

Tenure and Promotion Guidelines
College of Engineering and Science
University of Detroit Mercy

Effective Date August 16, 2021

Executive Summary

This document outlines the criteria for granting of tenure, promotion to associate professor and promotion to professor within the College of Engineering and Science at the University of Detroit Mercy (UDM). This document is consistent with the university requirements set forth by the Department of Academic Affairs and with the contract between Detroit Mercy and the University of Detroit Mercy Professors' Union. This document also provides the opportunity for individual departments or programs to provide specific requirements within the discipline represented by that department or program.

Key points are:

- Tenure and promotion applications are submitted in the form of a dossier as per Detroit Mercy requirements.
- Tenure and promotion applications are generally evaluated by a department / program committee, the department chair/program director (unless this person is the candidate), college committee, dean, university committee, and the academic vice president.
- Tenure and promotion applications are evaluated based on teaching, scholarly research, and service (all three are required and the order is intentional).
- The primary measures of scholarly research are peer-reviewed publications in the appropriate venue for the discipline and evidence of the pursuit of external funding.
- Some items in teaching, scholarly research, and service may overlap with each other or influence each other. Each item can be counted in only one area but can be referenced in appropriate portions of the other areas.
- The granting of tenure and promotion to associate professor are generally coupled for a candidate.
- Each faculty member is responsible for his / her own success but is encouraged to seek both informal and formal mentoring. A new co-mentorship policy has been approved and probationary faculty will be assigned appropriate co-mentors.
- The probationary faculty member is to submit a dossier for an annual review. Department committees, the Chair /Director and Dean will review the dossier. The candidate will receive appropriate feedback and/or suggestions for improvement.
- During the third year of probationary review the faculty member is to submit a dossier for Mid-Tenure review. Committees within the department and college will review the dossier. The candidate will receive appropriate feedback and/or suggestions for improvement.
- Each department or program shall prepare specific criteria related to the disciplines represented and the specifics of the department or program. Department/program specific criteria will be added to this document as appendices and are considered part of the criteria for evaluating promotion and tenure applications.
- Lecturers are generally not on a tenure track. Their professional responsibility includes teaching and advising students.

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Part I – Tenure and Promotion Policies and Procedures

Introduction

This document serves as the guide to the tenure and promotion process within the College of Engineering and Science (E&S) at Detroit Mercy. It is intended to augment the university requirements set forth in the contract between Detroit Mercy and the University of Detroit Mercy Professors' Union (UDMPU) and by the Office of Academic Affairs. This document is also intended to provide a framework by which departments and programs within E&S can provide additional discipline-specific requirements. Faculty members working towards tenure and/or promotion shall follow the general requirements specified by Detroit Mercy, the E&S requirements defined in this document, and any department-specific requirements. Faculty members and administrators reviewing a faculty member's progress towards tenure and promotion shall evaluate that faculty member using the Detroit Mercy requirements, the E&S requirements defined in this document, and any department-specific requirements.

This document defines the responsibilities of a faculty member and ties those responsibilities to expected levels of achievement for the granting of tenure, the promotion from assistant professor to associate professor, and the promotion from associate professor to professor. Faculty members are expected to perform

1. Teaching
2. Scholarship and Research
3. Service

Within E&S, the view of teaching, scholarship/research, and service should be interrelated in a Teacher-Scholar Model. The Teacher-Scholar Model herein means:

1. Faculty members use the scholarship of teaching, i.e., the results of pedagogical research in the development, delivery, and assessment of courses;
2. Faculty members should select research and service that are complementary to each other and to the courses that the faculty member teaches;
3. Faculty members treat the results of teaching activities in a scholarly fashion, i.e., reflect on the success and shortcomings of teaching activities and adjust accordingly and, where possible, conduct research on pedagogical issues followed by publication of the results of that research.

Furthermore, specific activities within teaching, scholarship/research, and service should be appropriate to Detroit Mercy's status as a primarily undergraduate institution with graduate programs in some areas. Teaching will include undergraduate classes and graduate courses (as appropriate), research should include students where appropriate, and service will likely include work on committees, advising students and student organizations.

