**Central Washington University**

**Engineering Technologies, Safety and Construction Department**

**ETSC Faculty Handbook**

**Revised October 2013**

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**A Letter to Faculty**

Welcome to the Engineering Technologies, Safety and Construction Department! The purpose of this handbook is to address issues relevant to all faculty members in the ETSC Department as they continue to advance their careers at Central. This document was written with input from all faculty members in the department but is not intended to serve as a stand-alone document. Rather it is intended to supplement the “University Faculty Performance Standard for Reappointment, Tenure, Promotion and Post-Tenure Review” (per the Collective Bargaining Agreement, CBA) and the “College of Education and Professional Studies Faculty Performance Standard for Reappointment, Tenure, Promotion and Post-Tenure Review.”

The ETSC Department is a diverse community consisting of tenured, tenure-track, non-tenure track and adjunct faculty members, all of who bring new ideas and perspectives to the department. It is in the best interests of the students and department as a whole that all department members work together to create a healthy environment for students, faculty and staff. To this end, this policy manual addresses some of the expectations of the faculty and offers guidelines for success.

The ETSC Personnel Committee cares about your career and will respond to your questions.

Sincerely,

ETSC Personnel Committee

**B.** **Process for Reviewing and Updating the Engineering Technologies, Safety and Construction Faculty Handbook**

* All ETSC Department faculty members are invited to propose changes to the Handbook at any time by submitting the proposed changes to the ETSC Department Personnel Committee by January 15. The Personnel Committee will then meet for the specific purpose of reviewing the proposed changes.
* The Personnel Committee will then present a recommendation to the ETSC Department at the February department meeting. The recommendation will come in the form of a line item proposal. The intent is to provide a forum for discussion of the proposal.
* Proposed changes will be put to a vote at the winter faculty day meeting.
* Accepted changes will become effective immediately and incorporated into the Handbook.

**I. PROGRAM COORDINATORS**

General Statement:

A specific faculty member is assigned to each program in the ETSC Department to serve as coordinator for that program. The program coordinator is the primary contact for that particular program and is responsible for the managing the program.

Duties of Program Coordinators:

* Serve as the primary contact for the program
* Manage and coordinate curriculum in the program
* Seek or maintain appropriate accreditation. Includes managing accreditation documents and accreditation visits
* Maintain industry contacts, including an industry advisory council
* Manage foundation funds for the program
* Maintain program correspondence with alumni and industry, including creation and distribution of newsletters
* Manage and document ongoing program and course assessment, including continuous quality improvement
* Manage and coordinate, with the ETSC Chair’s assistance, faculty teaching assignments
* Manage and coordinate student advising for the program
* Coordinate faculty advising for student organizations in the program

**II. MENTORING**

All new faculty members in the ETSC Department shall be assigned a faculty mentor. This assignment shall be made by the ETSC Department Chair and the mentoring process shall follow the guidelines of the CEPS Mentoring Policy.

A faculty mentor is assigned to each new tenure-track faculty member. It is the role of the mentor to advise the new faculty in creating his/her portfolio and on the teaching, research and service aspects at Central. All of these activities are appropriate and should be submitted as evidence in the portfolio, which is submitted each academic year to the Department Chair. See appendix B for a mentoring plan worksheet.

**III. PROCEDURE FOR PROMOTION and RELATED ISSUES**

This part of the booklet is intended to be used as an information tool for faculty seeking an advance in their career through promotion or salary increase. Tenure-track faculty can use it as a tool to help them through the process of being considered for promotion and/or tenure within the Engineering Technologies, Safety and Construction Department and tenured faculty can use it as a tool to help with post-tenure review, and performance adjustment process.

These procedures are affected by two other policies, as mentioned earlier; the University Faculty Performance Standards and the CEPS Faculty Performance Standards. It is the responsibility of each faculty member to become familiar with these documents. Departmental guidelines are outlined in Appendix A.

**Eligibility for Promotion and Tenure**

Newly hired tenure-track faculty have a “letter-of-hire” stating salary, other funding (moving expenses, research start-up, etc.) and the number of years of experience recognized toward the tenure process at CWU. Adjunct and contract faculty will have letters defining their salary, duties and period of employment.

