Kennesaw State University
Academic Affairs

Approval Form for Department Promotion and Tenure Guidelines

A copy of this form, completed, must be attached as a cover sheet to the department guidelines included in portfolios for Pre-Tenure, Review, Promotion and Tenure and Post-Tenure Review.

I confirm that the attached guidelines, dated ____/____/____, were approved by the faculty of the Department of Mechatronics Engineering in accordance with department bylaws:

_____

Name (printed or typed) / DFC or P&T chair Signature/ Date

Department Chair Approval - I approve the attached guidelines:

_____

Name (printed or typed) Signature/ Date

College P&T Committee Approval - I approve the attached guidelines:

_____

Name (printed or typed) Signature/ Date

College Dean Approval - I approve the attached guidelines:

_____

Name (printed or typed) Signature/ Date

Provost Approval - I approve the attached guidelines:

_____

Name (printed or typed) Signature/ Date

DEPARTMENT OF MECHATRONICS ENGINEERING

FACULTY PROMOTION AND TENURE

Approved 2019

BACKGROUND

The promotion and tenure policies of the University System of Georgia are contained in the Policy Manual of the Board of Regents. Policies of Kennesaw State University contain additional elements that reflect the history, structure, and identity of the university and are found in the Kennesaw State University Faculty Handbook. Policies of the Department of Mechatronics Engineering at KSU contain additional elements that reflect the vision, mission and identity of the program. The process for promotion or tenure at Kennesaw State University culminates in the president's recommendation to the Board of Regents, which is the final authority on promotion and/or tenure decisions.

PURPOSE

The purpose of this document is to set forth the Department of Mechatronics Engineering's standards and procedures for awarding promotion and/or tenure to the department's faculty members. It is based upon the policies and procedures of the University System of Georgia and the policies and procedures of the Kennesaw State University. It is intended as supplemental to such policies and procedures and does not supplant such policies, procedures or criteria therein listed. The document has been approved by the Mechatronics Engineering Peer Committee (Promotion and Tenure Committee), Department Faculty Council, and submitted to the department chair and the dean for implementation.

Several working assumptions were identified during the course of the document's preparation. A set of promotion and tenure standards and procedures for the Department of Mechatronics Engineering at KSU shall:

1. be compatible with standards and procedures operating at the University level;

2. clearly identify those qualities which are of value to the Department of Mechatronics Engineering, but which may be distinct from those of other academic units within the University;

3. focus on standards which can be implemented in a spirit of consistency and fairness;

4. reflect the collective understanding and will of the Mechatronics Engineering faculty regarding their responsibilities as members of that faculty;

5. establish standards which ensure maintenance of the highest degree of excellence within the Department of Mechatronics Engineering;

6. provide a meaningful role for peer review, thereby further safeguarding the collective interest of the Department of Mechatronics Engineering faculty;

7. provide meaningful guidance and assistance to the dean, the department chair and the faculty as a whole in matters of faculty evaluation in the process of promotion and tenure;

8. be stated in a clear and unambiguous manner, thereby minimizing the dangers of confusion and misinterpretation.

FACULTY PERFORMANCE

Faculty performance in the Department of Mechatronics Engineering is evaluated following the general guidelines established in the College and University guidelines. The key points of these general guidelines are:

- The Faculty Performance Agreement;
- The Annual Review Document;
- Definitions of scholarly activity and scholarship;
- For tenure and/or promotion of tenured/tenure track faculty, external letters are required.

CRITERIA FOR PROMOTION AND TENURE

TEACHING CREDENTIALS

The Department of Mechatronics Engineering recognizes the minimum qualifications for employment stipulated by the University System of Georgia (8.3.1.2). The Department of Mechatronics Engineering also recognizes the credentials for promotion and tenure as stipulated in the KSU Faculty Handbook (3.5 General Expectations for Tenure, Promotion, Post-tenure Review, and Faculty Performance for Tenure Track Faculty in Professorial Ranks). In keeping with the current university requirements for hire, the Department of Mechatronics Engineering asserts the necessity of an earned Doctorate Degree or terminal degree in the field of expertise as a requirement for hire in Professorial ranks. The Department of Mechatronics Engineering is committed to the advancement of traditional scholarship, professional practice and creative activity. To be considered for promotion or tenure in Professorial ranks in the Department of Mechatronics Engineering, a faculty member must meet the following minimum requirement

- Ph.D. or Doctorate – An earned doctoral degree appropriate to the discipline and from an accredited/recognized institution.

