

# **RUSS COLLEGE OF ENGINEERING AND TECHNOLOGY**

## **Promotion and Tenure Criteria for Tenure Track and Instructional Faculty**

*(Revised and Approved by the Faculty in November 29, 2022)*

This document is to be reviewed every five years.

### **MINIMAL CRITERIA FOR PROMOTION/TENURE OF TENURE TRACK FACULTY**

#### **GENERAL STATEMENT**

Promotion and/or tenure is earned by demonstration of overall excellence in the functions of a faculty member and not automatically granted due to seniority or longevity. The principal functions of the Engineering and Technology faculty are the transmission of analysis and design skills through effective teaching and training, and the advancement of engineering and technology through creative research/scholarly activities or other appropriate professional activities. All faculty members are expected to engage in all of these interrelated activities. However, the relative weighting of these functions in determining promotion or tenure is not necessarily the same for every faculty member or every department. The candidate's balance of independent external recognition of work and total contribution to the department and college is what is considered in the final decision.

Apart from salary considerations, the recognition of the exemplary performance in teaching effectiveness, research/scholarly accomplishments, and service comes chiefly by way of the granting of tenure and promotion in rank. Equity requires that those faculty members failing to perform these functions in a proper manner should be denied such recognition. Among engineering departments, equity likewise requires a similar performance level for the granting of tenure and/or promotion. The guidelines contained in this document represent the minimum criteria for evaluating candidates for promotion and/or tenure at the department and college levels. Individual departments may impose additional requirements on their respective candidates that are more specifically defined and exceed those described under these college-wide criteria.

#### **COLLEGE-WIDE CRITERIA**

In all disciplines, except Aviation, the Ph.D. or equivalent degree is a prerequisite to the granting of tenure and for promotion above the rank of assistant professor. In Aviation, a candidate should hold at least an earned master's degree, Federal Aviation Administration (FAA) certification as a commercial pilot for both single and multi-engine aircraft, as well as credentials as an FAA certified flight instructor (CFI), FAA certified flight instructor – instrument (CFII) and FAA certified flight instructor – multi-engine (MEI).

The early award of tenure is defined as the award of tenure before the penultimate year. Although early tenure is not discouraged, the criteria for tenure are the same regardless of the time of application. Applicants for early tenure should understand that it is more difficult to establish an expectation of sustained high performance during an abbreviated probationary period.

Three major categories are used in evaluating the performance of each candidate: teaching effectiveness, research/scholarly accomplishments, and service. To successfully satisfy promotion and tenure requirements, a candidate must at least satisfy an acceptable level of performance in each category (details are listed later in this document). A deficiency in one category cannot be outweighed by superior performance in one or both of the other categories.

Regarding pedagogy, promotion to the rank of associate professor requires evidence of effective teaching and commitment to the educational mission of the department, college and university. Candidates for full professor are also expected to have a consistently strong record in this regard. Regarding diversity, equity, inclusion, accessibility, and belonging (DEIAB), all faculty are expected to engage in professional development and make positive contributions related to DEIAB. Faculty seeking tenure or promotion should provide evidence of professional development and of contributions related to DEIAB in one or more of the three main categories (teaching, research / scholarly activity, service). The memo from the Russ College DEIAB Committee, Appendix A, provides illustrative examples of activities in support of Diversity, Equity, Inclusion, Accessibility, and Belonging in a professional context in the three main categories.

The Russ College of Engineering and Technology has established metrics for the evaluation of departments, programs, and faculty, and for establishing college workload policy. These serve as guidelines for those making promotion and tenure decisions in the college, but candidates must recognize that other factors are taken into account as well. For example, the quality and impact of publications must be considered as well as the quantity. Specifically, the quality/reputation of a given journal or refereed conference (e.g., impact factor) will be considered along with impact of a given paper (e.g., citation count).

Promotion to the associate professor rank is based, in part, upon actual professional accomplishments, as well as the rate of professional growth towards a national reputation in scholarship. Promotion to the rank of full professor is based upon quantified and sustained success, including leadership in their discipline, maturity, and a national reputation in scholarship. Candidates for full professor from programs with graduate degrees should also have developed a research program of high repute and demonstrate sustained success in research funding and publications.

The expectations regarding university service and professional activity differ depending upon rank. Candidates for promotion to associate professor are not expected to become heavily involved in service duties at the college and university levels. Candidates for promotion to full professor are not only expected to serve at the college and university levels (in addition to department service) but are also expected to take leadership roles in some of these activities. Candidates for promotion at both ranks are expected to engage in professional activities.

