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College of Engineering
Minimum Criteria for Tenure and Promotion

Criteria considered for promotion are listed below. They represent minimum levels of academic achievement necessary to be considered for promotion to the indicated ranks. In general, the successful candidate for promotion to a professorial rank will have demonstrated sustained, high-quality performance in all three mission areas (teaching, research, and service). Faculty members shall be evaluated for tenure and promotion in terms of the following minimum criteria. The following criteria are indicative of the types of activities that are valued as impactful but are not intended to be all inclusive. Faculty may receive credit for additional activities which are related to professional collegiality, teaching, research/scholarship, and service.

> ***Note.*** This document conforms to Lamar University MAPP 02.02.27 (Tenure and Promotion of Tenure-Track and Tenured Non-library Faculty) and MAPP 02.02.31 (Promotion to Professor – External Reviewers).

Minimum Criteria for Tenure and Promotion and Annual Review

For promotion to the rank of Associate Professor, the minimum requirements are six years of service as a full-time assistant professor, including at least three years as a full-time assistant professor at Lamar University; proficiency in teaching; recognized scholarly production, research, and professional achievement; and productive participation in college and university affairs.

The awarding of promotion to Professor is an indication that an individual has not only excelled in their individual pursuit of excellence in the areas of teaching, research, and service, but that they also possess the ability and commitment to provide collegial leadership in those areas within the department, college, and university. This does not require that candidates for promotion serve in formal administrative positions such as chair or associate chair. It does, however, require that they have shown sustained excellence in leading in one or more evaluation areas.

Evaluation of the Application

1. Teaching Proficiency/Superior Teaching Effectiveness

Teaching is an extremely important criterion in the evaluation process. Teaching is not measured solely by performance in the classroom but is also measured in the broader context of how one assists in the preparation of the student for the practice of engineering. Performance in this area may be judged by, although not limited to, the criteria mentioned below.

Teaching Excellence (I):

a. Contributions to curriculum, course development, and/or pedagogy. To meet expectations, a faculty member must document one contribution to curriculum, course development, course modernization, course delivery mode, teaching innovation, or pedagogy per year. To exceed expectations, a faculty member must document one significant contribution or multiple contributions to curriculum, course development, innovation, and/or pedagogy per year.
b. Activity toward the development of classroom aids/materials and different systems of delivery. To meet expectations, a faculty member must document one development of classroom aids/material or different systems of delivery per year. To exceed expectations, a faculty member must document multiple developments of classroom aids/material or different systems of delivery per year.
c. Student evaluations of performance and documented reflections on the student evaluations in the classroom and in discharge of teaching responsibilities. To meet expectations, a faculty member must obtain at least a 4.0/5.0 average for the 'instructor effectiveness' question (question 10) per course and provide documented reflections for courses with less than 4.5/5.0. Documented reflections to address common negative student comments are also required.
d. Peer evaluations of performance in the classroom and discharge of teaching duties, and documented reflections on the peer evaluations and related quality improvement efforts.
e. Other (specify).

Other Teaching Related Activities and/or Achievements (II): Evidence of teaching excellence also includes other teaching related activities and/or achievements including the ones listed below. To meet expectations in these criteria, faculty should:

a. Meet or exceed all SACSCOC and ABET requirements. To meet expectations, 100% of all SACSCOC and ABET requirements must be met.
b. Submit required accreditation documentation in a complete and timely manner. To meet expectations, 100% of the requirements must be met.
c. Include all required LU, SACSCOC and ABET requirements in their syllabi. To meet expectations, 100% of the requirements must be met.