This document includes a section titled "Probationary Process and Review" which serves as guide for faculty on probationary status and explains the review process leading to a faculty member applying for tenure. This is followed by two sections describing tenure and promotion best practices relating to teaching and research. Part I of this document ends with a section titled "Links" that directs the reader to webpages that are relevant to the tenure and promotion process at Detroit Mercy.

Probationary Process and Review

Faculty members are expected to make steady progress toward the granting of tenure and promotion to either associate professor or professor. Faculty members are aided in this process through mentoring, and they are evaluated periodically through a formal process.

- Mentoring can be formal or informal.
- The evaluation is done annually by the College Dean.
 - All junior, probationary faculty members are required to meet with the dean once per year and discuss her/his performance and progress towards tenure and promotion.
 - The candidate completes a *Probationary review form* and submits it to the dean prior to the meeting with the dean.
 - The dean may seek input from the faculty member's department.
 - During the meeting, all three areas of faculty work, i.e., teaching, research, and service, are discussed.
 - It is required that the dean provide feedback to the faculty member about her/his performance and recommend appropriate actions for improvement, if needed.

Pre-Tenure faculty shall submit a dossier for an annual review. Pre-tenure faculty shall also submit a dossier for Mid-Tenure review during their third probationary year. Appropriate committees within the college will review the dossier. The candidate will receive appropriate feedback and/or suggestions for improvement. A positive review of the annual or Mid-Tenure dossier does not ensure the promotion and tenure application will be approved.

Tenure and Promotion Best Practices Related to Teaching

The primary purpose of teaching is to provide a forum in which students can move towards the fulfillment of program and course outcomes and objectives. In general, this involves:

- Developing and delivering course content
- Conducting laboratory sessions
- Assigning and grading homework assignments and projects
- Administering and grading tests and quizzes
- Holding office hours

As a primarily undergraduate institution, teaching is the primary responsibility of faculty members and is, therefore, the primary criteria by which tenure and promotion decisions are made. To be clear: teaching excellence is of paramount importance for success in E&S at Detroit Mercy.

There are numerous measures of teaching excellence, given in Part II of this document. It is critical that all teaching measures be included in the dossier in the format outlined in University requirements. More importantly, tenure and promotion candidates are required to contextualize all teaching-related data by including:

- Explanations of how the teaching philosophy influences classroom practices
- Responses to peer/administrator reviews, course evaluation results and student comments
- Explanations of the consistent syllabus development over a period of years with regard to the incorporation of new knowledge, teaching methods and student assessment methods.

Tenure and Promotion Best Practices Related to Scholarship and Research

The primary purposes that a faculty member performs research or engages in scholarly research are:

- To generate, or synthesize and disseminate new knowledge in a particular field
- To benefit student intellectual and professional growth
- To provide funding for
 - The researcher
 - The university
 - The college
 - The department/program
- To raise the standing of
 - The researcher
 - The university
 - The college
 - The department/program
- To keep current in a particular field

Faculty members are encouraged to collaborate with colleagues at Detroit Mercy and to include students in research projects, where appropriate. Detroit Mercy faculty members may consider collaborating with colleagues at other institutions or in industry.

While funding is not a requirement for tenure and promotion, all potential sources of funding require a proposal which undergoes a review process; therefore, proposals generally may be treated as publications for purposes of tenure and promotion applications.

In keeping with the Teacher-Scholar model, pedagogical research and publications are evaluated by the same high, medium, and low levels as discipline-specific research in one's field. It is expected that most candidates will have publications of pedagogical research and/or discipline-specific or domain research. The balance of discipline-specific and pedagogical research is decided at the department or program level, and is available in Addendum II.

Items such as the number of publications, number of authors on a given publication, and order of author names varies depending on the discipline, potential publication source, and nature of the research project. Many journals or conferences limit the length of a publication in terms of pages, words, or file size. In some publications, the authors are listed in order of contribution; whereas, other publications list authors alphabetically. It is up to the candidate to explain their contribution to the publication and the requirements of the publication source. These requirements apply to co-PI and contributors to grant proposals.