For promotion of non-tenure track Lecturers to Senior Lecturer, a faculty member must meet the following minimum requirements

- M.S. – An earned master's degree appropriate to the discipline and from an accredited/recognized institution, AND professional licensure – U.S. license appropriate to the departmental disciplines. Faculty applicants holding licenses from foreign countries must first obtain reciprocity to satisfy this requirement.

OR

- Ph.D. or Doctorate – An earned doctoral degree appropriate to the discipline and from an accredited/recognized institution.

TIME IN RANK

The Department of Mechatronics Engineering recognizes the provision in the KSU Faculty Handbook for the granting of credit toward promotion and tenure, but prefers that new hires pursue, at the outset, a five-year probationary period. The Department of Mechatronics Engineering acknowledges that the existing university's guidelines also provide for the possibility of any faculty to request early review within the promotion and tenure process. The Department of Mechatronics Engineering recommends the latter course of action versus the seeking of credit by those new hires believing their background justifies compressing the traditional five year probationary period.

CATEGORIES FOR EVALUATION FOR PROMOTION AND TENURE

The Department of Mechatronics Engineering recognizes the criteria for promotion and tenure as outlined in the KSU Faculty Handbook (3.5 General Expectations for Tenure, Promotion, Post-tenure Review, and Faculty Performance for Tenure Track Faculty in Professorial Ranks). Evidence for consideration of promotion and tenure should be referenced according to the three categories of evaluation identified under KSU Faculty Handbook (3.3 Basic Categories of Faculty Performance) Evaluation of Faculty- Faculty Ratings Form. Those categories are as follows:

1. Teaching, Mentoring, and Supervising
2. Research and Creative Activity
3. Professional Service

CRITERIA FOR TENURE AND PROMOTION

The Southern Polytechnic College of Engineering and Engineering Technology Guidelines for Tenure, Promotion, and Post-Tenure Review specifically address the qualities of faculty at the ranks of Assistant Professor, Associate Professor, Professor as well as Lecturer and Senior Lecturer. Specifically, Table IV from the College guidelines (see Appendix), and should be used as a guide when evaluating candidates for tenure and promotion in the Department of Mechatronics Engineering.

In the Department of Mechatronics Engineering, faculty candidates for tenure and for promotion to Associate Professor must demonstrate evidence of "above satisfactory" or higher achievement in the faculty performance categories of 1) Teaching, Mentoring, and Advising, and 2) Research and Creative Activity regardless of workload model. A minimum level of "satisfactory" must be evidenced in the faculty performance category of 3) Professional Service, unless on the Service Model which requires at least "above satisfactory" in Professional Service.

Candidates for Professor must also achieve a minimum of "above satisfactory" in 1) Teaching, Mentoring, and Advising and 2) Research and Creative Activity, with a minimum of "satisfactory" in 3) Professional Service, unless on the Service Model which requires at least "above satisfactory" in Professional Service. Additionally, the candidate must show evidence of mastering Associate Professor criteria, establishing himself or herself as a highly effective and highly accomplished teacher and scholar. This should include assuming significant leadership roles in institutional and/or professional groups.

Promotion to Senior Lecturer requires a minimum of "above satisfactory" in 1) Teaching, Mentoring, and Advising. A minimum of "satisfactory" in 2) Research and Creative Activity and 3) Professional Service is required if expectations in these categories are included in the Faculty Performance Agreement.

DEFINITIONS

The Southern Polytechnic College of Engineering and Engineering Technology provides four different faculty workload models. The four models are "teaching", "teaching/scholarship", "service", and "administrative." They are defined in Section V, "Workload Models," of the Southern Polytechnic College of Engineering & Engineering Technology Faculty Promotion and Tenure Guidelines, which is appended to this document.