d. Generate, implement, and document SACSCOC and ABET assessment based continuous improvement for courses being used for assessment purposes. To meet expectations, documented reflections must be provided for all assessments falling below assessment minimums. To exceed expectations, documented reflections must be provided for assessments that do not fall below assessment minimums but may be close to minimum.
e. Complete quality matters evaluations. Documentation required.
f. Successfully complete CTLE or other teaching trainings. Documentation required (certificate(s) of successful completion, etc.). To meet expectations, faculty must document one CTLE training per year. To exceed expectations, a faculty member must document multiple CTLE trainings per year.
g. Generate student enrollment/SCH's in their courses. To meet expectations, 270 undergraduate SCHs, 180 graduate SCHs, or a 300 combined SCH per long semester must be generated.
h. Mentor graduate and undergraduate students and document progress of students' theses, dissertations, and undergraduate research projects. To meet expectations, substantial progress towards degree must be provided.
i. Provide documented evidence of student success in subsequent courses and/or career (e.g., support statements from former students and/or faculty).
j. Receive awards and/or honors for excellent teaching that are considered highly significant. Provide documentation of award and/or honor and its level (e.g., local, regional, and/or national awards and/or distinctions).
k. Provide evidence which demonstrates comprehensive and current knowledge of course content (e.g., development of graduate offering(s) and/or UG technical electives in area of expertise).
l. Provide evidence which reveals a positive professional attitude in discharging classroom responsibilities (e.g., delivery of required UG courses and willingness to address the teaching needs in the department).
m. Successfully disseminate new pedagogical tools or approaches to other faculty in the department/college.
n. Provide oversight to multiple-section course curriculum as a course coordinator.
o. Other (specify).

Leadership in Teaching (III) (for promotion to Professor): Evidence of leadership in teaching includes other teaching related activities and/or achievements including the ones listed below. To meet expectations in these criteria, faculty (for promotion to Professor only) should provide:

a. Leading ABET accreditation efforts with adequate levels of ABET training and experience.
b. Become an ABET Program Evaluator.
c. Leading certificate development.
d. Leading program curricular modernization efforts.

e. Mentor faculty (documentation of activities is required).
f. Mentor students (documentation of activities is required).
g. Deliver impactful engineering education presentations to peers.
h. Deliver impactful pedagogic training for peers.
i. Other (specify).

Evaluation Rubric

- Exceeds Expectations:
  - Meeting expectations in both criteria I(a) and I(b) under category I *and* exceeding expectations in two criteria under category I, **AND**
  - Meeting expectations in all four criteria II(a), II(b), II(c), II(d) under category II and exceeding expectations in five other criteria under category II. Failing to meet expectations for all four criteria II(a), II(b), II(c), II(d) under category II will result in an unsatisfactory tenure and promotion review.
  - For promotion to the rank of Professor **AND** show documented evidence of 4 criteria under category III.
- Meets Expectations:
  - Meeting expectations in all four criteria under category I, **AND**
  - Meeting expectations in all four criteria II(a), II(b), II(c), II(d) under category II and exceeding expectations in two other criteria under category II. Failing to meet expectations for all four criteria II(a), II(b), II(c), II(d) under category II will result in an unsatisfactory tenure and promotion review.
  - For promotion to the rank of professor **AND** show documented evidence of 3 criteria under category III.
- Does not Meet Expectations:
  - Does not satisfy some of the requirements for meeting expectations.
  - Failing to meet expectations for all four criteria II(a), II(b), II(c), II(d) under category II will result in an overall teaching score of unsatisfactory.
- Unsatisfactory:
  - Documented evidence of a pattern of detrimental behavior towards the teaching mission of the department (e.g., no attention to teaching duties and responsibilities).
  - Failing to meet expectations for all four criteria II(a), II(b), II(c), II(d) under category II will result in an unsatisfactory tenure and promotion review.

Required Expectations for Tenure and Promotion

The minimum expectations for the granting of tenure and promotion to Associate Professor and for promotion to Professor in the area of teaching is as follows:

• Established teaching agenda as evidenced by meeting expectation as outlined in the evaluation rubric.

2. Scholarly Production and/or Research

Research/Scholarship is also an important criterion in the promotion and tenure process. Research/Scholarship may include original scholarly works in technical research areas or in engineering education, etc. Performance in this area may be judged by, although not limited to, the criteria mentioned below.

Dissemination of Research/Scholarly Production (I)

Evidence of research dissemination includes activities listed below. To meet expectations, a faculty member is typically expected to publish at least two peer-reviewed journal articles per year (on at least one article the faculty member will be listed as either the first or corresponding author) or an equivalent number of conference papers, etc. with Lamar University affiliation per year.