Tenure and Promotion to Associate Professor.

Faculty members who are appointed to academic rank of Assistant Professor or higher may be granted tenure and promotion effective the beginning of the academic year following a six (6) year period of full-time employment with the university. The application process and decision for tenure must take place in the sixth year, subject to the current CEPS policy and the Collective Bargaining Agreement

Promotion.

A faculty member applies for promotion from Assistant Professor to Associate Professor at the same time the member applies for tenure. For consideration for promotion from Associate Professor to Professor a faculty member must have five years of exemplary performance in teaching, service and scholarship at Central Washington University.

To identify faculty eligibility, each academic year the Dean of the College of Education and Professional Studies will prepare a list of all faculty in the College that appear to be eligible for promotion and this list will be forwarded to the ETSC Department.

Early Tenure and Promotion.

Associate Professors cannot be promoted before completing a minimum of four years of service in their current rank; however four years in a current rank does not guarantee promotion. Candidates must be exemplary in teaching, service and scholarship. Potential candidates should consult with their mentors, the Department Chair, or a personnel committee member before applying. Any suggestions, recommendations or approval during these consultations cannot be taken as a positive endorsement of early promotion and tenure.

**IV. REVIEW PROCESS**

A portfolio of evidence is required for tenure, promotion and post-tenure review submissions. The details pertaining to the type and quantity of evidence are contained in this policy manual and the University and CEPS Faculty Performance Standards documents. It is the faculty member’s responsibility to compile all necessary materials.

**ETSC Personnel Committee**

A committee consisting of three ETSC Department faculty members, other than the current ETSC Department Chair, will review and evaluate the candidate’s application materials. This committee may meet with the candidate (prior to creating their recommendation letter) to discuss the application and will prepare a written report and recommendation regarding performance adjustment, promotion, tenure, post-tenure review, or reappointment to be forwarded to the Dean. A copy of this report will also be placed in the faculty member's file in the ETSC Department.

**ETSC Department Chair**

During the same time period the personnel committee is reviewing the application, the ETSC Department Chair will prepare an independent review of the application, to be forwarded to the Dean.

**Review by Faculty**

Faculty Applying for Reappointment, Promotion, Tenure and Post-Tenure Review.

All tenured and tenure-track faculty within the ETSC Department will be given the opportunity to prepare an individual written response, including comments and recommendations, to the applicant's request for reappointment, promotion, tenure or post-tenure review. These individual recommendations will also be forwarded to the Dean.

**Dean of College of Professional Studies**

After the Dean has received the faculty member’s application and the review from the ETSC Personnel Committee, the ETSC Chair and from individual tenured and tenure-track ETSC faculty, the CEPS Personnel Committee will then make a recommendation to the Dean on matters concerning tenure, promotion and post-tenure review. The CEPS dean will then make a recommendation and forward it to the Provost. For reappointments, only the Dean will make a recommendation to the Provost.

**Provost and Vice President for Academic Affairs and the President**

The Provost shall consider the materials forwarded from the Dean and shall make a recommendation to the President. The President reviews and forwards the recommendation to the Board of Trustees.

**Board of Trustees**

The Board of Trustees for the University shall make the final decision with respect to reappointment, promotion and tenure of all faculty members.

**Feedback to and from Faculty**

The ETSC Personnel Committee and ETSC Department Chair shall meet separately with each individual candidate prior to forwarding their reviews to the Dean.

Faculty members should refer to the CBA on matters concerning correcting errors of fact after the department level review period or rebuttals after the CEPS review period.

**V. APPLICATION PREPARATION AND EVALUATION**

The application is to consist of a Professional Record detailing evidence of accomplishment in the three categories of Teaching, Scholarship and Service. This application is to be clear and concise and is to be submitted in two binders per CEPS policy. It is not the intent of the ETSC Department to conflict in any manner with the CEPS policy, the University policy or the Collective Bargaining Agreement.

The following appendix was generated as a guide to help faculty prepare a portfolio. Note that the percentages listed are intended to define the relative importance to the ETSC Department of the categories identified in the professional record. The CEPS and University Faculty Performance Criteria minimum requirements must be met in all categories for a positive endorsement. Candidates will not be ranked or compared to one another.

