Department of Engineering

Departmental Promotion and Tenure Criteria

June 29, 2025

I. Introduction

This document was created following the reorganization of the original Department of Engineering and Aviation Sciences, which led to the establishment of a separate Department of Engineering on March 3, 2025. The quality of the programs offered by the Department of Engineering at the University of Maryland Eastern Shore is upheld through the dedicated and creative work of its faculty. An objective, systematic, and thorough appraisal of each candidate for promotion in academic rank and the granting of indefinite tenure is therefore essential. The purpose of this document is to establish common criteria for tenure and promotion within the Department of Engineering.

Promotions in rank and the granting of tenure are based on merit; they are neither automatic nor routine. Promotions are awarded to recognize the level of a faculty member's contributions to the department's mission in teaching, advising, and other student-related responsibilities; in scholarship and creative activity; and in departmental, institutional, public, and professional service.

The promotion and tenure criteria are intended to be presented clearly enough to guide those whose performance will be evaluated, as well as those responsible for assessing departmental faculty during the promotion and tenure processes, yet flexibly enough to allow for modifications in response to changes in engineering education at the University.

This document contains two sets of guidelines: Sections II–III apply to full-time tenure-track faculty, while Sections IV–VI pertain to part-time adjunct faculty, full-time non-tenure-track faculty (e.g., lecturers), and emeritus faculty.

II. Criteria for Promotion and Tenure (General)

Three areas of performance are evaluated for promotion and tenure decisions: **teaching, research/scholarship, and service**. The two primary areas are teaching and scholarly activity. In addition, candidates must demonstrate both the ability and willingness to perform essential service activities for the department, school, university, profession, and community.

A. Teaching (50-60 points)

A.1 Teaching Effectiveness

A candidate for promotion and/or tenure must have demonstrated a commitment to teaching excellence and have a commendable teaching record. Teaching effectiveness is the quality of teaching and the ability of instructors to positively impact student learning. Examples of teaching effectiveness include, but are not limited to:

1) **Demonstrates Proficiency in Teaching**: Displays proficiency in teaching as evidenced by positive student evaluations and feedback from peers/chair. Successful candidates should

provide evidence of consistently high student evaluations and constructive feedback from peers/chair. Evidence can include measures of instructional effectiveness, student engagement, and learning outcomes.

2) **Curriculum Development, Curriculum Assessment, and Innovative Teaching**: Contributes significantly to the development and implementation of courses, curricula, or assessment methods tailored to Engineering education. Successful candidates should demonstrate innovative teaching methods that enhance student learning outcomes. Evidence can include examples of course syllabi, assessment rubrics, supervision of students' academic work (e.g. internships, research projects), and outcomes data illustrating the impact of curriculum innovations on student achievement.
3) **Faculty Development and Continued Learning**: Actively engages in ongoing professional development activities, such as pedagogy workshops, ABET conferences and Engineering conferences, and relevant training sessions, to enhance teaching effectiveness. Successful candidates should demonstrate a commitment to continuous improvement in teaching practice. Evidence can include documentation of participation in professional development activities and their impact on teaching effectiveness.
4) **Academic Advising and Mentorship**: Provides effective academic advising and serves as a mentor to students pursuing studies in Engineering. Successful candidates can demonstrate the ability to support students' academic and professional development through personalized advising and mentorship. Evidence should include documentation of the number of students advised/mentored, their academic achievements, and any resulting career outcomes.
5) **Mentorship of Faculty and Staff**: Acts as a mentor to colleagues within the department, contributing to a collaborative and supportive academic environment. Successful candidates should demonstrate leadership in fostering the professional growth and development of faculty and staff members. Evidence can include examples of mentorship activities and their impact on the professional growth of colleagues.
6) **Awards and Recognition**: Receives awards, certifications, or recognition for teaching excellence, reflecting the impact of their teaching contributions. Evidence can include documentation of the types of awards received and their significance in the assessment of teaching effectiveness.
7) **Publications**: Authorship of textbooks, publication of laboratory manuals and teaching aids

A.2 The evaluation of teaching performance will be based on a variety of information, including, but not limited to the following:

1) Comprehensive course syllabi, course content, course supplements, exams, papers, and other
2) Student activities in the candidate's courses
3) Level of courses taught and the number of students
4) Observation of candidate's classes by the department chair and faculty peers
5) Written student evaluations
6) Teaching awards
7) Results of summative peer reviews of teaching

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

A.3 Point Distribution for Teaching Responsibilities and Performance:
The point distribution for teaching performance is provided below:

1) **Student evaluations** (Maximum 10 points)

Based upon 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

2) **Instruction and Course Content** (Maximum 20 points)