Candidates for promotion to full professor are expected to demonstrate leadership in some aspects of their professional activities.

Documented evidence of behavior that is disruptive to others in their performance of the mission of the college and university may be considered in the promotion and tenure decision.

The awarding of tenure is to be granted to those whose performance during the probationary period is judged to project a career of sustained high performance in the three major categories. Assistant Professors in their penultimate year should have a record consistent with both the criteria for promotion and tenure.

***Teaching Accomplishments*** – The Russ College emphasizes high-quality, effective teaching. Evidence of effective university-level teaching, derived from data as may be pertinent, e.g., student evaluations, colleague evaluations, technological competence in specialty, versatility, demonstrated success of students, classroom attitude, respect for students, course development, student advising, educational publications and educational grants or gifts, shall be given significant emphasis in tenure and/or promotion decisions.

Educational publications and educational grants or gifts” in this category refer to publications or grants or gifts devoted to the education and professional development of students, for example, publication of a textbook or educational software, or a grant or gift that funds educational facilities. Publications or grants for pedagogical research should be considered in Research / Scholarly Accomplishments.

***Research/Scholarly Accomplishments*** – Research/scholarly performance as assessed by independent external experts in a particular discipline is an important factor in the consideration of promotion and the granting of tenure. Judgments of research/scholarly accomplishments are based upon recognition given to these works by peers outside the college. Research/scholarly accomplishments include: publications of journal papers, refereed publications and books; success in the procurement and performance of research grants and contracts; quantifiable impact of intellectual property; number and quality of theses and dissertations directed; peer reviews of research work; notable presentations; and research awards and recognition. Research/scholarly accomplishments also can result in changes in engineering practice and improvement in the design of products. The Russ College of Engineering and Technology recognizes that engineering research/scholarly accomplishment is typically accomplished through team efforts; consequently, collaboration with colleagues in and outside the university is valued. In instances where a majority of a full professor candidate’s research/scholarly activity is collaborative in nature, the candidate must demonstrate leadership in at least some aspects of the collaboration.

Since the Department of Aviation does not have a graduate program, aviation faculty will not be required to demonstrate research activity as part of consideration for promotion and the granting of tenure. Scholarly accomplishment, however, is required and can be accomplished through various activities that serve to enhance and improve teaching. Specific criteria are delineated in the Department of Aviation’s tenure and/or promotion guidelines.

Since the Department of Engineering Technology and Management (ETM) does not have a graduate program, the criteria for tenure and/or promotion are based on peer institutions and programs accredited by the Association of Technology, Management and Applied Engineering (ATMAE). Specific criteria are delineated in the ETM department’s tenure and/or promotion guidelines.

***Service and Professional Activities*** -- Faculty members are expected to participate in an appropriate mix of service activities. Examples of appropriate activities include serving on department, college, and university committees, serving on thesis or dissertation committees of students other than their own, and participating in student enrichment and outreach activities. Candidates for the rank of professor are expected to have been active on committees at all levels of the university. Candidates are also expected to participate in appropriate professional activities and demonstrate leadership. For candidates from engineering programs, achievement of professional registration/certification in the U.S. is very strongly encouraged.

### **COLLEGE PROMOTION AND TENURE ADVISORY COMMITTEE**

The college promotion and tenure advisory committee will be composed of six members, with no more than one representative from each department except Aviation which will have no representative. The departments appoint representatives to serve on the College P&T committee for a 4-year term. Typically, this representative is the chair of the department P&T committee. The members will serve staggered terms and a minimum of one-third of the members should be retained on the committee for one year to the next for the purpose of continuity. The committee will advise the dean by reviewing and evaluating the dossier(s) submitted by the departments. Promotion and/or tenure dossiers from the Department of Aviation may be referred to the Advisory Committee at the discretion of the dean or by the request of the candidate.

If a candidate's department is not represented on the Russ College P&T advisory committee, the candidate may elect to be represented by a senior faculty member of his/her department appointed for this purpose by the dean. The representative will summarize the case to the committee, and provide additional information as requested, but will not take part in the committee's final discussion and voting process.

