

College of Arts & Sciences

Embry-Riddle Aeronautical University-Worldwide

Academic Guidelines and Criteria for Tenure and Promotion to Associate Professor

Effective Date: August 1, 2021

Context and Purpose

Faculty promotion and tenure (P&T) decisions are among the most important the College makes to support the goals of Embry-Riddle Aeronautical University (ERAU). This document articulates criteria, employed by the College of Arts & Sciences (COAS), to arrive at such judgments, facilitating support for faculty who contribute in significant and ongoing ways to the University's mission. P&T decisions are based primarily on candidates' total value to the university and professional and ethical fulfillment of their duties.

All P&T applications, workflow, scheduling, processes, and decisions must adhere to guidelines set forth in the *Faculty Handbook*, sections 9 and 10, and all related University policies.

Performance criteria generally comprise three categories: Teaching Effectiveness, Scholarly Activity, and Service. All tenure-track faculty must adhere to the overarching College expectations set forth in this document to be eligible for tenure and promotion to the rank of Associate Professor. Additionally, candidates must be fully aware of the University policies as outlined in the *Faculty Handbook* and all other official documents.

ERAU COAS Tenure Track Faculty will be evaluated for promotion and tenure using the P & T documents in place at the time they become tenure track faculty unless they indicate in writing a preference for the document in effect when their tenure process commences.

These P&T Guidelines and Criteria define a general framework to encourage faculty to do original and important work in both teaching and research, while also becoming leaders in COAS, Worldwide, and the broader academic community. In addition, this document is designed to provide guidance to tenure-track faculty as they develop their career trajectory, assisting in the successful preparation for tenure and promotion considerations.

Guidelines for Tenure and Promotion to Associate Professor

Procedures and Process

The P&T procedures and process stipulated in the *Faculty Handbook*, Parts I and IV, Sections 9 and 10 are the governing documents with respect to process. Information included in this COAS

document supplements those procedures and processes. As such, all candidates must review and adhere to the requirements of both documents (i.e., *Faculty Handbook* and this document).

The selection process for the P&T Committee of the College is detailed in the *Faculty Handbook*, Part IV, Section 9.3.2. Additionally, the following guidelines apply:

- In a given academic year, the COAS P&T Committee will conduct reviews for all portfolios, both for tenure and promotion to Associate Professor and third-year review.
- Department chairs are not eligible to serve on the COAS P&T Committee during an academic year in which a candidate from the Chair's department is being considered for tenure and promotion to Associate Professor or third-year review.

Additionally, the *Faculty Handbook*, Section 9 details the preparation, submission, and contents of the candidate's required portfolio. Candidates are encouraged to submit documentation for all outcomes and achievements that support the criteria set forth in this document.

The onus is on the candidate to explain the quality/rigor of work. Although both quality and quantity of a candidate's achievements will be examined, quality should be the primary consideration. Quality is largely defined in terms of (a) the work's importance in the progress of a field or discipline; (b) the establishment of relationships among disciplines; (c) willing, active, collegial, and collaborative contributions to the Department's mission and the mission of the College and the University; and (d) observable improvement of teaching practices, specifically to create impact beyond one's own classroom.

To obtain tenure and promotion to Associate Professor, candidates must have achieved and maintained expected levels of productivity while in their current position, commensurate with the standards outlined in this document. Overall, candidates must establish productivity and quality through specialized contributions significant to their COAS discipline(s).

Expectations for each of the three domains of faculty responsibility are outlined in this document, so that plausible paths to faculty success can be mapped.

Criteria: Teaching Effectiveness

Excellence in teaching is central to the mission and vision of the College. As such, COAS embraces a philosophy of teaching effectiveness that emphasizes knowledge of subject matter, enthusiasm in the classroom, and continuous improvement through the incorporation of new teaching methods and materials. Faculty are expected to effectively communicate with students, facilitate learning in the classroom, and promote attainment of Student Learning Outcomes and General Education Competencies. These activities should be fostered through regular participation in pedagogical development opportunities and appropriate course maintenance and

redevelopments. All candidates for tenure and promotion to Associate Professor must demonstrate excellence in teaching. The portfolio should include the following:

Overview

The overview should describe a teaching philosophy of how the candidate approaches teaching in a manner that engenders student learning. This should include specifics about how the candidate implements their teaching philosophy, including 1) themes for teaching in multiple modalities (e.g., how teaching asynchronously online differs from teaching synchronously in the classroom face-to-face or via EagleVision); 2) methods used to determine whether teaching is effective; 3) ideas for using the assessment of student learning and student feedback to improve teaching effectiveness; 4) management of student-facilitated self-learning versus active engagement of students in learning; and, 5) reflections on the use of teaching experiences to improve future teaching performance. The candidate should include a description of how they motivate students to learn. When reflecting on their performance, the candidate should use examples to illustrate both successes in fostering student learning (what worked and why?) and challenges faced (what did not work and why?). Finally, candidates should discuss their teaching philosophy in relation to academic discipline. For example, candidates should discuss how they believe students learn in their specific discipline and what they do to support that learning in their classes.

Evidence of Teaching Effectiveness

Candidates should present evidence of their teaching effectiveness by including all available end-of-course student evaluations and Department Chair annual overall assessments conducted while in their current rank. Specifically, candidate portfolios must include artifacts from each of the following:

- annual performance evaluations from Department Chair, including self-evaluations;
- student course evaluations, including candidate reflections as appropriate (see also Faculty Handbook, Section 9.3.3, sub-section 3b1);
- peer Observations (See Peer Observations section below);
- additional evidence of teaching effectiveness as appropriate (See Additional Evidence section below).

