

Department of Engineering & Aviation Sciences

Departmental Promotion and Tenure Criteria

March 4, 2008

I. Introduction

The quality of programs offered in the Department of Engineering & Aviation Sciences at the University of Maryland Eastern Shore is sustained through the dedicated and creative work of the faculty. Objective, systemic, and thorough appraisal of each candidate for promotion in academic rank and for the granting of indefinite tenure is therefore important. The purpose of this document is to provide common criteria for tenure and promotion for the department's faculty.

Promotions in rank and the granting of tenure are based on merit. They are not automatic and routine. Promotions are awarded to recognize the level of faculty members' contributions to the mission of the Department in teaching, advising, and other student related assignments; in scholarship and creative activity; and in departmental, institutional, public, and professional service.

The promotion and tenure criteria are intended to be set forth in a manner that is sufficiently clear to provide guidance to those whose performance will be evaluated and to those who will be charged with the responsibility of assessing departmental faculty members' performance in the promotion and tenure processes, but sufficiently flexible so that modifications can be made in response to changes in education in the engineering and aviation sciences fields at the University.

II. Criteria for Promotion and Tenure (General)

Three areas of performance are evaluated for Promotion and Tenure decisions. The two primary areas are teaching and scholarly activities. In addition, candidates must be able and willing to perform necessary service activities for the Department, School, University, profession, and community.

A. Teaching (50-60 points)

1. A candidate for promotion and/or tenure must have demonstrated a commitment to teaching excellence and have a commendable teaching record. The elements of performance to be considered are (no weighting implied):

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- a) teaching effectiveness
 - b) student learning and achievement
 - c) fair treatment of students
 - d) pedagogical innovation
 - e) course and curriculum development
 - f) authorship of textbooks
 - g) publication of laboratory manuals and teaching aids
 - h) course coordination
 - i) advising, counseling and mentoring students.
 - j) additional advanced aviation certifications and ratings for aviation program faculty
2. The evaluation of teaching performance will be based on a variety of information including but not limited to the following:
- a) comprehensive course syllabi, course content, course supplements, exams, papers, and other
 - b) student activities in the candidate's courses.
 - c) level of courses taught and the number of students
 - d) observation of the candidate's classes by the department chair and faculty peers.
 - e) written student evaluations
 - f) teaching awards
 - g) results of summative peer reviews of teaching.
 - h) satisfactory evidence of completion of a advanced aviation certification and/or rating by an Federal Aviation Administration (FAA) examiner

The elements of teaching apply to all faculty expecting to be promoted and/or tenured in the Department of Engineering & Aviation Sciences.

Point Distribution for Teaching Responsibilities

(a) Student Evaluations (Maximum 10 points):

Based on the student evaluation of instruction form, an arithmetic mean of the Overall Rating Average for all classes taught will determine the number of points awarded for this criterion:

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<u>Average</u>	<u>Points</u>
3.75– 4.00	10
3.50– 3.74	9
3.00– 3.49	8
2.50– 2.99	7
2.00– 2.49	6

(b) Instruction and Course Content (Maximum 20 point):

<u>Criteria</u>	<u>Points</u>
comprehensive course syllabi	4
library & internet related assignments	3
computer based assignments	3
team building activities	2
use of project based learning (PBL)	4
peer reviews	3
special assignments	2
involvement with students in and out of the classroom	3
writing across the curriculum	2
global perspective's	2
diversity issues	2

(c) Student Advising (Maximum 10 points)

- program advisement	6
- professional/personal development	2
- advisement	
- career advisement	2

(d) Curriculum/Course Design, and Implementation (Maximum 20 points)

- obtaining external funding for instructional activities	6
- new curriculum and program design	4
- special teaching projects	2
- team teaching	2
- innovative teaching strategies	4
- use of computer aided instruction	3

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- learning outcomes assessment techniques 5
- participation in instructional development workshops 2

**(e) Advanced Aviation Certification
(Maximum 8 points)**

- additional type rating certification 2
- new commercial certificate rating, category or class 2
- airline transport pilot (ATP) certification 2
- new category/class rating added to instructor certificate 2

Collegiality and Peer Review of Instruction:

Collegiality:

Collegiality consists of a shared decision-making process and a set of values which regard the various Department constituencies—administrators, faculty, students, and staff—as essential for the success of the Department’s academic programs. It incorporates mutual respect for similarities and for differences—in background, expertise, judgments and assigned responsibilities; and involves mutual trust based on experience. Collegiality is of paramount importance in promoting the well-being of the Department of Engineering & Aviation Sciences. Collegiality is applicable to research and scholarly productivity as well as to teaching and advising.

Peer Review of Instruction:

Classroom observation of instruction will be conducted each semester during the first year of appointment and then once a year thereafter. The review will be conducted by two senior faculty members, at least one of whom will be in the same or related discipline as that of the applicant for tenure and/or promotion. The applicant will be informed about the week(s) during which the classroom observation will take place.

The peer reviewers will judge course content and design, materials, and instruments used to assess student achievement. They may also judge the products of the scholarship of teaching, and the applicant’s contributions to teaching development in the department. The reviewers should also assess the evidence in these areas according to the departmental standard instrument (see below).

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Significant evidence of effective instruction, other than classroom observation, could include, but not limited to, the following:

1. Syllabi of courses taught during the past few years (three to five years).
2. Texts, reading lists, problem sets, assignments, and handouts.
3. Copies of graded examinations and sample of graded research papers.
4. Examples of completed assignments and teacher's feedback to students on written work.
5. Student evaluation of courses taught during the past few years.
6. Evidence of design of new courses or revision of existing courses.
7. Evidence of developing innovative methods, materials, or other instructional matters.
8. Records of service on department or university committees dealing with teaching issues (curriculum, honors programs, new degrees, etc.)
9. Records of awards, honors, citations, memberships in scholarly societies.
10. List of conference/short courses attended for professional growth.
11. Statement of activities the applicant has engaged in to improve his/her teaching.
12. Records of student advisement and supervision of student's activities outside classrooms.