Criteria	Points
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 review of instructions	3
Special assignment	2
Involvement with students in and out of the classroom	3
Writing across the curriculum	2
Global perspective	2
Diversity and Inclusion	2

3) **Student Advising** (Maximum 10 points)

Criteria	Points
Program advisement	6
Professional/personal development advisement	2
Career advisement	2

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

Criteria	Points
Obtaining external funding for instructional activities	6

New curriculum and program design	4
Special teaching projects	2
Team teaching	2
Innovative teaching strategies or pedagogy	4
Use of computer aided instruction	3
Learning outcome assessment techniques	5
Participation in instructional development workshops	2

A.4 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. 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). 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 developing innovative methods, materials, or other instructional matters
7) Records of service on department or university committees dealing with teaching issues (curriculum, honors programs, new degree programs, etc.)
8) Records of awards, honors, citations, memberships in scholarly societies

9) List of conferences/short courses attended for professional growth
10) Statement of activities the applicant has engaged in to improve his/her teaching
11) Records of student advisement and supervision of student activities outside classrooms.

B. Scholarly Activities (25-35 points)

B.1 Overview

A candidate for promotion and/or tenure must have several 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 is also considered. When judging the quality of publication, the following factors are worth considering, for example:

- **Peer review**: Whether the article has been reviewed by experts in the field
- **Indexing**: Whether the journal is indexed in major bibliographic databases for the field
- **Publishing history**: How long the journal has been available
- **Impact factor**: A measure of a journal's influence within its field
- **Circulation**: Whether the journal reaches your target audience
- **Standardized reporting framework**: Whether the journal has a standard set to ensure all the information needed to assess the research is present
- **Editorial quality**: Whether the writing is clear and cohesive, and free of misspellings, grammar, and punctuation errors
- **Reputation**: The journal's reputation within the academic community
- **Publisher membership**: Whether the publisher is a member of the Committee on Publication Ethics (COPE) or the Open Access Scholarly Publishers' Association (OASPA)
- **Hirsch index**, which is a scientific index that measures the scientific output of a researcher. It's calculated by counting the number of papers with a citation number higher than or equal to a given number.

Additional scholarly works such as papers presented at professional meetings and successful research grant proposals are 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 referred 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.

B.2 Scholarly Performance Effectiveness

At UMES, scholarly work is defined by the Boyer Model (Scholarship Reconsidered, 1990), which categorizes scholarships in four areas. Examples of scholarly performance effectiveness include, but are not limited to

1. **Scholarship of Application** (also called the Scholarship of Engagement) defined as that which goes beyond the service duties of a faculty member to those within or outside the University, and involves the rigor and application of disciplinary expertise with results that can be shared with and/or evaluated by peers (i.e., Cooperative State Research, Education, & Extension Service, and Science Diplomacy)
    - **Professional Licensure and Certification**: Acquires and maintains appropriate licensure and specialty certifications relevant to Engineering.
    - **Patents and Innovations**: Documentation of any patents or innovative developments related to kinesiology research or practice.
    - **Community-Based Participatory Research**: Collaborating with community organizations, and local stakeholders to conduct research projects that address community needs.
    - **Technology and Innovation**: Utilizing cutting-edge technologies to enhance the academic performance of Engineering students both in labs and projects.
2. **Scholarship of Discovery** – defined as conducting traditional research, developing knowledge for its own sake, including aspects of creative work in the visual and performing arts.
    - **Research and External Funding**: Engages in scholarly investigation related to Engineering, seeks external funding for research projects, and collaborates with other investigators to advance knowledge in the field.
    - **Research Publications**: Publishes scholarly work in nationally recognized peer-reviewed journals, authors book chapters or books for scholarly material to contribute to the body of knowledge in Engineering.
    - **Awards and Recognition**: Receives awards, certifications, or recognition received for research excellence.
3. **Scholarship of Integration –** defined as synthesis of information across disciplines, across topics within a discipline, or across time (i.e., inter-professional education, or science communication); applying knowledge in ways that overcome the isolation and fragmentation of the traditional disciplines.
    - **Presentations of Scholarly Activity**: Presents scholarly findings at peer-reviewed local/regional/national/international meetings and as an invited seminar speaker.
    - **Professional Contributions**: Service as a reviewer for journals, conferences, or grant applications within the field**.**
    - **Interdisciplinary Collaborations:** Collaborating with researchers from diverse disciplines to conduct interdisciplinary research projects that address complex issues in Engineering.
    - **Policy Development and Advocacy**: Participating in policy forums, advocacy efforts, and stakeholder engagement activities to influence policies related to Engineering
4. **Scholarship of Teaching -** defined as that which involves the systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires the work to be made

public, made available for peer review and critique according to accepted standards, and should be reproducible and extensible by other scholars.