To determine the exceeds expectations ranking, committee members will reflect upon the quality and quantity of the publications and the impact of the research.

a. Publications including
   i. Journal articles
      1. Invited*
      2. Contributed*
   ii. Book chapters
      1. Invited*
      2. Contributed*
   iii. Books (valued up to one journal article per chapter as determined by the T&P committees)*
   iv. Discipline-related critical reviews* (e.g., published book reviews)
   v. Conference proceedings*
   vi. Published abstracts*
   vii. Technical publications required by funding agency

*Indicate whether peer reviewed or non-peer reviewed and include a discussion about the faculty member's contribution.

b. Presentations including

   i. Research papers at professional meetings and conferences

      1. Invited
      2. Contributed

   ii. Seminars (internal & external)
   iii. Presentations of creative works and exhibitions.

Note about the role of Proceedings in Scientific Practice of Engineering: In engineering, many conferences are very competitive, of high quality, and similar in prestige to many journals.

However, since this cannot be said for all engineering conference proceedings, it is the responsibility of the candidate to provide sufficient evidence of journal level merit for conference proceedings on a case-by-case basis.

Support and Recognition of Research/Scholarly Production (II)

Evidence of research support and recognition includes activities and recognitions listed below. To meet expectations, a faculty member is expected to provide evidence of success (consistent success for promotion to Professor) in receiving externally funded research grants or industry contracts as PI or co-PI/senior personnel. To determine the exceed expectations ranking, committee members reflect upon the quantity and the quality of the research proposals submitted and/or funded.

a. Funding

i. External grants and contracts of at least $100,000 as PI for tenure and promotion to Associate Professor and $500,000 as PI (since last promotion to a maximum of 6 years) for promotion to Professor
ii. Internal grants
iii. Other research related activities (e.g., mentoring of student research)

*indicate whether PI or Co-PI and if Project Manager for funds

b. External grants submitted but not funded

c. Awards and other professional recognition including

i. Honors from professional and learned societies

ii. Membership on panels, committees and councils which evaluate research projects, creative works, presentations and exhibitions

iii. Registration as a professional engineer or certification by professional engineering, or other relevant organization

iv. Citations of work published in peer reviewed journals

d. Patents awarded (Provisional patent, disclosures)

e. Leadership of multiparticipant grant or center where mentoring or direction to multiple faculty investigators was provided.

Student Involvement in Research/Scholarly Production (III)

Evidence of student and other faculty involvement in research includes activities listed below. To meet expectations in this category, a faculty member is typically expected to provide evidence of actively mentoring undergraduate and graduate students in research. To determine the exceed expectations ranking, committee members will reflect upon the number and

performance of undergraduate and graduate students, as well as other faculty, mentored in research.

a. Evidence of joint faculty and student participation in independent studies (e.g., research papers, master's theses, doctoral dissertations/field studies, honor's theses, presentations, funding for UG student research, fellowships, and scholarships, and/or UG student research mentor)

b. Demonstration of graduate students (masters/doctoral) who present at regional/national conferences as well as serve as first authors on peer-reviewed journal articles.

Evaluation Rubric

- Exceeds Expectations:
  - Meets expectations in all three areas (I, II, and III) and exceeds expectations in two of the three areas.
- Meets Expectations:
  - Meets expectations in all three areas (I, II, and III) and none is unsatisfactory.
- Does not Meet Expectations:
  - Does not meet expectations in all three areas (I, II, and III) and none is unsatisfactory.
- Unsatisfactory:
  - Not engaged in research. Does not meet expectations in all three areas (I, II, and III).

Required Expectations for Tenure and Promotion

The minimum expectations for the granting of tenure and for the promotion to both Associate Professor and Professor in the area of scholarly production and/or research are the same, except where noted, and are as follows:

Meets expectations in all three areas (I, II, and III).

3. **Service**

   Service is also an important criterion in the annual evaluation process. Service is assessed based on time, effort, and significance of the activity. Performance in this area may be judged by, although not limited to, the criteria mentioned below.

