



## **Factors for Promotion and Tenure of Tenure-track/Tenured Faculty**

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**Factors for Promotion and Tenure  
of Tenure-track/Tenured Faculty**

**I. INTRODUCTION**

This document delineates the factors to be considered when evaluating faculty for promotion to Associate Professor or Professor, and for appointment to permanent tenure in the units of the College of Engineering. The factors described in this document are to be used in the evaluation of a faculty candidate's qualifications with respect to the criteria established in the current agreement between the University and the American Association of University Professors, and in accordance with applicable University guidelines. The three basic factors are:

1. Teaching effectiveness;
2. Scholarly achievement; and
3. Non-instructional service to the department, college, university, community, and the profession.

The criteria that can contribute to the assessment of these factors are given in the sections that follow.

**II. TEACHING EFFECTIVENESS**

The candidate must have demonstrated effectiveness in teaching at both the graduate and undergraduate levels. The evidence for this effectiveness can be provided through various sources, including the following:

- a. **Achievement of Student Learning Outcomes** – Evidence of the achievement of student learning outcomes can include syllabi which describe the course contents, learning objectives, instructional materials, and assessments that demonstrate the effectiveness of the candidate in achieving the student learning outcomes for each course of instruction.
- b. **Student Evaluations of Teaching** – The use of student course evaluations and related assessment mechanisms to reflect the candidate's teaching success.
- c. **Course Development** – The description of successful efforts to develop new courses and to expand existing courses, including both traditional and online courses, along with efforts to develop and maintain related undergraduate and graduate instructional laboratories. This should be supported by course syllabi and other instructional materials prepared for those purposes.
- d. **Individual Student Mentoring** – The description of the candidate's efforts in the successful direction of undergraduate and graduate students through their teaching, research, student internships, and entrepreneurship activities if appropriate. Such descriptions should include the nature of the activity and its impact on student productivity during their stay at Wayne State, and after graduation.

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- e. **Textbooks and Publications in the Education Literature** – The documentation of successful peer reviewed works that contribute to teaching and instructional efforts at Wayne State, as well as nationally and internationally. Peer-reviewed publications that contribute toward research in education may provide evidence toward teaching effectiveness, or may contribute toward scholarly achievement.
- f. **Honors and Awards for Teaching** – The evidence of instructional success in terms of peer recognition at Wayne State, nationally, and internationally. This can be in the form of awards, grants, patents, and related intellectual property that reflects aspects of teaching excellence.

Successful candidates for promotion to either Associate Professor or Professor shall be expected to demonstrate excellent teaching effectiveness. In terms of teaching effectiveness, the evidence to be considered for granting tenure is similar to that considered for promotion to Associate Professor or Professor, depending on the rank of the candidate.

### III. SCHOLARLY ACHIEVEMENT

Within the College of Engineering, the candidate must show evidence of success in the development of research and innovation that expand the knowledge base in the candidates' field of expertise. Evidence of Scholarly Achievement may include:

- a. **Mentoring of Research Students** – The candidate is expected to successfully involve students at the graduate and undergraduate levels in her/his research. Evidence of the successful contributions of students to the candidate's research can be found in terms of archived journal publications, papers in peer reviewed conference proceedings, poster presentations, and other scholarly output. The results of student research should relate to the candidate's areas of funded as well as unfunded research.
- b. **External Funding** – The candidate is expected to secure external funding for research in order to sustain a viable and independent research program. It is recognized that national priorities and funding patterns are cyclical and appropriate funding may sometimes be difficult to acquire during a candidate's evaluation period so candidates are encouraged to investigate a diverse set of funding sources in order to support their research. Evidence of continued efforts to secure research support from a variety of external sources should be provided regardless of the outcome of such requests.
- c. **Publications** – Scholarly achievements should include the publication of the results of the candidate's creative activities in appropriate (preferably refereed) journals and conference proceedings. Books, book chapters, presentations, tutorials, and seminars may also be included as evidence of the dissemination of scholarly work. A list of appropriate publications along with any awards received with regards to them should be provided as well. Indicators of the impact of these publications on the research community may be provided.