Links

This document has frequently referenced the University of Detroit Mercy Professors' Union (UDMPU), the contract between Detroit Mercy and the UDMPU, and the Office of Academic Affairs at Detroit Mercy. General information on UDMPU can be found at <http://udmpu.net/>. The Office of Academic Affairs maintains a current copy of the contract between the UDMPU and Detroit Mercy. It can be found at <http://www.udmercy.edu/academicaffairs/>, and a Microsoft Word document with the tenure and promotion requirements and forms can be downloaded from a link on the Office of Academic Affairs website.

Part II – Criteria for Evaluating Tenure and Promotion Applications

The granting of tenure and promotion from assistant professor to associate professor and from associate professor to professor are based on

1. Teaching
2. Scholarship/Research
3. Service

In evaluating dossiers for tenure and promotion, the evaluators are instructed to consider the following:

1. All three areas are required
2. Excellent performance in one area is not a substitute for poor performance in another area
3. The number of years of service is not a criterion and should not be considered a criterion in any way other than to check the eligibility of the candidate.

Teaching

Teaching is evaluated on

1. Teaching excellence, including but not limited to
 - a. Documented improvement in teaching based on course evaluation results
 - b. Peer evaluations / administrator evaluation results
 - c. Awards for teaching
 - d. Evidence from course/program outcomes assessment (if available)
2. On-going efforts to improve teaching including
 - a. Participation in workshops on teaching
 - b. Attendance of conferences on teaching
 - c. Development of new courses
 - d. Substantial revision to existing courses
 - e. On-going revision to existing courses
3. Additional commitment to student learning and the development of well-rounded graduates, including
 - a. Participation in service-learning pedagogy
 - b. Teaching of directed studies
 - c. Supervision of students in project-based courses such as capstone (depending on the nature and level of the course, this may be better-suited for the Research section)
 - d. Participation in and contribution to “certificate” or other special programs, if applicable, (teaching and development of courses): e.g., Women’s Studies, MPD, AEV, Honors Program
 - e. Significant participation in college, university, or unit level curriculum committees that results in curricular changes
 - f. New course development in response to curricular needs

Scholarship/Research

Scholarship and research are evaluated based on:

- The level of contribution of the candidate to the work
- The complexity of the scholarly activity
- The impact of the results of that scholarly activity
- The benefit of that scholarly activity (including revenue generated)

Scholarship and research achievements are evidenced by:

- Publications
- Presentations
- Proposals
- Other scholarly work, e.g., patents

Additional evidence of scholarly achievement includes

- Funding
- Awards for research
- Service on an editorial board for a technical or professional society (while the activity is actually service, the outcome of the activity helps achieve the goals listed in the purposes of scholarly research)

Types of publications are categorized into three levels of importance, as shown in Table 1. Broadly speaking, peer review is the main criteria for this division.

Table 1: Publication types and relative importance

	Types of Publications
High level	<ul style="list-style-type: none"> • Peer-reviewed publications in national or international journals in the profession • Peer-reviewed publications in national or international conference proceedings in the profession • Utility patents granted • Books, book chapters and technical monographs adopted outside of Detroit Mercy at multiple institutions* • Peer-reviewed books, book chapters and technical monographs.*
Medium level	<ul style="list-style-type: none"> • Peer-reviewed publications in local or regional journals in the profession • Peer-reviewed publications in local or regional conference proceedings in the profession
Low level	<ul style="list-style-type: none"> • Non peer-reviewed scholarly publications in national, international, local or regional journals in the profession, including moderated pre-print services (e.g. bioRxiv, arXiv) • Non peer-reviewed scholarly publications in national, international, local or regional conferences in the profession • Design patents • Books and book chapters and technical monographs adopted internally to Detroit Mercy* that have an ISBN or digital object identifier • Peer reviewed abstracts
* The levels listed are for the first edition of a book or book chapter, but subsequent editions are one level lower	