### **DEPARTMENT CRITERIA**

Department criteria must meet or exceed the minimum college-wide criteria specified in this document. Department recommendations for promotion and/or tenure represent recognition of levels of achievement in accordance with department and college expectations. Therefore, an individual faculty member should be aware that achievements more specifically defined and exceeding those described under these college-wide criteria may be required by a department. It is noted that department criteria also must reflect the aforementioned college metrics. The department P&T committees are responsible for annual assessments of probationary faculty regarding their progress towards tenure and promotion. The results of this assessment are reported in the chair's annual evaluation letters.

At the request of the department chair and/or college dean, the appropriate department P&T committee shall conduct a vote to recommend non-reappointment of a probationary faculty member. This vote is advisory only but provides input to the chair and the dean in the case of probationary faculty members who are clearly making inadequate progress towards tenure.

### **MAKEUP OF THE DEPARTMENT COMMITTEES**

Department promotion and tenure committees will be comprised of a minimum of five eligible members. As a general rule, the eligible members of a department promotion committee are

those full-time Tenure Track faculty at a rank above the candidate, and the eligible members of a tenure committee are those full-time Tenure Track faculty with tenure. The chair(s) of the department promotion and tenure committee(s) is to be appointed by the department chair. The department chair is not to be a member of either committee. If there are insufficient numbers of senior or tenured faculty in a department, the department chair, after consultation with the dean of the Russ College, will appoint an ad hoc committee consisting of the eligible members of the department plus members from other departments of the college.

In departments and schools with faculty from both the Athens campus and regional campuses, a reasonable approximation of the ratio of Athens to regional faculty in the department or school should be reflected by the composition of the promotion and tenure committee. Depending on the size and composition of those departments or schools, *the Ohio University Faculty Senate recommends including* no fewer than one regional faculty member on the promotion and tenure committee. In addition, during a year that a regional faculty member is considered for promotion and/or tenure, but no one in the candidate's department or school is located on the candidate's campus and is eligible to serve on the candidate's P&T committee, a qualified faculty member from the candidate's home campus from another department or school should be added to the candidate's P&T committee as a voting member. If no at-rank-or-above faculty member on the candidate's home campus is available in any department or school, then an ineligible, tenured faculty member from the home campus should be added to the candidate's P&T committee as a non-voting member to provide information about the campus culture to the candidate's P&T committee.

## **PROCEDURE**

The department chair will charge the department promotion and tenure committee(s) with the task of nominating those faculty members who should be considered for promotion or tenure during the current annual review cycle. The department P&T committee may request information from potential candidates to perform this screening task. The department P&T chair will notify the department chair of the faculty members being nominated for promotion and/or tenure by the last day of Spring semester classes. The department P&T chair will notify the appropriate faculty member of their nomination and that they may, if they choose, prepare a dossier for tenure and/or promotion consideration. Also, the department chair will place before the committee the names of any faculty members who are serving the last year of probationary service and for whom a consideration for tenure is mandatory.

It should be noted that a faculty member cannot "apply" or initiate the P&T process alone but must be nominated according to the above process.

The candidate will prepare a dossier summarizing the achievements and submit this documentation to the department chair by the end of the first day of November. The dossier format must adhere to the guidelines outlined in this document.

The department P&T committee will review the formal dossier and vote on whether to recommend the candidate for promotion and/or tenure. The candidate and the department chair will be notified of the results of the department P&T vote in accordance with the procedures of the *Faculty Handbook* (See II.E.) The department P&T committee may suggest changes to make the dossier compatible with the college guidelines, and to strengthen the dossier. If the departmental committee does not recommend promotion or tenure for a faculty member, no further evaluation is required, except in the event of an appeal. The departmental committee,

through its chair, shall report the results of the evaluation, either positive or negative, to the candidate in writing (with a copy to the department chair) no later than the last day of Fall semester exams. If the departmental committee recommendation is positive, the department chair shall attach his/her recommendation and the departmental committee's letter to the dossier and deliver the dossier to the dean no later than the first day of Spring semester. A copy of the chair's recommendation shall also be forwarded to the candidate by this date.

The college P&T committee shall evaluate all dossiers sent to the dean. The evaluation will conclude with a secret ballot. The chair of the committee will provide the dean with the result of the vote and a brief summary of the committee's discussion and conclusions. The dean will meet with the committee to discuss the results of the deliberations upon the request of the Advisory Committee chair.

The dean will review each dossier in light of the college P&T vote and conclusions and make a recommendation. A copy of this recommendation will be given to the candidate no later than March 1. If the dean does not recommend promotion or tenure for a faculty member, no further evaluation is required, except in the event of an appeal. If the dean's recommendation is positive, it is inserted into the dossier and the dossier is forwarded to the executive vice president and provost by March 1.