The Southern Polytechnic College of Engineering and Engineering Technology uses five terms to define levels of achievement in the annual evaluation process. The five levels are "outstanding", "above satisfactory", "satisfactory", "unsatisfactory", and "unacceptable" and are defined in Section VII, "Annual Reviews," of the Southern Polytechnic College of Engineering & Engineering Technology Faculty Promotion and Tenure Guidelines.

Section VIII, "Criteria for Evaluation," of the Southern Polytechnic College of Engineering & Engineering Technology Faculty Promotion and Tenure Guidelines lists criteria for "satisfactory" and "above satisfactory" performance in the three categories for evaluation in the promotion, pre-tenure, tenure, and post-tenure processes. The Department of Mechatronics Engineering hews to these criteria with the addition of the following guideline for "above satisfactory" performance in scholarship for faculty following the "teaching/scholarship" workload model: On a yearly basis, the faculty should produce scholarship at a level equivalent to submitting one journal article for review (with one accepted every other year), publishing one conference article, and submitting one external grant proposal at a funding level of approximately $50k or more. This guideline is merely illustrative of the level of production expected. For example, publication of both a journal article and a conference article yearly, a published conference article and funded research project yearly, or other combinations could possibly qualify as "above satisfactory", depending on the quality of the journal, funding, and/or conference. Conference proceeding publications are expected to be in well-respected regional, national, or international conferences such as those sponsored by the IEEE and ASME. Similarly, quality is expected from journal publications, certainly avoiding predatory journals such as those on Beall's List or those with application fees. Publications of relatively low prestige can still be of value, especially if published by students in student-centered conferences or journals, but would be discounted at a rate dependent on quality. Publications in highly respected journals such as IEEE Transactions are especially valued. External grant proposals are valued, even if unfunded, assuming they receive some positive feedback from reviewers and are part of a long-term strategy to secure funding.

Teaching, Mentoring and Supervising

The Department of Mechatronics Engineering asserts that, as criteria for promotion and tenure, a faculty member must demonstrate teaching effectiveness. An effective educator shall:

1. demonstrate proficiency in, and continued pursuit of, the subject matter to which their teaching responsibilities have been assigned.

2. demonstrate the ability to achieve the objectives of the courses being taught.

3. demonstrate an ability to recognize a student's talents and abilities and to foster them

4. demonstrate leadership.

Listed below (with no attempt to suggest any rank order) are some types of evidence to support performance of a faculty member as teacher and educator.

1. Course and Curriculum Development

    A. Development of new courses and laboratory experiences, or new approaches to teaching.

    B. Extensive work in curriculum revision or teaching methods for the college or department.

2. Teaching Skills and Methods

    A. Summaries of student evaluations for all courses taught during the previous four years or since initial hire.

    B. Summaries of feedback from students, peer reviews, administration reviews, alumni, and other meaningful sources.

    C. Evidence that feedback has been continuously and effectively used to improve teaching performance, where appropriate.

    D. Participation in programs, conferences, or workshops designed to improve teaching skills.

    E. Awards or other forms of recognition for outstanding teaching.

3. Education Activities

    A. Supervision of independent Study courses, Thesis projects, Honors Thesis, Graduate Thesis, Dissertations, Field Trips, and Internships.

    B. Supervision of students working in instructional activities, such as lectures, laboratories, recitations, self-paced instruction or tutoring.

    C. Visiting Critic, Guest Lecturer, Guest Evaluator at other Schools, Departments of Engineering.

    D. Specialized teaching for honors students or for other types of special programs.

Research and Creative Activity

An effective educator shall set an example in scholarship appropriate to the discipline. In keeping with the Department of Mechatronics Engineering's commitment to the advancement of traditional scholarship, professional practice and creative activity, accomplishments in the area of academic achievement are expected to be of high quality and of scholarly, artistic and/or professional significance.

Research and Creative Activity is broadly defined to encompass a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, and pedagogy. It includes the scholarship of discovery, integration, interpretation, application, as well as the scholarship of pedagogy and learning both within and across disciplines, and professional practice. Activity in these areas becomes Research and Creative Activity when the work is formally shared with others and thus is subject to review of its quality, value and significance. To provide objective evaluation of creative and professional activities, the program may enlist the use of external peer reviews.

