

College of Engineering
Department of Chemical and Materials Engineering
Guidelines for Promotion and Tenure
REGULAR TITLE SERIES
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“APPROVED” DRAFT

In tenure and promotion decisions, the Faculty of the Department of Chemical and Materials Engineering in the College of Engineering base their recommendation on the candidate’s performance in teaching, research and service, as detailed in the University Administrative Regulations (AR 2:2). All faculty members are expected to contribute to the mission and goals of the Department by a demonstrated and sustained excellence in undergraduate and graduate teaching, by the achievement of a broadly-recognized and high-quality research program, and through substantive service to the Department, University, and the external professional community. The guidelines presented here have been established according to GR VIIA.6 to assist the members of the Department of Chemical and Materials Engineering in evaluating candidates for tenure and promotion, and to provide candidates with an understanding of those factors to be considered in the evaluation process. These guidelines are intended to supplement, but not replace, the procedures described in the University of Kentucky Administrative Regulations (i.e., AR 2:1, 2:2).

Promotion to Associate Professor with Tenure

Teaching and Advising: The successful candidate for promotion to Associate Professor with tenure will demonstrate a strong and sustained record of high-quality and effective teaching and advising; a balanced record of teaching at both the undergraduate and graduate levels is expected. Undergraduate teaching contributions would include core courses across the curriculum, as well as participation in undergraduate laboratory courses, as appropriate. Graduate teaching contributions may include core courses, as well as elective courses related to the candidate’s research area or other relevant areas. Other significant teaching contributions that will be taken into consideration include the development of new courses, the introduction of novel teaching techniques, modules or technologies, the creation of new materials such as textbooks or web-based content, and the direction of undergraduate research projects. Recognition will also be given to faculty who seek professional licensure in order to qualify for teaching design courses.

Teaching performance will be evaluated through the preparation of a detailed teaching portfolio that includes a reflective statement on teaching philosophy, samples of teaching materials, and complete quantitative and qualitative student course evaluations, by semester. Student and alumni letters, solicited at the point of the promotion and tenure review, will also be taken into consideration.

Formal and informal advising of undergraduate and graduate students is an important aspect of teaching. Candidates must demonstrate a willingness to participate in meeting the Department's undergraduate advising needs, and provide effective and accessible advising support. At the graduate level, faculty are responsible for the direction of graduate students in their own research program and are expected to participate in graduate committees both internal and external to the Department, as appropriate. At the point of promotion, the successful candidate is expected to have supervised one or more Ph.D. candidates to graduation or close to graduation. The quantity and quality of the candidate's advising activity will be assessed through documentation provided in the teaching portfolio.

Research: The successful candidate for promotion and tenure must demonstrate substantive, original, innovative intellectual contributions to scholarship through publication or dissemination of research in appropriate peer-reviewed outlets, and must document that they have established an independent research agenda and a long-term, sustainable trajectory for their research. Scholarly accomplishment will be measured by the quantity, quality and impact of published work, and the level of extramural funding obtained. Archival journal articles, book chapters, and book manuscripts should be placed in the highest quality peer-reviewed outlets, i.e., those outlets generally regarded by colleagues in the discipline as the top-tier publications on the basis of their selectivity, influence, and reputation for publishing innovative scholarship. The relative weight given to other publications (e.g., conference proceedings, external reports, web-based content) will be established based on the degree to which these publications were subject to objective peer review, and the perceived stature of such outlets in the discipline. While collaborative research with colleagues is encouraged, it is important that the candidate clearly demonstrate scholarly independence and leadership through lead or corresponding authorship on papers emanating from his/her research program. In addition, the production of publications with graduate student co-authorship is strongly encouraged.

The department regards external funding as an important measure of the significance and relevance of the candidate's research program. The amount of such funding is less important than a demonstration of both the willingness to energetically seek such funding and the ability to attract it from competitive and peer-reviewed funding sources. At the point of promotion, candidates are expected to be independent or nearly independent in their ability to support their research program. In reviewing the candidate's record for extramural funding, weight will be given to funding obtained with the candidate as lead investigator, as well as funding that was subsequently validated by the production of refereed publications.

Additional measures of research quality may include national and international conference and workshop presentations, invited seminars at major academic institutions, industrial and governmental laboratories; awards and other formal acknowledgements by peers at regional, national, and international levels; evaluation by external reviewers. Recognition will also be given for patents and technology transfer based on innovative research.

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Service: The service responsibilities assigned to Assistant Professors through their Distribution of Effort (DOE) are relatively modest as compared to tenured faculty. Nevertheless, it is important that all faculty members contribute in a substantive manner to the mission of the Department, University, and profession through service activities. Evidence of service may include (but is not limited to) undergraduate and graduate student recruiting, course coordination and curricular development, committee service at the Department, College or University level, contribution to specific activities such as Engineer's Day, and participation in science and engineering-related events in the local community. Professional service activities would typically include contributions to the peer-review process for journals and granting agencies, editorships, conference organization and service through elected offices in professional societies, etc.

Promotion to Professor:

Promotion to Professor requires that a faculty member has realized the professional promise implicit in the award of tenure, and that the individual has achieved national and even international recognition based on the quality of his/her scholarship and contributions to the discipline. Candidates for promotion to the rank of Professor must demonstrate excellence in teaching, research and service. In teaching, the individual is expected to make sustained and high-quality contributions to the educational mission of the Department, as evidenced by the range of courses taught, the potential development of new courses, laboratories and modules, and by a continuing commitment to student advising at both the undergraduate and graduate levels. In research, it is expected that the individual will build upon the foundation established during the probationary period, and provide evidence of a substantial body of scholarly output well beyond that established at the point of promotion to Associate Professor as demonstrated by number, quality and impact of publications, extramural funding, external awards and recognitions, and Ph.D. graduates. Leadership roles in the submission and award of multi-investigator and Center initiatives will also be duly recognized. In the area of service, tenured faculty are expected to contribute more fully to the various service-related functions of the Department and the University as compared to probationary faculty. Candidates for promotion to the rank of Professor must demonstrate substantive service contributions that may include administrative roles (e.g., DGS, DUGS), committee service, special projects and other activities commensurate with the level of effort documented in the DOE.

Approved by unanimous vote of the CME Faculty (Lexington & Paducah) on March 26, 2010.

Approved by Dean Thomas Lester on April 20, 2010