# **MINIMUM CRITERIA FOR THE PROMOTION INSTRUCTIONAL FACULTY**

## **MINIMUM CRITERIA FOR THE PROMOTION INSTRUCTIONAL FACULTY**

**in the**

### **RUSS COLLEGE OF ENGINEERING AND TECHNOLOGY**

The policy, procedures, and criteria for promotion of Instructional faculty are summarized herein. This document does not replace or supersede the policies and procedures for promotion outlined in the "University Faculty Handbook" (Section II.C.3.b) but outlines specific requirements and procedures for Instructional faculty in the Russ College of Engineering and Technology.

#### **1. GENERAL STATEMENT**

The Faculty Handbook states "Instructional [faculty] consist of experienced persons holding part-time or full-time appointments, who are primarily considered instructional personnel and may also have service responsibilities, related to the teaching mission of the department, college or university but no expectation for research or creative activity." Promotion is not an automatic process due to longevity. Promotion is awarded to individuals based on demonstrated accomplishments related to the teaching mission of the Department/School, College and University.

#### **2. GENERAL ELIGIBILITY FOR PROMOTION**

Initial appointments are typically made at the rank of Assistant Professor of Instruction as noted in the Faculty Handbook (Section II.C.3). Promotions to Associate Professor of Instruction and then Professor of Instruction are then possible. The Faculty Handbook (Section II.C.3.b.vi.a-c) states that an "individual is expected to spend a minimum of five years in a given rank before being considered for promotion."

#### **3. GENERAL CRITERIA OF EVALUATION**

Each candidate will be evaluated using three categories: (1) teaching effectiveness, (2) service activities, and (3) professional development. Typical items of evaluation for each category are shown below. The list is not all-inclusive, and the order of topics within these subdivisions is not significant; all are factors bearing on the evaluation of the individual's effectiveness or accomplishments within the specified category.

Teaching Effectiveness:

- a) flexibility
- b) new courses
- c) innovations
- d) availability to students

- e) competence in specialty
- f) student evaluation of teaching
- g) grading standards
- h) faculty and student comments
- i) teaching awards

Service Activities:

- a) Assessment and accreditation related activities
- b) Supervision of TAs
- c) Service duties assigned by the department Chair

Professional Development:

- a) Participation in conferences, short-courses, graduate courses and the like that help the individual to maintain currency of their technical competence

#### 4. PROCEDURES

The following describes how department P&T Committees are formed.

- a) Promotion to Associate Professor of Instruction Committee All Instructional faculty with a rank above Assistant Professor and all full-time Tenure Track tenured faculty with a rank above Assistant Professor with a minimum of one year of service are eligible to serve on the Promotion to Associate Professor of Instruction Committee. The committee consists of three members (including the P&T chairperson) appointed by the Department Chair and is chaired by the Department P&T Chair. One of the remaining two members shall be an Associate Professor of Instruction or Professor of Instruction if there is at least one serving in the Department. The other member(s) shall be selected from the list of eligible Tenure Track faculty members in the department.
- b) Promotion to Professor of Instruction Committee All Instructional faculty with a rank above Associate Professor and all full-time Tenure Track tenured faculty with a rank above Assistant Professor with a minimum of five years of service are eligible to serve on the Promotion to Professor of Instruction Committee. The committee consists of three members (including the P&T Chair) appointed by the Department Chair and is chaired by the Department P&T Chair. One of the remaining two members shall be a Professor of Instruction if there is at least one serving in the Department. The other member(s) shall be selected from the list of eligible Tenure Track faculty members.



## **APPENDIX A: Memo From the Russ College DEIAB Committee**

To: Faculty of the Russ College of Engineering & Technology  
From: Russ College DEIAB Committee (Nasseef Abukamail, Issam Khoury, Theresa Meyer, Cody Petitt, Yuqiu You, Valerie Young, Tao Yuan)  
Date: September 20, 2022  
Re: Guidance related to DEIAB for consideration in promotion and tenure

To emphasize that activities in support of Diversity, Equity, Inclusion, Accessibility, and Belonging in a professional context are both expected and valued in the Russ College, the Russ College Promotion and Tenure Committee in consultation with the DEIAB committee has revised the college P&T guidelines and dossier outline to explicitly include such activities. Because explicit mention of DEIAB is a new feature of the guidelines, we provide here illustrative examples of activities that a candidate might include in a P&T dossier. The examples are illustrative, not exhaustive or exclusive. Once DEIAB activities are perceived as a normal rather than as a new professional expectation, illustrative examples for DEIAB will be no more necessary than illustrative examples for any other item in the dossier.