**APPENDIX A PROFESSIONAL RECORD**

**Part A Teaching Effectiveness (50%)**

Part A requires the candidate to submit items related to teaching and education. Specific evidence is detailed in CEPS policy.

1. (15%) **Write a personal statement** **of your teaching effectiveness**. The statement may address:

* Your current inventory of your teaching duties and a summary of your perceived performance. For example: discuss things that went well or did not go so well, provide a short synopsis of each class, discuss efforts to engage students, discuss how you made improved performance, or discuss your frustrations or shortcomings.
* Any special or innovative teaching methods or other educational pedagogy that you have incorporated into your courses.
* How well you handle teaching related assignments such as student advising,

office hours, club advisement, etc.

2. (45%) **Student Evaluation**. Include as a minimum the summary sheet for student evaluation of instruction forms for ***each*** class (except as noted per CWU policy) taught for the past fall quarter plus fall, winter and spring quarters of all prior years during the review cycle. Additional evaluations may be included at the discretion of the candidate. Place these evaluations in reverse chronological order separated by class. Some guidelines for student evaluations are:

* Students should understand the importance of these evaluations. Faculty members should stress these evaluations are used for personnel decisions and to improve the quality of the teaching and the delivery of a course.
* Evaluations shall be strictly confidential. Explain why the forms are important, pass them out, have an appointed student return them to the ETSC office assistant. Allow plenty of time for students to complete the form.
* Evaluations should be completed toward the end of the term. Evaluations should not be completed the day you return a major exam or after a final exam.

3. (10%) **Peer Evaluation.** It is intended that review and evaluation be an ongoing process. As part of this process, it is the faculty member’s responsibility to invite faculty peers to sit in on his or her courses and prepare a standard written evaluation of the faculty member’s teaching effectiveness within that particular course. See Appendix C for a suggested format. The faculty member shall strive to provide at least one such evaluation for fall, one for winter and one for spring quarter for each of the previous academic years during the review cycle. At least one peer review per year must be performed by the Department Chair, and it is the Department Chair’s responsibility to schedule and accomplish this task.

4. (10%) **Continuous Quality Improvement**. Provide a summary and evidence of your participation in “continuous quality improvement” (CQI) of your education activities. Evidence should include copies of syllabi for all courses taught for the appropriate period of evaluation. Refer to CEPS policy for appropriate syllabi structure and content. Other evidence of CQI should include past and current course CQI documents. These may include course CQI’s, assessments, reviews, action items, and subsequent actions (e.g. evidence of continuous improvement). See Appendix E for a suggested course CQI format or use a format that supports you or your program’s needs. For examples see your program coordinator.

5. (20%) **Administrative Duties.** Advising is a critical aspect of the operation of our university. Administrative duties are increasingly placed on the shoulders of faculty. Provide evidence of advising activities such as numbers of students advised, types of advising (majors, prospective students, recruiting) and related activities such as master’s theses. Faculty who serve as program coordinators should include evidence of their duties and activities such as advisory group activity, accreditation activity, recruitment, diversity, and program development.

**Part B Scholarly Productivity (25%)**

To complete Part B the candidate must organize, list and describe his/her significant contribution in the area of scholarly productivity.  **Please follow the CEPS guidelines for the amount and types of evidence.**  This typically means letters and cover pages in lieu of longer documents. Assessment will consider ‘continuous productivity’ as an appropriate aspect of good scholarly activity.

**Some Category A examples of evidence that may include information related to:**

* Refereed professional journals
* Books by reputable publishers
* Competitive or criteria based grants for a principle or co-principle investigator(s) must be a minimum $20,000 from a university, regional, state, national, international or industry based organization.
* Peer reviewed course development material including education modules, special topics, and workshops or seminars.
* Refereed conference proceedings publications in Associated Schools of Construction Annual Proceedings (ASC), American Society for Engineering Education (ASEE) Annual Conference & Proceedings, and Association for Technology, Management, and Applied Engineering (ATMAE) Conference Proceedings, Institute of Industrial Engineers (IIE) Conference Papers, American Society of Civil Engineering (ASCE) Construction Research Congress, CIB WO99 International Conference

