development and other evidence of teaching proficiency submitted by the faculty member;
 - participation in activities related to accreditation; and
 - availability to students

The faculty member may also be evaluated using the following additional criteria:

- his/her role in increasing the FOE scores within his/her teaching area;
 - assessment of learning outcomes such as pre/post test demonstrations of student performance or other documentation demonstrating student success;
 - accessibility to students beyond regular office hour meetings and/or volunteer tutoring;
 - participation in innovative teaching initiatives;
 - university, college, departmental or external teaching awards; and
 - guest lecturing
2. If duties identified in the offer letter include providing service to the department, college, university or professional community; the evaluation of service shall use
 - the candidate's summary of his or her participation of department, college and university activities that are not directly assigned teaching duties;

- at the department level, candidate must be actively involved in at least two of the following: ABET, undergraduate committee, graduate committee, recruitment, ASCE (or other undergraduate student organization); and
- participation in student recruitment and retention projects.

and may also include:

- conducting in-house workshops;
- service to student organizations; or
- serving as a marshal at graduation

APPENDIX A: Teaching Evaluation

Standardized Teaching Evaluation Procedure

The evaluation of teaching proficiency shall include the use of standardized teaching evaluation procedure approved by the College of Engineering. The evaluation will include consideration of the level taught, course and laboratory development, and other evidence of teaching proficiency. The evaluation shall include 1) quantitative student evaluations; 2) peer review; and 3) student exit interviews performed by the appropriate department faculty.

Student Evaluation of Instruction

A student evaluation form, developed by the College of Engineering, shall be used as one aspect to determine teaching proficiency. Student evaluation of instruction shall occur every semester in every course taught by the faculty member.

Permanent records of a faculty member's student evaluations will be kept by the department and will be accessible to Reappointment, Tenure and Promotion Committees. The department chair shall discuss the evaluations with the faculty member and provide positive and developmental feedback.

Initiating Peer Review

Before the beginning of the fall semester, the department chair shall develop a list of all faculty members who will undergo a peer review that academic year. The department chair and the committee member shall agree on the composition of the Peer Review Committee.

NTT faculty shall be subjected to a minimum of one peer review for three year appointments and two peer reviews for five year appointments. Each NNT faculty has the option for requesting a peer review at a time that is different from the normal schedule.

The Peer Review Committee has the option of unannounced classroom observation of the faculty member during the semester but is limited to two visits. At least one visit must be to an undergraduate course.

The Peer Review Committee for each faculty shall consist of two faculty members from the candidate's academic department. Faculty who teach undergraduate courses in a department other than their primary appointment may select committee members from the department from which the course under review is taught. The Peer Review Committee shall submit a report to the department member's department chair and to the faculty member and shall address a) general course organization, b) vocal and visual clarity, c) conceptual clarity, d) instructors preparation, e) instructors ability to answer questions, and f) instructors ability to explain difficulty material. The report shall be accessible to the appropriate Reappointment or Tenure Committee.

APPENDIX B: Other Evidence of Teaching Proficiency

Each faculty member is responsible for demonstrating teaching competency in at least one subject area of the department of primary appointment. The RTP committee, the department chair, and dean of the College of Engineering must consider other evidence of teaching proficiency in addition to the student evaluations and peer review. This evidence may include:

1. Development of new courses, laboratories, programs;
2. Updating and refining existing courses;
3. Effective advising of undergraduate and graduate students;
4. Competitive proposals for support of teaching projects or a faculty members teaching plan;
5. External support which directly benefits the education of undergraduate students;
6. Teaching awards;
7. Other evidence submitted by the faculty member, which may include class notes, instructional material or demonstrations, laboratory experiments, examinations and assignments.

The faculty member shall select and identify only those elements pertinent to the review process which are important for the evaluation.