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- d. **Innovative and Impactful Scholarship** – A description of all innovative and impactful research activities, no matter where they fall, from fundamental and basic research on the one hand to translational and applied research on the other. It is also recognized that a candidate’s research can crossover and extend beyond traditional disciplinary boundaries. This is often necessary in order to achieve the candidates’ goals related to the intellectual fusion, the societal impact, and the magnitude and external recognition of their research enterprise. Additional evidence can include intellectual property development with associated technology or knowledge transfer, especially to commercial entities that are able to develop and deploy commercially viable technology or products, reflect innovation, impact, and contributions to entrepreneurship.

Specific indicators of research output, innovation, and entrepreneurial activities can include the following aspects.

1. The use of the output from the applicant’s research and entrepreneurial activities by others for their research and entrepreneurial activities.
2. The disclosures of inventions, patent applications, and patents produced.
3. The creation of new commercial entities or organizations that will incubate, develop, and deploy technologies resulting from research or transfer results from the candidate’s research into existing commercial entities.
4. Service in an advisory capacity on corporate boards, as well as providing meaningful contributions to science and technology policy debates, policy development and deployment.

Note, however, that paid consulting activities do not count toward scholarly achievement.

Significant weight will be placed on Scholarly Achievement for candidates from units that offer Doctoral Programs. The quality of work is far more important than quantity. In units without Doctoral Programs, and especially those with high teaching loads (5 or more courses per academic year), Departmental Factors will determine how Scholarly Achievement is evaluated, and which of the factors listed above apply.

Successful candidates for promotion to Associate Professor should provide evidence of scholarly achievement at a level that demonstrates that the candidate is developing her/his potential to achieve national stature in his/her area of research, and to achieve leadership in the profession. Successful candidates for promotion to Professor are expected to have achieved national and international recognition for their contributions to scholarship in their fields, and are expected to demonstrate leadership within their professions. Scholarly Achievement factors for granting tenure are similar to those for promotion to Associate Professor or Professor, depending on the rank of the candidate, but the

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evaluation of these factors may also consider the candidate's potential to maintain scholarly productivity in the future.

#### IV. NON-INSTRUCTIONAL SERVICE

The candidate is expected to perform non-instructional service activities both within and outside the University. Evidence for these activities can include:

- a. **Committee Service** – The candidate's participation in departmental, college and university committees in terms of length of service and sub-committees served on within each.
- b. **Professional Activities** – The candidate's participation in professional activities such as holding local, national, and international offices. Examples can include advising of students groups, and the participation in other local and regional professional outreach activities.
- c. **Editorial and Reviewer Activities** – The candidate's participation in professional activities related to the dissemination of materials with regards to research and education, including aspects of continued education. Appropriate information can include journal editorships, editorial board positions, reviewer activities, the production of material for tutorials, short courses taught, and seminars led by the candidate.
- d. **Organization** – The candidate's participation in professional activities in the support of professional conferences such as conference organizer, reviewer, and active conference participant (panelist, session chair etc.).
- e. **Professional Certification and Awards** – The evidence of the candidate's status in the profession such as P.E. or E. I., as well as awards for entrepreneurial activities.
- f. **Community Service and Outreach Activities** – These can include activities that engage students in community service; media outreach; activities to engage pre-college students in STEM and similar activities.

For promotion to Associate Professor, the successful candidate is expected to provide evidence of involvement in departmental and college activities, and evidence of involvement in outside professional activities and service. For promotion to Professor, the successful candidate should meet the standards set for Associate Professors in non-instructional service, and in addition provide evidence of leadership in department and college activities, participation in university-level service, and leadership in professional or community programs outside the university. The factors in non-instructional service for granting tenure are similar to those for promotion to Associate Professor or Professor, depending on the rank of the candidate.