Research and Creative Activity will be considered for tenure and promotion evaluation if it is relevant to the faculty's research, teaching, and/or professional work and if it serves to advance their field or cognate disciplines. In cases where scholarship is a joint effort with others, there must be clear evidence that the individual under consideration has taken a leading role in conducting the work.

Listed below (with no attempt to suggest any rank) are some types of evidence to support Research and Creative Activity in the areas of scholarship and professional practice:

Scholarship

1. Research. It is assumed that output in this area will make original contributions to the body of knowledge about Mechatronics Engineering, Mechatronics Engineering practice, or Mechatronics Engineering education (this category could include teaching innovations when they are undertaken with a research perspective and are applicable to the field in general). Efforts in this form of scholarship are expected to be in areas consistent with a faculty member's academic preparation and teaching assignments. In many respects, this type of scholarship comes closest to the type of scholarship normally produced in a university. However, reviewers must be aware of the caveat regarding funding indicated below when judging a Mechatronics Engineering faculty member's contribution in this area.

2. Grants and Sponsored Programs. Consideration should be given to the development of research proposals reviewed by external bodies, the securing of funding, the ability to engage and support graduate students, the execution of the project, and the critical evaluation of the finished project. It should be recognized that, funding for the emerging discipline of mechatronics tends to lap into other areas: architecture, computer technology, mechanical or electrical engineering, etc. Few funding programs exist that sponsor strictly Mechatronics Engineering research. Consideration should be also given to the prestige of the funding agency, the impact or the potential of the impact of the work, and the value of the grant.

3. Unfunded Research. Because of the circumstances indicated above, some valuable research might have to be accomplished without funding. In these cases, consideration

should be given to the dissemination of this research through publications, presentations, and lectures (see below). External reviewers may also be asked to give assessments of the quality and importance of this work, its relevance to the field, and its potential to garner future funding or dissemination opportunities. In the case of work in its beginning stages, it is expected that the candidate would include a development plan that indicates possible funding sources and venues for dissemination.

4. Publication of Research Work. Consideration should be given to the status of the publication (refereed/non-refereed; national distribution; and professional, scholastic, trade, or popular journal) and the scope of the work (book, chapter in a book, article, or abstract).

5. Reviews and Citations. Consideration should be given to the quality of the work as reviewed in journals and to the frequency with which the candidate's research work is cited or serves as a platform for another researcher.

6. Papers Presented. One of the avenues for dissemination of research work is the presentation of papers at professional conferences. Consideration should be given to the level of the conference (international, national, or regional), whether the papers are refereed or not, and the amount of involvement in the conference (paper given, moderator, panelist). The paper's inclusion in the published proceedings of the conference should also be considered.

7. Invited Lectures. Consideration should be given to the status of the sponsor and the audience (university, association, professional organization, and researchers), the scope of the presentation (a series of lectures, a single lecture, or a keynote address), the area of scholarship represented, and critical reviews.

8. Awards. Consideration should be given to the type of award given (international, national, regional, or local), whether the award is for a particular piece of research or a body of work, and the prestige of the awarding agency.

9. The faculty candidate must demonstrate the relevancy of scholarship to his or her teaching responsibilities.

Professional Practice

1. Professional Consultation and Practice. It is assumed that work in this area would demonstrate a contribution to the profession, represent a creative or intellectual stretch beyond normal practice, or be recognized by awards or publication. It is also recognized that contributions in this form of scholarship are difficult and usually slow to develop. Success often depends on several participants beyond the control of the faculty member, and appropriate recognition of contributions is usually accorded to a very small percentage of endeavors. Yet, efforts in this type of scholarship are very important to a professional program. Evidence of work should be documented. Efforts in this form of scholarship are expected to be in areas consistent with a faculty member's academic preparation and teaching assignments.

2. Professional Commissions. While securing commissions to do engineering work does not usually represent normal peer evaluation; it sometimes is the result of a process that involves competition for the project. Consideration should be given to the selection process, the prominence of the project, and the reputation of the client.

