Department of Engineering & Aviation Sciences

**POLICIES AND PROCEDURES FOR COMPREHENSIVE
POST-TENURE REVIEW**

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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. The purpose of this document is to provide common criteria for post-tenure review for the department's faculty. This document is subjected to periodic review.

The guiding principles for this exercise as declared in the UMES Post-Tenure Review Policies Document states the following:

"A comprehensive post-tenure review of tenured faculty will be undertaken as part of the University's overall efforts to promote excellence in teaching, research and service at University of Maryland Eastern Shore (UMES). This review shall be part of a larger faculty development program at UMES designed to enhance the professional advancement of the faculty as teachers, scholars and members of the academic community and to uncover impediments to faculty effectiveness, productivity and currency in professional subject matter. To enable this review process, UMES shall commit appropriate resources not only to the process itself, but also to its accompanying faculty development programs. The comprehensive post-tenure review shall be a formative process for future faculty development, for enhancing the learning environment of students, and for improvements of the academic programs to which the faculty member contributes. The comprehensive review shall include an evaluation of instruction, research/scholarship and service and shall be consistent with the preservation of academic freedom. This comprehensive review process will not be substituted for UMES and University System of Maryland (USM) policies and procedures relating to promotion or to the termination of tenured faculty appointments, which are in no way amended by this policy. The comprehensive post-tenure review shall be conducted as a process of collegial assessment, take place at the school level and be consistent with the general principles of peer review. No procedure in this document can contradict the USM Policy on the Comprehensive Review of Tenured Faculty (II-1.19) on this subject."

II. Purpose

Post-Tenure Review (PTR) of tenured faculty is intended to assure continuous improvement in the performance of the faculty as they carry out the institutional mission of teaching, research, creative work and service. The objectives of the post-tenure performance review are: (a) To recognize satisfactory and reward exemplary faculty performance; and (b) To identify and plan to improve less than satisfactory faculty performance.

III. Review Process and Time Line

A. Time of Review
Each tenured faculty member in the Department of Engineering and Aviation Sciences shall be reviewed once every five years. In addition, if two consecutive department annual reviews find that a faculty member is materially deficient, as specified by the UMES Faculty Handbook, a comprehensive post-tenure review shall be conducted.

Faculty members who are tenured at the time these policies are approved shall be reviewed using a "staggered" process that spreads over five years with one fifth of the faculty in the department being reviewed each year. These reviews will evaluate the faculty member's performance since the last comprehensive post tenure or promotion and tenure review or for the past five years prior to the review.

The Department Chair shall maintain a record of the dates of review for all tenured faculty members, and shall be responsible for notifying faculty when they are due for post-tenure review.

B. Specific Time Line
   a. Department Chair informs faculty on April 1st of the year when the tenured faculty member(s) is scheduled for PTR.
   b. June 1: The faculty member requests documentations related to annual review from the department
   c. June 15: Faculty member receives all annual review documentation. If any documentation is missing from departmental records, the chair writes an explanation for including in the PTR
   d. October 15: Faculty submits PTR documentation to the department chair.
   e. The timeline for the remaining process follows the UMES PTR policy.

C. Stands of Review
The post-tenure review will be based on the Department's promotion and tenure criteria and will include measurable criteria and expectations based on the university's mission and departmental goals. Standards for Exemplary and Satisfactory performance shall be established for each of the areas: (a) Teaching and Student Advising, (b) Research and Scholarship, and (c) Service and Contributions to the University and community.

IV. Document to be Reviewed

The performance review will focus on the faculty member's (1) Teaching Performance, (2) Research and Scholarship Performance, and 3) Performance in Service to the University and Community, based on the department's standards.

Materials submitted to the School Performance Review Committee by the faculty member may include the following information for the time period since tenure, the last post-tenure comprehensive review, or the last five years prior to a review, with relevant documentations:

A. Current Curriculum Vitae
B. Department Chair's Annual Evaluations since tenure or last post-tenure review.
C. A comprehensive and concise narrative of fewer than 2500 words that describes the faculty member's philosophy of teaching, a description of courses (how they are conducted), scholarly work and service, and student advising activities, as well as anything else the faculty member wants to include pertaining to the faculty member's profession.
D. Teaching Performance
    i. A list of courses taught along with an indication of team-taught courses
    ii. Significant evidence of effective instruction. It 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 and materials related to curriculum development and/or instruction
        8. Records of service on department or university committees dealing with teaching issues (curriculum, honors programs, new degrees, etc.)
        9. Statement of activities the faculty has engaged in to improve teaching.
        10. Records of student advisement and supervision of student's activities outside classrooms.
    iii. For online courses, the candidate should have a colleague to review the on-line material and write a one page summary.
    iv. Summaries of class room observation of effective instruction. Candidates should include two (2) peer class observation summaries by other faculty members. Note: Classroom observation of instruction will be conducted in the past three to five years prior to Post-Tenure Review. The review will be conducted by two senior faculty members, at least one of whom will be in the same or related discipline of the faculty member under review. The faculty under review will be informed about the week(s) during which the class observation will take place.
    v. Summaries of student evaluation of instructions
E. Research and Scholarship Performance
    i. A listing of all grant proposals submitted and/or funded as Principal or co-Investigator and a summary of all grant awards including the grant amount, the grant duration, and a brief description of the work.
    ii. A listing of publications from recognized scholarly journals and publishers, peer-reviewed conference proceedings, or performances, exhibitions, and