- **Pedagogical Research**: Conducting research studies to investigate the effectiveness of different teaching methods, strategies, and technologies in kinesiology education.
- **Integration of Research into Teaching**: Integrating research findings, evidence-based practices, and real-world applications into kinesiology courses to enhance student understanding of theoretical concepts and their practical implications in the field.
- **Dissemination of Teaching Innovations**: Sharing teaching innovations, best practices, and pedagogical insights with colleagues through presentations at teaching conferences, publication of articles in pedagogical journals, and participation in faculty development workshops.

B.3 Point Distribution for Scholarly Activities (Maximum 35 Points)

Criteria	**Points**
Peer reviewed journal publications in respectable journals with significant impact factor	3 each
Funded research/teaching competitive proposal PI/Co-PI by state or federal agencies	5
Patents, invention disclosures, licensing and commercialization	4
Teaching/Research proposal submission (state/federal agencies)	2
Peer reviewed proceedings publications	1 each
Non-peer reviewed publications	1
Presentation at scholarly meetings	2

To be promoted and/or tenured at the Associate Professor level, the candidate would ordinarily have **at least three (3)** peer reviewed journal articles while employed at UMES. Journal articles will be rated in accordance with the journal's recognition in the professional community. Publications in journals with significant impact factors are strongly encouraged.

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 factors are strongly 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.

C.1 Service Performance Effectiveness

Examples of service performance effectiveness include, but are not limited to:

Departmental and University Service: Actively contributes to the development and implementation of departmental and university goals, policies, and procedures through committee

participation. Faculty members are expected to serve on departmental and university committees, task forces, advisors to student organizations, or other administrative bodies relevant to their expertise and interests. **Participation in Ceremonies and Events:** Participates in departmental and university-specific events to contribute to the sense of community and collegiality within the department and university. Faculty members are encouraged to attend departmental meetings, seminars, receptions, and university-wide events such as convocations, commencements, and academic ceremonies. **Professional Engagement:** Maintains membership in professional organizations relevant to the field of kinesiology and actively participates in organizational activities. Faculty members are expected to attend relevant meetings, conferences, and workshops, and contribute to leadership or organizational activities within these societies. Professional engagement may include serving on committees, reviewing manuscripts, and mentoring junior scholars. **Community Service**: Engages in community service activities related to Engineering or aligned with the mission of the department and university. Faculty members are encouraged to participate in outreach programs, volunteer initiatives, and community partnerships that promote physical activity, health, and wellness. Community service activities may include organizing health fairs, leading fitness programs, and collaborating with local schools and community organizations. **Awards and Recognition**: Receives awards, certifications, or recognition for service excellence, reflecting significant contributions to the department, university, and community. Awards may include university awards, community service awards, and professional recognition from relevant organizations.

The elements of performance of service to be considered include, but are not limited to:

Criteria	**Points**
Chairing departmental, school, and University committees	4
Participation in 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

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 university's 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

	Weights	**Minimum Points**	**Minimum Percentage**
Teaching	50-60 points	37.50 – 45.00	75.00%
Scholarly Activities	25-35 points	18.75 – 26.25	75.00%
Service	15-20 points	11.25 – 15.00	75.00%
TOTALS	**100 points**	**75.00**	**75.00%**

B. To Associate Professor – Promotion and/or Tenure

	Weights	**Minimum Points**	**Minimum Percentage**
Teaching	50-60 points	40.00 – 48.00	80.00%
Scholarly Activities	25-35 points	20.00 – 28.00	80.00%
Service	15-20 points	12.00 – 16.00	80.00%
TOTALS	**100 points**	**80.00**	**80.00%**

C. Promotion to Full Professor

	Weights	**Minimum Points**	**Minimum Percentage**
Teaching	50-60 points	42.50 – 51.00	85.00%
Scholarly Activities	25-35 points	21.25 – 29.75	85.00%
Service	15-20 points	12.75 – 17.00	85.00%
TOTALS	**100 points**	**85.00**	**85.00%**

To be tenured as an Assistant Professor a minimum score of 75% must be achieved in each area (teaching, scholarly activities, and service) and a minimum aggregate score of 75 points.

To be promoted to and/or tenure at the Associate Professor level, a candidate must have a minimum score of 80 points in total and 80% in each area (teaching, scholarly activities, and

service).

To be promoted to Full Professor level a candidate must have a minimum score of 85 points in total and score at least 85% in each area (teaching, scholarly activities, and service).

