



Criteria and Guidelines for Promotion and Tenure

The College of Engineering, as part of its 2010-15 Strategic Plan, is placing a greater emphasis on high-quality teaching, applied research that supports graduate and undergraduate students, and community involvement. The following criteria and guidelines serve to enhance these goals while allowing faculty the maximum possible flexibility in developing their career paths. The guidelines are not meant to be minimum levels of achievement that guarantee tenure and/or promotion. The awarding of tenure and promotion is based on the overall contributions to the missions and goals of the College and University. Subjectivity does and should influence this decision.

Individual departments are encouraged to develop criteria and guidelines for promotion and tenure that address the unique characteristics of their field(s) within the general parameters found in this document. Candidates from the departments shall be comprehensively vetted before recommendations are made to the College committee.

These criteria and guidelines are part of the College of Engineering Bylaws and are subject to the provisions for amendment contained therein.

Tenure and Promotion to Associate Professor

Promotion to associate professor is awarded to those eligible faculty members who have demonstrated excellence in teaching and research, and who have actively participated in service to the institution, the profession, and the community. **Tenure** is granted to faculty members who have demonstrated excellence and have demonstrated the commitment, citizenship, and collegiality that indicate the faculty member's continuing **strong contributions to the mission and goals of the College and University**.

Excellence in teaching is demonstrated by:

- A significant, sustained, and documented record of effective teaching innovation.

***Guideline:** One or more courses each year include significant innovations and changes, the effects of which are assessed and documented for their contribution to improvements in the achievement of published course and curriculum outcomes.*

- Documented participation in teaching improvement programs, with documented implementation of appropriate improvements.

Guideline: *Document participation in at least one or more teaching improvement programs sponsored by the College, University, or national professional organizations. Appropriate improvements are identified, implemented and documented.*

- Proactive and documented participation in the maintenance of accreditation.

Guideline: *Participate in the maintenance of accreditation, fully understand the accreditation criteria, and demonstrate commitment to the continuous improvement of our academic programs.*

All faculty members are expected to maintain good student ratings of instruction (SRIs) (consistently above 4.0). However, SRIs are not considered to be indicators of excellence. While it is likely that an excellent teacher will have superior ratings, more modest ratings do not preclude excellence.

Faculty members are encouraged to develop their own means of student - and peer - evaluation which provide insight into teaching excellence.

The faculty member should also document all other indicators of excellence including teaching awards and examples of student professional success.

Excellence in research is demonstrated by:

- A cohesive and sustained research practice supported by external grants and contracts, with significant support for students.

Guideline: *A sustained record of external support for a cohesive research program appropriate for the faculty member's discipline, a significant portion of which is applied to student support. Pedagogical research is encouraged and included. Equipment grants significantly directed toward the development of research are also included and encouraged.*

The goal is not to reach a particular amount of external support. The goal is a sustained research practice primarily benefitting students, enabled by an appropriate amount of external support.

- A notable record of publication in the archival, peer-reviewed literature.

Guidelines: *The viability of a research practice is primarily demonstrated by publications in the peer-reviewed archival literature and citations of those publications in the work of peers. Appropriate venues are reputable journals and the proceedings of first-tier conferences (abstract-only reviews are not considered to be peer-reviewed conference papers). Reputable journals are those that appear in one or more of the*

major science and/or engineering indices. First-tier conferences are those sponsored by the principal professional organizations (e.g., ASCE, ASME, ASEE, IEEE, etc.) It is not necessary to be the primary author, but the contribution to each article should be significant and documented. Publications related to pedagogical research are encouraged and included.

A firm target for the number of publications is not the intention of these guidelines. Rather, it is the responsibility of the faculty member to document and demonstrate that his or her record of publication is notable and an integral part of a viable research practice. However, it is likely that a notable record averages at least one publication in the archival, peer-reviewed literature per year. In addition, a notable record is not built on conference publications alone.

Active participation in service to the institution, the profession, and the community is demonstrated by:

- Membership on and documented contributions to multiple University, College, or Department committees each year.
- Membership on and documented contributions to multiple national technical, conference, and other professional organization committees.
- Mentoring of student organization, especially with their community service projects.

Promotion to Professor

Promotion to professor is awarded to those eligible faculty members who while in rank as an associate professor have demonstrated excellence (as indicated under the criteria and guidelines for tenure and promotion to associate professor) and leadership in teaching and research, and who are leaders in service to the institution, the profession, and the community.

Leadership in teaching is demonstrated by:

- A record of leading the development and implementation of effective teaching innovations across the curriculum.
- Leadership in curriculum development and the maintenance of accreditation.

Leadership in research is demonstrated by:

- A cohesive research practice supported by external grants and contracts, with significant involvement of junior faculty and support for students.

Guideline: *A sustained record of external support, the majority of which is applied to student support, and which has significant inclusion of junior faculty. Pedagogical research is encouraged and included.*

Leadership in service to the institution, the profession, and the community is demonstrated by:

- Positions of accountable leadership of and documented contributions to multiple University, College, or Department committees each year.

***Guideline:** “Accountable leadership” refers to positions in which the faculty member is responsible for leading a significant effort with specific deliverables.*

- Leadership of and documented contributions to multiple national technical, conference, and other professional organization committees.
- Leadership of community service activities involving student organizations, faculty, and community members. These activities take advantage of the faculty member’s technical expertise.

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