any other measures of research and scholarly productivity as applicable. The first page of articles, the title page for an author, or title and table of contents in the case of being a contributor to a volume are to be included.

    iii. A listing of professional achievements relevant to the particular field.

  F. Service Performance

    i. A description of any collaborative efforts, both intramural and extramural.

    ii. A list of professional service activities including campus committees and community service.

The post-tenure review criteria area 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 post-tenure processes, but sufficiently flexible so that modifications can be made in response to changes in the fields of engineering education and aviation science education at the University.

While all aspects that are included in a typical tenure and promotion document will be considered in the post tenure review process, the documentation submitted for review is to remain succinct. Review committee may request additional documentation as needed from the candidate.

V.   Criteria for Post-Tenure Review

Three areas of performance are evaluated for Post-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 and Instruction Review (50-60 points)

  a. A faculty member under Post-Tenure Review must be able to demonstrate a commitment to teaching excellence and having a commendable teaching record. The elements of performance to be considered are (no weighting implied):

    i. teaching effectiveness

    ii. student learning and achievement

    iii. fair treatment of students

    iv. pedagogical innovation

    v. course and curriculum development

    vi. authorship of textbooks

    vii. publication of laboratory manuals and teaching aids

    viii. course coordination

    ix. advising, counseling, and mentoring students

    x. additional advanced aviation certifications and ratings for aviation program faculty

  b. The evaluation of teaching performance will be based on a variety of information including but not limited to the following:

      i.   comprehensive course syllabi, course content, course supplements, exams, papers, and other
     ii.   student activities in the candidate's courses
   iii.   level of courses taught and the number of students
   iv.   observation of the candidate's classes by the department chair and/or faculty peers
     v.   written student evaluations
   vi.   teaching awards
  vii.   results of summative peer reviews of teaching
 viii.   satisfactory evidence of completion of an advanced aviation certification and/or rating by an Federal Aviation Administration (FAA) examiner

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:

Average	Points
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):

Criteria	Points
-Comprehensive course syllabi	10
-Course binders	10

(c) Student Advising (Maximum 10 points)

- Program advisement	6
- Professional/personal development advisement	2
- Advising student teams for design competitions	5
- Career advisement	2
- Improving advisement process	2

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

- Obtaining external funding for instructional activities	6
- New curriculum and program design	5
- Curriculum modification	4
- New course development	3
- Major course modification	2

- Laboratory development	4
- Special teaching projects	3
- Team teaching	2
- Innovative teaching strategies	4
- Use of computer aided instruction	3
- Learning outcomes assessment techniques	6
- 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

B. Research and Scholarly Activities (20-35 points)

A candidate considered for post-tenure review 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.

Listed below are some of the significant categories in which scholarly activities of faculty members may be directed. The elements of performance to be considered include, but are not limited to:
- a. Peer reviewed journal publications (in respectable journals with significant impact factor)
- b. Funded research/teaching competitive proposal PI/Co-PI (state/federal agencies)
- c. Teaching/Research proposal submission (state/federal agencies)

  d. Peer reviewed proceedings publications
  e. Non-peer reviewed publications
  f. Presentations at scholarly meetings
  g. Involvement in Graduate School and supporting/or directing graduate research

Point assignment for Scholarly Activities (Maximum 35 Points)

- Peer reviewed journal publications	5 each
- Funded research/teaching competitive proposal PI/Co-PI (state/federal agencies)	7 each
- Teaching/Research proposal distinct submission (state/federal agencies)	4 each
- Teaching/Research proposal re-submission (state/federal agencies)	2 each
- Peer reviewed proceedings publications	3 each
- Non-peer reviewed publications	1 each
- Presentations at scholarly meetings	3 each
- Invited presentation	2 each
- Book authorship	4 each
- Book chapter authorship	3 each
- Technical report (state/federal agencies)	2 each
- Teaching/Research white paper submission (state/federal agencies)	2 each
- Invention disclosures	4 each
- Granted patent	6 each
- Conference proceeding papers winning best paper award	4 each
- Journal papers winning best paper award	6 each
- Faculty fellowship award	5 each
- Participation in graduate student thesis/ dissertation committee	3 each
- Supervising graduate thesis/dissertation	6 each

C. Service (15-20 points)

Service activities will continue to be encouraged after faculty receive tenure. Service activities can span over service to the department, school, university and or the university system, i.e., USM, as a whole, service to the profession, and service to the community.