It is vital that candidates compose a self-assessment and reflection that demonstrate the ability to consider personal strengths and weaknesses, leading to a plan for continued excellence and targeted improvements.

Peer Observations

All candidates submitting a portfolio for tenure and promotion to Associate Professor consideration are required to have at least five peer observations, as delineated in the *COAS Peer Observation of Teaching: Policies and Procedures* document. Candidates should include a

statement of personal reflection about the collective peer observations obtained. This reflection statement should include information about the impact of improvements in teaching practices as delineated in the peer observations, especially in ways that create impact beyond one's own classroom.

Additional Evidence of teaching effectiveness

Examples of teaching effectiveness may include but are not limited to the following:

- teaching awards and/or recognitions;
- samples of major student projects such as capstone projects, theses, or dissertations;
- intra- and inter-department and/or college collaboration in teaching;
- participation in course development activities;
- teaching-related workshops and conferences conducted or attended, including level of participation and specific outcomes implemented into teaching practices;
- development or refinement of new engagement activities for students;
- evidence that the faculty member is willing to participate in high-impact student engagement opportunities (mentoring, internships and independent studies, or activities that foster university community partnerships);
- participation in faculty teaching development activities;
- participation in team teaching, or interdisciplinary teaching opportunities;
- special initiatives in teaching.

Criteria: Scholarly Activity

Scholarly activities enhance the status and reputation of the individual faculty member, the College, and the University. Candidates seeking tenure and promotion to Associate Professor must establish a record of excellence in scholarly activity demonstrating a promising and ongoing trajectory, illustrating growth and increasing sophistication. Candidates are expected to present evidence of research contributions and/or creative work that advances theory, concepts, practice and/or knowledge. There are multiple paths to successful advancement.

Candidates should have a minimum of five (5) peer-reviewed publications (or equivalent) as described above, published or accepted while in their current position, at the time of portfolio submission for consideration of tenure and promotion to Associate Professor. Note the substitutions for books/monographs mentioned in the table below. It is the responsibility of candidates to consult with their department chair with respect to the applicability of their specific project. Specifically, it is the responsibility of candidates to thoroughly explain the quality of the press, the peer review process of the publisher, the length of the project, the time to completion and other items that may determine how heavily the monograph can be weighed with respect to peer-reviewed publication requirements. Candidates should have presented original work at a minimum of five (5) refereed regional, national, or international conferences. Finally, candidates

also should have submitted a minimum of one (1) proposal for internal or external funding (grant or fellowship).

Examples of Scholarly Activity

Table 1

<p>Publications</p> <ul style="list-style-type: none"> • Publishing articles, creative works, book chapters, conference proceedings or other forms of scholarship in respected peer-reviewed professional venues, as appropriate for the research focus defined by the candidate* • Publishing books/monographs with a university or other highly respected publisher** • Publishing works in non-peer-reviewed journals, conference proceedings, trade journals, and other miscellaneous professional venues • Publishing peer edited (or invited) book chapters • Serving as editor of a book, academic journal, or other professional publication • Digital academic projects <p>*Peer-reviewed publications from a respected University or commercial academic press are required for tenure.</p> <p>**Books/monographs may substitute for a number of peer-reviewed publications.</p>
<p>Presentations</p> <ul style="list-style-type: none"> • Presenting research findings in the form of papers, proceedings, digests, or other professional records at refereed regional, national, or international conferences • Presenting original work (other than research) at professional conferences • Participating in a conference poster session or expert panel
<p>Grants and Fellowships</p> <ul style="list-style-type: none"> • Submitting proposals for grants or fellowships to the appropriate external funding agencies • Securing grants or fellowships from an external funding agency • Submitting applications for internal funding opportunities • Securing internal research funding
<p>Additional scholarly activity*</p> <ul style="list-style-type: none"> • Developing or substantially revising courses and curricula, beyond that typically warranted during course development • Producing professional videos

- Consulting activities that directly relate to the disciplinary expertise of the faculty member, such as serving as an expert witness or as a participant in public service activities
- Developing software
- Inventions, patents and other technical contributions

*These additional activities alone are not sufficient for promotion and tenure.

Criteria: Service

Candidates must demonstrate appropriate service to their department, college, campus, university, and professional community. Service commitments for a candidate will be determined annually in collaboration with the Department Chair. Candidates' portfolio should include evidence of varied, sustained and, typically, progressive levels of service.

Evidence of Service

When appropriate, candidates may seek statements to contextualize service from committee chairs, Department Chairs, and professional peers. These statements may note the date(s) of a defined service contribution, the purpose and outcomes, and the candidate's specific contribution and impact. Candidates also may submit self-evaluations of their service commitments, including evidence of honors, awards, and other recognitions for service activities.

Examples of service may include, but are not limited to, the following:

- serving as an active and productive member of department, college, campus, and/or University committees;
- chairing committees at the department, college, campus, and/or university level
- providing leadership in defined capacities for the department, college, campus, University, and/or professional communities;
- participating in student recruitment, advisement, mentoring, and/or student organizations beyond the scope of normal teaching expectations;
- supporting and participating in the life and activities of the department as requested by the Department Chair;
- developing, implementing, or managing academic programs or projects serving as a peer reviewer for faculty observations;
- holding offices and committee assignments for professional organizations;
- editing and reviewing submissions to professional conferences and/or publications
- serving as a reviewer for internal and external grant applications;
- engaging in community roles that utilize the faculty member's academic and professional expertise;
- moderating panel presentations at conferences, symposia, and/or industry events;
- developing and organizing professional conferences.

**Ratified by COAS Interim Dean
Donna L. Roberts
1 August 2021**