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B. Scholarly Activities (25-35 points)

A candidate for promotion and/or tenure must have a number of substantive works accepted for publication that have been subjected to a peer review process; these works, whether single – or co-authored, may include journal articles, books, monographs, and scholarly meeting proceedings.

Generally, no specified number of peer-reviewed works is indicated since the candidate's scholarly activity is evaluated in the context of total performance at UMES. Further, numeric guidelines do not constitute necessary or sufficient conditions for promotion or tenure because there may be substantial variation among refereed works in terms of their contribution to the academic and professional community and to the Department. The quality of the work itself also will be considered.

Additional scholarly works such as papers presented at professional meetings and successful research grant proposals are considered to be part of the candidate's scholarly activities. The quality and quantity of unpublished working papers, manuscripts, and grant proposals is an important element in assessing a candidate's continuing commitment to scholarly activities. Activities such as membership on editorial boards of refereed journals, serving as a referee, assisting colleagues with their research activities, and other contributions to the scholarly life of the department will also be considered.

Point assignment for Scholarly Activities (Maximum 35 Points)

	<u>Points</u>
- Peer reviewed journal publications (in respectable journals with significant impact factor)	3 each
- Funded research/teaching competitive proposal PI/Co-PI (state/federal agencies)	5
- Teaching/Research proposal submission (state/federal agencies)	2
- Peer reviewed proceedings publications	1 each
- Non-peer reviewed publications	1
- Presentations at scholarly meetings	2

To be promoted and/or tenured at the Associate Professor level, the candidate would ordinarily have at least two peer reviewed while employed at UMES.

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To be promoted to Full Professor the candidate should have at least three (3) peer reviewed journal articles in the most immediate past three years. Journal articles will be rated in accordance with the journal's recognition in the professional community. Publications in journals with significant impact factor are encouraged.

C. Service (15-20 points)

Good service is required for tenure and promotion. Typically, Assistant Professors will have fewer service assignments than tenured faculty. The elements of performance to be considered include, but are not limited to:

	<u>Points</u>
- Chairing departmental, school, and or University committees	4
- Participation on departmental, school, and or University committees	3
- Leadership positions in academic and professional organizations	4
- Obtaining external funding for the support of outreach and service activities.	5
- Advisor for student organization	3
- Developing and maintaining relationships with the business community, federal agencies, and research laboratories.	4
- Providing continuing education relative to the candidate's teaching and research areas	3
- Serving as session chairperson, discussant, or panel member	2
- Establishing and maintaining collaborative programs with school systems	5
- Consulting (Free) in areas of candidate's expertise	4
- Community involvement requiring expertise in candidate's teaching and research areas.	4

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III. The weights assigned to teaching, scholarly activities, and service and the Minimum points that must be received in each area:

Please note that the faculty member chooses the weight of the three areas (teaching, scholarly activities, and service) for a total of 100 points. The minimum point allocations in each category (55 in teaching, 25 in scholarly activities, and 15 in service efforts), are to ensure that the faculty member has significant involvement in all three areas with appropriate emphasis consistent with the universities goals and objectives, while some flexibility in choosing the weights in every category allows the faculty member to focus on his/her strength.

A. Assistant Professor – Tenure only

	<u>Weights</u>	<u>Minimum Points</u>	<u>Minimum Percentage</u>
Teaching	50-60 points	35.00- 42.00	70.00
Scholarly Activities	25-35 points	17.50- 24.50	70.00
Service	<u>15-20 points</u>	<u>10.50-14.00</u>	<u>70.00</u>
TOTALS	100 points	70.00	70.00

To be tenured as an Assistant Professor a minimum score of 70% must be achieved in each area (teaching, scholarly activities, and service) and a minimum aggregate score of 70 points.

B. To Associate Professor – Promotion and/or Tenure

	<u>Weights</u>	<u>Minimum Points</u>	<u>Minimum Percentage</u>
Teaching	50-60 points	37.50-45.00	75.00
Scholarly Activities	25-35 points	18.5-26.00	75.00
Service	<u>15-20 points</u>	<u>11.00-15.00</u>	<u>75.00</u>
TOTALS	100 points	75.00	75.00

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To be promoted to and/or tenure at the Associate Professor level, a candidate must have a minimum score of 75 points in total and 75% in each area (teaching, scholarly activities, service and in the aggregate).

C. Promotion to Full Professor

	<u>Weights</u>	<u>Minimum Points</u>	<u>Minimum Percentage</u>
Teaching	50-60 points	40.00-48.00	80.00
Scholarly Activities	25-35 points	20.00-28.00	80.00
Service	<u>15-20 points</u>	<u>12.00-16.00</u>	<u>80.00</u>
TOTALS	100 points	80.00	80.00

To be promoted to Full Professor level a candidate must have a minimum score of 80 points in total and score at least 80% in the each area (teaching, scholarly activities, and service).

Department of Engineering and Aviation Sciences

Revised Promotion and Tenure documents submitted by the Department of Engineering & Aviation Sciences Committee. (Dr. Abhijit Nagchaudhuri, Chair; Dr. I.K. Dabipi, Member; and Mr. Burrows-McElwain).

List of Faculty and Signature

1. **Dr. Ali Eydgahi** _____
2. **Dr. I.K. Dabipi** _____
3. **Dr. Abhijit Nagchaudhuri** _____
4. **Mr. Bryan Burrows-McElwain** _____
5. **Mr. Chris Hartman** _____