3. Design Awards. Consideration should be given to the status of the awards program itself (national, regional, state, or local), the sponsor of the awards program (Professional societies, trade organizations, or material suppliers), the reputation of the awards program, and the prestige of the jury. Where it is possible to ascertain, the number of entries juried and the level of award should also be considered. Also to be considered are awards for a body of work and not just a single design.

4. Publication of Professional Work in Journals. Consideration should be given to the status of the publication (book, professional journal, trade magazine, popular journal, newspaper), its distribution (international, national, regional, local), and the type of coverage (featured article, article, mentioned as part of larger topic). For publication of teaching activities, consideration should be given to the status of the publication (book, professional journal - refereed or not -, trade magazine, popular journal), its distribution (international, national, regional, local), the type of coverage (featured article, article, mentioned as part of larger topic), and critical reception.

5. Competitions. Design competitions are one way of securing professional work. It is also a means by which a designer can explore ideas without securing a client. Consideration should be given to the level of competition (international, national, regional, or local), the number of entrants, the scope of the work, and the prestige of the sponsor and the jurors (thus the significance of the competition).

6. Exhibitions. Consideration should be given to the status of the exhibition, whether the entries were juried or not, the prestige of the exhibition's location, whether a one person show or one-piece in a larger exhibition, and documented critical reviews.

7. Invited Lectures. As a result of professional work, one might be invited to present in a lecture format either a single piece of work or a body of work. The importance here is the dissemination of information and the recognition of the importance of and interest in one's professional work. Consideration should be given to the significance of the audience and sponsor (a university, a professional society, a trade organization, or a civic group), to whether the sponsor is a national, regional, or local group, and to the scope of the presentation (a lecture, participation on a panel, a tour of the building).

8. Consulting. In the capacity of a professional, one might be asked to assist another organization in a consulting role. Consideration should be given to the nature and scope of the consulting (policy making, technical assistance, or application of expertise), the employing agency (a government group or agency, a private organization, or a firm), the impact of the consultation. Documentation (reviews, published articles or books giving credit to the faculty member, or evidence of the impact of the consulting) of the dissemination of this consultation should be considered.

9. The faculty candidate must demonstrate the relevancy of the Professional Practice to his or her teaching responsibilities.

Professional Service

An effective educator shall set an example in service appropriate to the discipline. KSU identifies areas of faculty service as follows:

1. Service to KSU and Program. Service to KSU and the department comes in the form of committee activity and the necessary charges of any faculty in the daily and yearly academic functions of the program. Activities to assist and support students, Department, College, or University will be recognized as a valuable faculty service. Some types of faculty service are as follows: supporting student projects and organizations; promoting department outreach; and assisting special service needs of the College and University.

2. Service to the Profession. Service to the profession comes in the form of the lending of expertise to professional organizations. It falls to the faculty to identify which subcategory the professional service applies. What professional community receives the service? Is the professional service to an academic organization (ABET, ASEE for example), to a professional organization (IEEE, ASME, ISA, AIAA for example)? Examples of service to the profession include chairing conference sessions, reviewing scholarly articles, and serving on editorial boards.

3. Service to the Community. Service to the community involves the application of expertise pro bono to the community - serving a community organization in the capacity as an expert. While the application of one’s personal time to a community organization unrelated to one’s expertise is laudable, is does not count towards promotion and tenure.

TEACHING OUTSIDE THE AREA FOR WHICH A FACULTY IS HIRED

The normal practice of the Department of Mechatronics Engineering will be to assign faculty in their declared and demonstrated area of expertise. It may be necessary, however, due to unforeseen circumstances, to deviate from the norm to meet departmental needs in another area for which the faculty member's degrees and experience qualify them. Assignment is an administrative responsibility with due consideration to faculty desires and abilities. Faculty hired to teach in a certain area are expected, as a norm, to teach there. Permanent reassignments are subject to negotiation.

Appendix:

Southern Polytechnic College of Engineering & Engineering Technology Faculty Promotion and Tenure Guidelines