**Some Category B examples of evidence that may include information related to:**

* Refereed Conference Proceedings other than listed in A, above
* Published works that contribute to the profession.
* Articles in non-refereed journals or magazines.
* Published book reviews.
* Conference presentations.
* Productivity in organizing symposia, colloquia, or chairing conference symposium
* CEPS Symposium, SOURCE, or other university wide research dissemination events
* Internal to CWU small grants

Department evaluation of scholarly productivity will be made using the following guidelines:

When evaluating published material, the “level of sophistication” of the journal, magazine or text in which a manuscript is published will be taken into consideration. Assessment of presentations and speeches at conventions, conferences, workshops and seminars will be based both on the content of the presentation and the organization sponsoring the presentation; whether it is national, statewide, regional or local in nature.

Additionally, the amount of activity will be considered. A general guideline is that some annual scholarly activity is expected. The ETSC Department is interested in the growth and stature of all faculty and will advise faculty on ways to promote scholarly activity.

The impact on the discipline, the university, and the students will be considered. Scholarly activity that promotes a discipline; the related impact on the university’s goals and the impact on students through undergraduate and graduate research can be immeasurable.

**Some Category C examples of evidence that may include information related to:**

Please note that Category C does not count toward A or B and may be better listed under service.

* Non published book review
* Presentations to university, community, and professional audiences
* Non peer reviewed small grants

**Part C Service to the Profession, University and Community (Service 25%)**

To complete Part C the candidate must list and describe service contributions to his/her profession, department, program, the University and the community. Assessment will be based on a number of criteria, including the amount of service, the impact of the service, the collegiality of service, and other aspects such as a continuous record of service.

List and describe all service activities. If you served on a committee or board, define what sector it serves (e.g. national, university, department, community) and indicate its purpose and the dates and capacity in which you served. You should support your statement with evidence such as appointment letters or minutes. Some examples which may be included:

* National, statewide, regional or local committees representing your discipline or a related discipline.
* Membership on national, statewide, regional or local boards.
* Membership in professional organizations.
* Membership and participation in service-related organizations.
* Sponsorship of student organizations or honor socETSCies.
* Membership on university committees, whether standing or ad hoc.
* Any public service in a professional capacity.
* Any professional licenses, certificates or awards.
* Paid or unpaid consulting.
* Involvement with program accreditation.
* Involvement with program articulation.
* Involvement with student recruitment.
* Participation in university, college and department meetings and workshops.
* Peer reviewer of higher level (state and national) grants and education material.

This ETSC Policy manual is generated and reviewed by the ETSC Personnel Committee. It is intended to support all ETSC faculty members, but in no way conflict with the policy of CEPS or other University policy. Please contact your mentor or ETSC Personnel Committee members if you have any questions or concerns pertaining to ‘personnel’ matters. The committee intends for every member of our department to succeed in their careers, all of our programs to excel, and that all of our students achieve their goals.

**APPENDIX B Mentoring Plan Department of Engineering Technologies, Safety and Construction**

Faculty Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date of Tenure-Track Appointment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Rank and Date Achieved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Anticipated Date of Tenure and/or Promotion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Goals** | **Activities To Be Completed** | **Comments** |
| General  Customs, history CWU, Dept., College  University Governance and Committee Structure  CBA  Tenure/Promotion/Reappointment  Program Structure and Accreditation  Academic Advising/ Office Hours  Industry/Advisory Council Relations  Maintaining a Professional Record  Purchasing/ Travel |  |  |  |
| Teaching  Program Outcomes  Course Outcomes and Assessment  Student Evaluations  Peer Evaluations  Technology in the Classroom |  |  |  |
| Scholarship  Publications  Seminars  Presentations, etc. |  |  |  |
| Service  University Service  Department  College  University  Professional Service  Community Service  Development/ Fund Raising |  |  |  |

**APPENDIX C Evaluation of Instruction**

This form is to be used to evaluate an individual faculty member within the Engineering Technologies, Safety and Construction Department based upon personal observation of the faculty member in a teaching/learning environment. It is intended to improve teaching by providing feedback to the instructor and also to serve as verification of teaching effectiveness for the faculty member’s professional record.