Grant proposals are usually treated as publications for purposes of tenure and promotion applications. If a proposal receives generally good reviews, even if it is not funded, it may be treated as evidence of scholarship as follows (Note, if an applicant wishes to include an unfunded proposal in their Dossier, then the reviews must be included as well):

- Funded peer-reviewed proposals to national or international organizations shall be considered as High level publications (examples include NSF, NIH and other Federal funding sources).
- A funded proposal from other organizations (industry, foundations, or state and local government) can be considered scholarship. The level should be determined by the scope of work, complexity, and dollar amount. The candidate needs to present a persuasive argument to raise the level above Low.
- Peer-reviewed proposals funded by local or regional organizations or a sub-award from a national organization shall be considered as Low or Medium level publications depending on the scope of work, complexity, and dollar amount. For example, a sub-award with external review e.g. BUILD.
- Funded internal grants e.g. FGIP, UDMPU, etc. are by default not considered scholarly works but a case could be made to include them as such.
- Unfunded proposals that were reviewed positively count one level below a funded proposal from the same type organization. The candidate needs to present a persuasive argument, with evidence, to raise the level. An unfunded proposal that is resubmitted and subsequently funded will count as only one proposal.
- An unfunded proposal that was “recommended for funding” at the review stage from those organizations mentioned above shall be considered as a High level publication.
- Invited talks are normally counted as service the applicant could make a case to have it count as scholarship

As for pedagogical research, there will be no differentiation between it and discipline-specific research. The balance of discipline-specific and pedagogical research is decided at the department or program level, and available in Addendum II.

Apart from the quantitative evaluation of an applicant’s publication record according to the criteria listed above, the quality should be evaluated in deference of the opinions of the chair and departmental committee, if available, and the applicant’s own discussion of his/her contributions to the various publications.

Service

Faculty members are expected to provide service to the University, its students, programs, and professional disciplines, as collegial and constructive members of the University and the broader community. Service that is relevant to a faculty member's assignment, and which draws upon professional expertise or contributes significantly to university relations, is considered and valued in tenure and promotion decisions. Service to the community not directly related to the faculty member's appointment, though valuable in itself and ideally a responsibility of all citizens, is considered in tenure and promotion decisions to the extent that it contributes to the University.

The service of faculty members may be evidenced by:

- Service to the department (through active participation in departmental committees).
- Department administrative responsibilities (e.g. program director, department chair, assessment chair, etc.).
- Service to the college (through active participation in college committees, student recruitment, alumni activities, advising student groups, etc.).
- Service to the university community including active participation in faculty governance, union activities, university committees, teams, task forces, participation in alumni events, honors convocations, etc.
- Extraordinary effort on special projects or assignments from department chair, dean, etc., e.g. lab improvement, chairing some special committees, etc.
- Service to one's own professional organization(s) (not just by being a member, but by serving on committees, as an officer, as a campus/local representative, as a session chair or organizer, etc.).
- Professional service to the community, e.g., an engineering faculty member who provides pro-bono services to a non-profit organization
- Serving as an academic advisor to students

For purposes of the application for tenure and promotion, the candidate is required to list all service activities and the specific role in each activity. The candidate should also contextualize the service activities to explain how they fit with the Teacher-Scholar model.

Granting of Tenure & Promotion from Assistant Professor to Associate Professor

Teaching excellence is evaluated based on the criteria provided in the section titled "Teaching". No numerical criteria are used, i.e., minimum teaching evaluation score; however, they must be generally satisfactory and faculty members must address situations in which teaching evaluations are not satisfactory. The candidate for tenure and promotion is required to *contextualize* the data included in the dossier and this would include

- Explanation of how the teaching philosophy influences classroom practices
- Response to peer/administrator reviews, course evaluation results and student comments
- Explanation of the consistent syllabus development over a period of years with regard to the incorporation of new knowledge, teaching methods and student assessment methods

Research output is evaluated by number of publications, amount of funding, and awards for research. For promotion from assistant professor to associate professor, faculty members should generate publications appropriate to the department or program. At least one of these publications must be at the High level and at least one at the Medium level. Funding and awards are not required for promotion from assistant professor to associate professor but will be considered favorably. It is recognized that some of the publications of a junior faculty member may be based on work done at previous institutions or in other positions, e.g., doctoral institution or post-doctoral position; however, a junior faculty must work towards developing a research agenda at Detroit Mercy. Even at this level it will be important to demonstrate a sustained and continuous stream of productivity.