IV. Criteria for Part-Time Non-Tenure Track Faculty (Adjunct Faculty)

Promotion of Part-Time Non-Tenure Track Faculty (Adjunct Faculty)

Category	Benchmarks
Teaching	• A doctoral degree (Ph.D. or equivalent) in a relevant engineering field is strongly preferred. A master's degree in engineering plus significant professional experience may also be acceptable. • A total of 12 courses of three credits or more, taught over at least three consecutive years. • Average student evaluation scores of 3.0 to 4.0 on a 5-point scale • One peer or Chair reviewed teaching evaluation every other year with a minimum of "satisfactory" performance • At least a total of 3 new curricular developments, curricular assessments, and innovative teaching methods (5 for full professor status) • Engaged in total of 2 faculty development and continued learning opportunities (3 for full professor status) • Mentoring of 10 students in classes taught (20 for full professor status) • Evidence of **subject-matter expertise** relevant to the course(s) or research activity assigned.

Requirements for Part-Time Non-Tenure Track Faculty (Adjunct Faculty) Appointment: Assistant/Associate/Full Professor

To Adjunct Associate Professor – Non-Tenure Track Faculty

	Weights	Minimum Points	Minimum Percentage
Teaching	50-60 points	35.00 – 42.00	70.00%

To Adjunct Professor – Non-Tenure Track Faculty

	Weights	Minimum Points	Minimum Percentage
Teaching	50-60 points	37.50 – 45.00	75.00%

V. Criteria for Full Time Non-Tenure Track Faculty (Lecturer to Senior Lecturer)

Promotion to Senior Lecturer requires sustained, high-quality contributions in teaching and service, typically over a minimum of five years at the Lecturer rank. Candidates should demonstrate excellence in teaching, significant involvement in departmental or institutional service, and continued professional growth. The evaluation criteria are the same as those for all other full-time faculty in Sections II–III, except that the primary areas of evaluation are **Teaching and Service**. Research and scholarly output is not required but may be considered a strength.

Teaching excellence is the core criterion and is usually documented through:

- Consistently strong student evaluations
- Evidence of effective and innovative teaching methods
- Curriculum development or course redesign
- Peer evaluations or classroom observations (if applicable)
- Mentorship or academic advising of students

Service Contributions are usually documented through:

- Active participation in departmental, college, or university service, such as:
  - Committee work
  - Student recruitment and retention activities
  - Outreach or engagement with the community or profession
- Demonstrated leadership and commitment to the institution

Furthermore, institutional fit and collegiality should be documented through

- Demonstrated professionalism, reliability, and collaboration with colleagues and students
- Evidence of being a good departmental citizen who enhances the academic environment

Requirement for Full-Time Non-Tenure Track Faculty Lecturer to Senior Lecturer Appointment

To Senior Lecturer – Non-Tenure Track Faculty

	Weights	**Minimum Points**	**Minimum Percentage**
Teaching	55-60 points	41.25 – 45.00	75.00%
Service	15-20 points	11.25 – 15.00	75.00%
TOTALS	**75 points**	**75.00**	**75.00%**

VI. Criteria for Emeritus Faculty Performance Evaluation

The criteria for awarding emeritus faculty status in the Department of Engineering shall follow the University common standards to ensure the title reflects distinguished academic service and honorable retirement.

To be awarded emeritus status at the University of Maryland Eastern Shore (UMES), a faculty

member must have made significant and extraordinary contributions to the university through excellent teaching, scholarship, or service, or a combination thereof. A formal application process, including a review by the department and approval by the President, is required, and the faculty member must have retired or be in the process of retiring. The following departmental review criteria are adopted:

	Weights	**Minimum Points**	**Minimum Percentage**
Teaching	50-60 points	42.50 – 51.00	85.00%
Scholarly Activities	25-35 points	21.25 – 29.75	85.00%
Service	15-20 points	12.75 – 17.00	85.00%
TOTALS	**100 points**	**85.00**	**85.00%**

Department of Engineering

This document was revised, reviewed, and submitted by the Department of Engineering P&T Committee (Committee Members: Dr. I. K. Dabipi, Chair; Dr. Abhijit Nagchaudhuri, Dr. Lei Zhang, Dr. Alvernon Walker, and Dr. Payam Matin). The document was reviewed and approved by all tenured-faculty members in the Department as below:

List of Tenured Faculty and Signatures

Tenured Faculty	Signature and Date	
Dr. I. K. Dabipi	Ibibia K. Dabipi	07 / 04 / 2025
Dr. Abhijit Nagchaudhuri		07 / 07 / 2025
Dr. Lei Zhang	Lei Zhang	07 / 07 / 2025
Dr. Alvernon Walker		07 / 08 / 2025
Dr. Lanju Mei		07 / 08 / 2025
Dr. Payam Matin		07 / 15 / 2025
Dr. Yuanwei Jin		07 / 15 / 2025

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