Instructions: Please complete this form, either during or immediately after observing the faculty member, and return it to the ETSC Department Personnel Committee, at which time copies will be made available to the faculty member. Please feel free to attach additional sheets if needed.

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty member observed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observed activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course number and title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approximate number of students present: \_\_\_\_\_\_\_\_\_\_\_

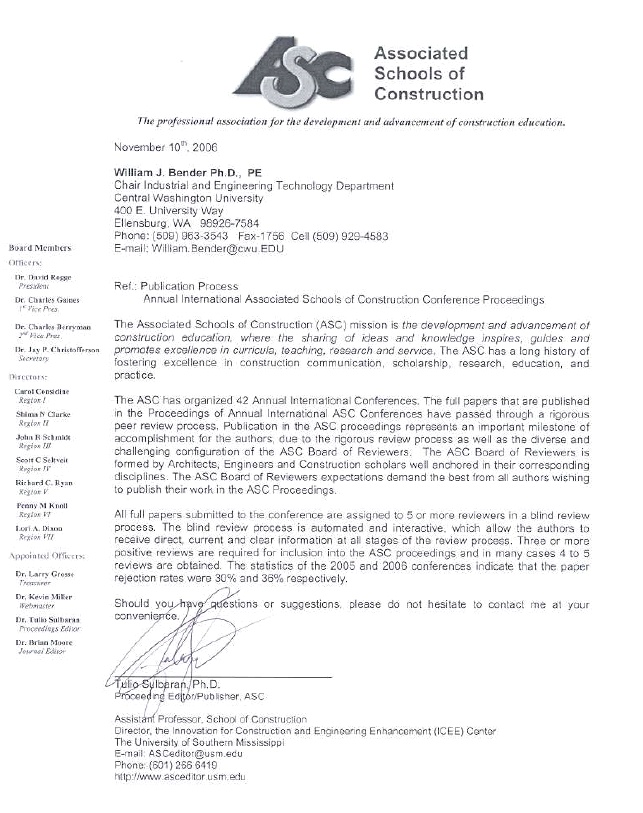
1. Identify and describe strengths you observed:

2. Identify and describe improvements you can suggest:

Your name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**APPENDIX D Documentation of Category A Peer Review**

Associated Schools of Construction Annual Proceedings



**APPENDIX E Dossier/ Professional Record Clarifications**

Definitions

Dossier = portfolio = the two notebooks/ three ring binders that contain your letters of recommendation, vita, professional record, evidence, etc.

Professional Record = Documents relating to teaching, scholarship and service over the course of a review period.

Clarifications:

**Book 1** (needs book end with your name, cover sheet/ cover page is nice)

Use checklist (next page) as table of contents

Tab 4

Include completed outline of “Professional Record Guidelines” that follows checklist.

Includes items (list of classes, scholarship, service, etc) for the review period. For example would include items for a faculty members first two years for a member in their third year, not just the previous year. Write self-reflective statement of teaching/ administrative duties with focus on last year within the context entire review period. For example how well was your perceived performance in a certain class compared to previous offerings?

Tab 8

Only include chair, committee, dean and provost recommendation letters. All previous years until promoted/ tenured, keep each together and reverse chronological order, i.e. all dean recommendation together, most recent on top. Do not include notice of reappointment i.e. notice from dean/provost being reappointed.

**Book 2** (needs book end with your name, cover sheet/ cover page is nice)

Tab 10 Teaching

Use section from professional record to provide context/ contents

List of class this reporting period

Personal statement for this reporting period...include admin duties

Table of SEOI 28 & 29 scores, for all classes taught since last promotion/ tenure

Tab or separate each class for all classes taught since last promotion/ tenure

* Only one syllabus per class (most recent),
* CQI for all since last promotion/ tenure
* SEOI for all since last promotion/ tenure, reverse chronological order

Tab for Peer evaluations of teaching

Tab 11/ 12/

Use section from professional record to provide context/ contents

Keep all evidence since last promotion/ tenure, separate years by tab

**APPENDIX E CEPS/ ETSC Department**

**Professional Record**

For current information on the required CEPS format for the Professional Record please visit the CEPS website.