   Internal Service to the Department and College (I)

   Evidence of internal service to the department and its students includes activities in the list below. To meet expectations, a faculty member is typically expected to provide evidence for at least two [four] items in criteria **a** and at least two [four] in **b** [and at least two in **c**].

a. Service to students
    i. Student curricular advising
    ii. Student career advising
    iii. Advising of Senior Design project groups (at least one team per year)
    iv. Sponsorship (faculty advisor) for student organizations
    v. Sponsorship (faculty advisor) student design competition teams
    vi. Other support or advising of students
    vii. Review sessions for professional examinations and seminars offered to graduate students
    viii. Other (specify)
b. Service to the department
    i. Administrative duties (Department Chair, Associate Chair, Graduate Program Director, UG program director, ABET/SACSOC Coordinator)
    ii. Departmental committees [curriculum, faculty searches, outreach, etc.)
    iii. Contributions to accreditation requirements. To meet expectations, a faculty member must actively participate in accreditation activities [e.g., ABET/SACSCOC student learning outcome assessment]
    iv. Service as a Faculty Senator and other committees (UUCC, etc.)
    v. Mentoring of new faculty, junior faculty, and one-year lecturers in development of their own teaching skills
    vi. Mentoring of junior faculty who become successful researchers in their own right
    vii. Other (specify)
c. Service to the College (Chair of committee more significant)
    i. Service on a College Level Committee
    ii. Service on College Council
    iii. Service as a Committee or Council Leader (Secretary, Chair, etc.)
    iv. Other (specify).

External Service (II)

Evidence Includes:

a. Service to the University (Chair of committee more significant)

i. University committees or councils

ii. Special duties not covered in I(a), I(b) and I(c) (e.g., University search committees)

iii. Other (specify)

b. Service to the Community outside the University / Community Engagement

i. Active participation in professionally related community organizations

ii. Participation in local boards and committees in the area of professional expertise

iii. Work activities related to public schools and educational organizations

iv. Presentation of workshops, conferences or seminars to the community

v. Community engagement activities

vi. Other (specify)

c. Service to Professional Organizations

i. Technical Conference Chair / Committee Chair

ii. Journal Editor / Associate Editor

iii. Journal Reviewer and Conference Reviewer

iv. Active membership in professional and educational associations

v. Participation at professional meetings

vi. Participation on boards and committees of professional organizations

vii. Assistance to professional organizations in organizing seminars, workshops, etc.

viii. Other (specify)

d. Professional Consulting which relates to the University's mission may be considered but will not be taken as a substitute for service in categories a-c.

Evaluation Rubric

The evaluation rubrics for annual evaluation in the area of professional service are in general the same for all faculty, except that the numbers for promotion to Professor are **given in brackets [ ]**. Deviation from the general rubrics must be based on the established annual workload effort distribution plan with the standards given below.

- Exceeds Expectations:
    - o Meets expectations in **a** and **b** [and **c**] of category I and any four [eight] items in **a**, **b**, **c**, or **d** of category II.
- Meets Expectations:
    - o Meets expectations in **a** and **b** of category I [and **c**] and any three [six] items in **a**, **b**, **c**, or **d** of category II.

- Does Not Meet Expectations:

    o Does not meet expectations in **a** or **b** [or **c**] of category I OR any three [six] items in **a**, **b**, **c**, or **d** of category II.

- Unsatisfactory:

    o No evidence of service to the college, department or its students or no delivery of ABET or SACSCOC course assessment documents by deadline.

Expectations for Tenure and Promotion

The minimum expectations for the granting of tenure and for the promotion to Associate Professor and Professor in the area of professional service are all the same except for the number of activities in category II. The numbers for promotion to Professor are in brackets [ ].

- Meets expectations in **a** and **b** [and **c**] of category I and any three [six] of category II.

Additional Requirements for Tenure and/or Promotion

Meeting the minimum basic performance requirements for tenure and/or promotion stated above does not guarantee tenure and/or promotion. The contributions of the candidate to the department mission are also of great importance. And, in the case of tenure, the candidate's likely future contributions are considered. Candidates are also expected to perform their duties in a timely, collegial and professional manner with regard to students, staff, faculty colleagues, and the general public.