The Russ College Promotion and Tenure Guidelines include DEIAB-related language on page 2:

“Regarding diversity, equity, inclusion, accessibility, and belonging (DEIAB), all faculty are expected to engage in professional development and make positive contributions related to DEIAB. Faculty seeking tenure or promotion should provide evidence of professional development and of contributions related to DEIAB in one or more of the three main categories (teaching, research / scholarly activity, service).”

Both professional development and positive contributions are expected, but the two types of activities need not be in the same main category, and the candidate need not document activities in multiple main categories. The college P&T guidelines do not prescribe how the quality of DEIAB activities will be judged, just as they do not prescribe how the quality of activities such as teaching innovation, research publication, or professional service will be judged.

The dossier outline requests activities related to DEIAB as Item D in each of the three main categories (teaching, research / scholarship, service). The DEIAB-related activity may be a component of another activity, and as such might appear twice in the dossier, with the entry in Item D describing the DEIAB aspect specifically.

**Promotion / Tenure Dossier Section: Teaching Accomplishments**

#### D. Professional Development in and Contributions to Diversity, Equity, Inclusion, Accessibility, Belonging (DEIAB) in Teaching

List teaching-focused professional development activities related to DEIAB. Describe how DEIAB considerations have been incorporated into teaching activities.

##### Illustrative examples:

- Completed “Designing Your Syllabi: Laying an Inclusive Foundation” (1 hour training, Inclusive Pedagogy Academy, Ohio University, 28 Sept 2021).  
*Professional Development*
- Completed episodes 1 – 15 (as of 15 Sept 2022) of the podcast “Engineering Change”, Dr. Yvette Pearson, <https://engineeringchange podcast.com/> .  
*Professional Development*
- Incorporated a 50-minute lecture and graded assignment focused on environmental justice in facility siting into course XXX #####. (Developed for Fall 2019 and updated annually since.) *Contribution. Might also be reported as a Teaching Innovation or as Course Development.*
- Modified design project in course XX ##### to explicitly require accessibility considerations. (Developed for Spring 2020 and updated annually since.) *Contribution. Might also be reported as a Teaching Innovation or as Course Development.*

#### Promotion / Tenure Dossier Section: Research / Scholarly Accomplishments

##### Professional Development in and Contributions to Diversity, Equity, Inclusion, Accessibility, and Belonging (DEIAB) in Research and Scholarship

List research-focused and researcher-mentoring-focused professional development activities related to DEIAB.

Describe how DEIAB considerations have been incorporated into research and scholarly activities.

##### Illustrative examples:

- Read Griffin, K.A., Baker, V.L., O’Meara, K. (2020). Doing, Caring, and Being: “Good” Mentoring and Its Role in the Socialization of Graduate Students of Color in STEM. In: Weidman, J., DeAngelo, L. (eds) Socialization in Higher Education and the Early Career. Knowledge Studies in Higher Education, vol 7. Springer. [https://doi.org/10.1007/978-3-030-33350-8\\_13](https://doi.org/10.1007/978-3-030-33350-8_13) *Professional Development.*
- Session focused on effective Broader Impacts statements as part of a National Science Foundation proposal workshop. *Professional Development.*
- Each semester, one of my weekly research group meetings focuses on a DEIAB topic. Examples from the last 4 semesters are: . . . . *Contribution.*

- My recent NIH grant includes as a specific aim reformulation to permit storage without refrigeration to broaden access. *Contribution. Grant should be reported as Sponsored Research Grant.*

### **Promotion / Tenure Dossier Section: Service Accomplishments**

Professional Development in and Contributions to Diversity, Equity, Inclusion, Accessibility, Belonging (DEIAB) in Service

List professional development activities related to DEIAB relevant to your service roles.

Describe how DEIAB considerations have been incorporated into service activities.

Illustrative examples:

- Ohio University Search Committee Training, 17 November 2021. Professional Development relevant to service to the department and college and university.
- Advisor for Out in Science, Technology, Engineering, and Mathematics (oSTEM), Spring 2022 – present. Contribution. Also to be reported as University Service.
- Organizing Committee, National Diversity Equity Workshop for Chemical Engineering Academic Leaders, Baltimore, MD, June 27 – 29, 2022. Contribution. Also, to be reported as Professional Service.