**APPENDIX F Continuous Quality Improvement (CQI) Example**

ETSC 312 Strengths Spring 08

Quality Improvement

26 students

**Grading:**

|  |  |
| --- | --- |
| Item | Points |
| Exams 3 @ about 50 pts | 150 |
| Homework Assignments about 10 about 5-10pts each | 100 |
| Final Project | 50 |
| Final Exam | 100 |
| Total | 400 |
| Each point counts the same ie Test/ hmwk/project |  |

|  |  |  |  |
| --- | --- | --- | --- |
| A | 3 | C | 7 |
| A- | 2 | C- | 4 |
| B+ | 2 | D+ |  |
| B | 1 | D |  |
| B- | 5 | D- |  |
| C+ | 2 | F |  |

Test averages

|  |  |  |  |
| --- | --- | --- | --- |
| T1 | T2 | T3 | F |
| 80% | 76% | 84 | 81% |

Test scores were skewed higher….Students had the ability to rework test problems and turn back in for ½ the credit. Had some really low test scores without this ability. ..Not sure I like this…tried after first test then students expected it.

**Homework:**

Grades on BB to track progress

**SEOI**

1-14 above dept and ceps av... taught this class last spring

15-24 above dept and ceps av,

28 and 29 above dept and ceps av

Course was added as an overload….like application to real world…field trips and guest lectures

Scores higher? Due to “redo” ability?

**Suggested improvements/ areas to work on**

Continue field trips…make more efficient

Need to pass out samples of past final papers to ensure correct formatting.

**Assessment**

Able to draw and apply shear and moment diagrams

Problem 1 Final exam, % grade = 71%, % score out of 20pts

Lower this year ..added pick beam size and since students were told that they must do this problem/ will be on the test was graded harshly

Math error -2

Failure to check shear -2

Failure to calculate correct moment by drawing wrong shear and moment diagram -10

**APPENDIX F Continuous Quality Improvement (CQI) Example**

**Course Summary** for MET351, 3-5 MWF, HT 111, Fall 2008, Instructor: Craig Johnson. Key: italics = old

Assessed Course Outcomes:

Outcome #2. design and process materials to obtain predicted properties via labwork and project work (ABET outcome 3a,3b, 3f, 9b, 9d, 9e, 9f, MET metric 351a, Data to G/MET Asses/MET351, CQI to G/MET CQI/MET351)

Results: Metric 351a was new this fall. No action items were filed at program level.

Student Body / Schedule:

This quarter’s class was comprised of 28 students. This still filled the available seats (4 rows of 6 chairs). Again, the majority were Industrial/Ed Technology majors, and the minority were MET program majors. No students were female, but there were Asian and Middle East students.

Events:

Friday ‘classes’ were spent on-line. Students took weekly quizzes, labs and/or activities, as in the past few years.

No guest speakers this year. (Action)

*We need a new Rack for Jominy bars to cool in (instead of a pan). We need it for better results (Action).* *Brad deliverd this part of the lab, but he is gone now. Status?* Matt is now on to this.

Student Performance:

Students wanted study material, so examples of both quantitative and some concepts were posted. More info is posted every year on Bb.

The microscope camera is still not working (CCD bought in 1998). Perhaps a slide show on micros is in order.

Classroom teaching/environment/learning:

HT111 was not substationally changed during the past year.

*Unitron with CCD and connect to TV?* TO DO. 04.12: Brad is gone. Note, I adapted a light source (original failed) on 11/07

*We need a TTT diagram*! TO DO (12/08)

*We also needed the other hardness testers* (now stored under the front cabinet). ACTION (12/08)

Text:

*We used Eng Mat Tech (Jacobs & Kilduff). It has lots of mistakes, but is relatively cheap and has a lot of info. Else? (12/08 TO DO)*

ACTION ITEMS:

*Get a speaker in this class!* Still!

*Get the video hooked up with the Unitron.* TO DO! (since 1997)

*Tech: make a Jominy cooling rack.* 12/06: Still (since 2001).

*We need a TTT diagram!* Still (since 2003)

Put together a slide show on steel microstructures

[Responsibility: Dean, College of Education and Professional Studies; *Approved by*: Marilyn A. Levine, Provost/VP for Academic & Student Life*; June 2014]*