Junior faculty are expected to actively participate in department activities and to attend university wide activities, specifically the President's Convocation and Commencement. Junior faculty members are also expected attend the college convocation and general membership meetings of the E&S Faculty Assembly. Junior faculty should participate in service activities at the college level and should be involved in technical and professional societies as appropriate.

Promotion from Associate Professor to Professor

The decision for promotion from associate professor to professor is based on teaching, scholarship/research, and service; however, it must be at a higher level than promotion from assistant professor to associate professor. Those being recognized as Professor should also have demonstrated some form of leadership/initiative in the Department or College.

A faculty member who has reached associate professor is expected to have developed his/her own style of teaching. During the time that a faculty member is working toward promotion to professor he/she should maintain consistently high teaching levels, as illustrated by Item 2 under Teaching Excellence and the faculty member should continue participating in faculty development activities identified in Item 3 under Teaching Excellence.

A faculty member who has reached the rank of associate professor is expected to have developed his/her own research agenda and is expected to continue this research. The continued research must demonstrate a high level of achievement as illustrated by **at least four (4) publications from the High level of which at least 3 should have been done after achieving the rank of associate professor. For promotion to professor the candidate must have published at least three high-level peer-reviewed manuscripts—this excludes monographs and utility patents.** For promotion to professor, the faculty member must extend the ideas of scholarly research to a higher level by activities appropriate to the discipline and department or program, for example

- Obtaining external funding from a major organization
- Serving as an editor of a journal or moderator of a conference session
- Supervising a graduate student through degree completion of the thesis and publication of at least one research item at the High level
- Receiving an award for research achievements

Research accomplishments for the rank of professor must include the development of a research agenda at Detroit Mercy.

Candidates for promotion to professor are required to obtain three (3) letters of support from outside evaluators of the candidate's research activities. Such letters should be solicited from individuals at "arms length" from the candidate. In general, the department chair or program director will be responsible for collecting the letters of support. The candidate can propose names of individuals who are familiar with their work. Letter(s) from collaborators from other institutions will be acceptable. If the candidate is the department chair or program director, the responsibility of obtaining letters shall be assigned to the chair of the department committee that will review the dossier. The external evaluator should provide a brief biographical sketch.

A faculty member who has reached the rank of associate professor is expected to have participated in service. For promotion to professor, the faculty member must complete service at a higher level than is required for granting of tenure and promotion to associate professor, as illustrated by at least two activities from Item 1 and one activity from Item 2. Items 1 & 2 are not

exhaustive lists. Alternately, the applicant may wish to provide evidence that the service resulted in a significant contribution to the university and/or profession.

1. Service to the department/program, college, or university
 - a. Serving as a chair or program director
 - b. Serving as assessment coordinator
 - c. Serving as an officer in the faculty assembly (college or university)
 - d. Serving as an officer in the UDMPU
 - e. Serving as the chair of a committee
 - f. Organizing a major on-campus event (examples include a conference or workshop)
 - g. Mentoring junior faculty members
2. Service to the discipline
 - a. Serving as an officer in a technical or professional society
 - b. Serving on a standing committee for a technical or professional society
 - c. Serving on the planning committee for the conference of a technical or professional society
 - d. Serving on the editorial board of a journal (serving as the editor is a higher level and is included under scholarship/research)

Addendum I – Policies and Criteria Related to Lecturer Position

Addendum II – Department-Specific Guidelines and Clarifications

Department of Biology

Department of Chemistry and Biochemistry

Department of Civil, Architectural and Environmental Engineering

Department of Electrical and Computer Engineering

Department of Mathematics and Computer Science

Department of Mechanical Engineering