-Chairing departmental, school, and or University committees	4
-Participation on departmental, school, and/or University committees	3
-Leading accreditation efforts	6
-Participating in accreditation efforts	3
-Leading assessment efforts	5
-Participating in assessment committee	3
-Leading Self-Study preparation	5
-Participating in Self-Study preparation	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 related to the faculty member's teaching	

and research areas	3
-Participating in design or renovation process of new facilities/buildings	3
-Helping department with scheduling and planning	2
-Serving as session chair, 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 faculty member's teaching and research areas	4

VI. Collegiality and Academic Integrity

Collegiality consists of a shared decision making process and a set of values with regard to the various Department constituencies, i.e., 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, judgements, 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 and Aviation Sciences. Collegiality is applicable to all areas being reviewed during the post-tenure review process, including scholarly productivity, teaching, advising, and service.

Academic integrity is the foundation for academic work and should be reflected in the teaching, assessment, service, scholarly activities and any administrative responsibility undertaken by faculty members. Faculty members must also encourage colleagues, staff, students, and administrators of the institution to promote academic honesty and refrain from compromising core academic values that are the hallmark of institutions of higher learning and accreditation process.

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 (50 in teaching, 20 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.

Weights Points Percentage

A. Satisfactory Level for Post Tenure Review

	Weights	Minimum Points	Minimum Percentage
Teaching	50-60 points	35.00- 42.00	70.00
Scholarly Activities	20-35 points	15.00- 24.50	70.00

Service	15-20 points	11.00- 14.00	70.00
TOTALS	100 points	70.00	70.00

To pass Post Tenure Review in a satisfactory level, 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. Exemplary Level for Post Tenure Review

	Weights	Minimum Points	Minimum Percentage
Teaching	50-60 points	38.00- 45.00	75.00
Scholarly Activities	20-35 points	19.00- 26.00	75.00
Service	15-20 points	12.00-15.00	75.00
TOTALS	100 points	75.00	75.00

To pass Post Tenure Review in an exemplary level, a minimum score of 75% must be achieved in each area (teaching, scholarly activities, and service) and a minimum aggregate score of 75 points.

VII. Post-Tenure Review Outcome

The committee will judge the candidate as (a) Exemplary, (b) Satisfactory, or (c) Needs Improvement in each of the categories in Teaching, Research and Scholarly Activities, and Service.
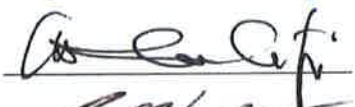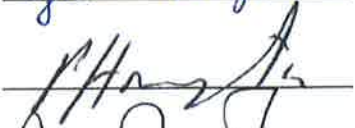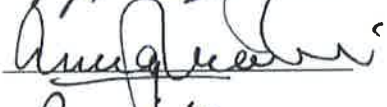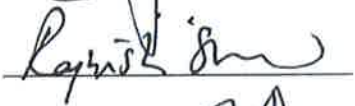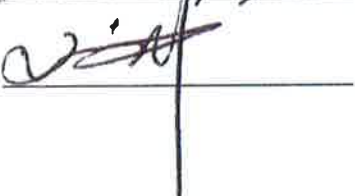
The overall recommendation of the committee will be based on the performance in each of one of the categories and can be classified as: (a) Exemplary, (b) Satisfactory, or (c) Needs Improvement.

If a candidate's performance is exemplary and exceeds expectations, appropriate reward will be recommended. If a candidate's performance needs improvement, the candidate shall work with senior faculty in the Department, the Department Chair, and the Dean to identify a plan to improve performance.

Department of Engineering and Aviation Sciences

Post-Tenure Draft Documents submitted by the Department of Engineering and Aviation Sciences Post-Tenure Review Documentation Committee, including Dr. I. K. Dabipi, Chair; Dr. Abhijit Nagchaudhuri, Member; Dr. Payam Matin, Member; Dr. Alvernon Walker, Member; and Mr. Chris Hartman, Member.

List of Faculty with Signature and Date

#	Name	Signature	Date
1.	Willie Brown		5/5/16
2.	Dr. Ibibia Dabipi		5/5/16
3.	Christopher Hartman		5/5/16
4.	Dr. Yuanwei Jin		5/5/2016
5.	Dr. Payam Matin		5/5/2016
6.	Dr. Abhijit Nagchaudhuri		5/06/2016
7.	Dr. Rajnish Sharma		05/06/2016
8.	Dr. Alvernon Walker		05/09/2016
9.	Dr. Lei Zhang		05/05/2016