DEPARTMENT OF MECHANICAL AND AEROSPACE ENGINEERING
CSULB COLLEGE OF ENGINEERING
REAPPOINTMENT, TENURE, AND PROMOTION (RTP) POLICY

1 Introduction

This document is the Department of Mechanical and Aerospace Engineering (MAE) policy for reappointment, tenure and promotion (RTP). This policy was developed in accordance with the University RTP Policy (PS 23-24) and the College of Engineering RTP Policy, which govern and supersede the department policy. Therefore, the department policy is limited to providing a more detailed description of the requirements and, if necessary, additional assessment criteria deemed essential by the department. The department policy at no time will, explicitly or implicitly, abate the requirements approved by the College or the University.

The aim of the RTP process is to evaluate the professional development of each faculty in the three core areas of instruction and instructionally related activities; research, scholarly and creative activities; and service. Through the RTP process, the department seeks to guide, retain, and reward its valued teacher-scholars; sustain excellence in its instructional and research programs; provide service to the University, the community, and the profession; and create and advance knowledge. The review procedure should also be used as an instrument to encourage continuous improvement and professional growth at each step of the RTP process. To be effective, the RTP process must be fair, transparent, and participatory. Finally, the central thrust of the faculty review should be on the quality of performance, with measurable effects on academic and professional growth.

2 RTP Areas of Evaluation and Review

Tenure-line faculty in the MAE Department shall be evaluated in the following areas:

- Instruction and instructionally related activities
- Research, scholarly, and creative activities (RSCA)
- Service

Due to the rapidly advancing nature of the mechanical and aerospace engineering disciplines, tenure-line faculty in the MAE Department are expected to stay current in their profession. Tenure-line faculty in the MAE Department are expected to have a measurable impact on CSULB students, their field of expertise, and the broader community (both local and professional).

2.1 Instructional and Instructionally Related Activities

The MAE Department highly values excellence in instruction and instructionally related activities, and any candidate being evaluated by this RTP policy (henceforth referred to as "the candidate") is responsible for providing the RTP committee with a narrative and supporting documentation that demonstrate their contributions in these areas. The candidate should demonstrate their excellence in the following core areas:

- Teaching Effectiveness—Demonstrated ability to deliver high-quality instruction and to engage students
- Course Design and Planning—Demonstrated ability to perform tasks associated with course preparation and management, including the development of clear course syllabi with learning outcomes and expectations for the course, course content that is current and relevant to department and student needs, and assignments and assessments that align with learning objectives
- Curriculum Development—Contributions to designing, updating, and/or improving courses and academic programs
- Student Impact—Advising and mentoring students academically and professionally, including advising student groups

2.1.1 Special Areas of Consideration and Engagement in Instruction and Instructionally Related Activities

The candidate is also expected to include in their narrative special areas of consideration and engagement with regards to instruction and instructionally related activities, such as those listed below. There is no ranking, preference, or mandatory requirement regarding these special areas.

- Innovative Pedagogy and Methods of Student Engagement—Use of innovative teaching methods, technologies,

or approaches, including interactive classroom activities that encourage student participation and critical thinking

- Professional Development in Instruction—Participation in workshops, training, or conferences to enhance teaching
- Collaborative Teaching Initiatives and Partnerships—Collaboration with colleagues on instructionally related projects or initiatives
- Reflective Practice—Continuous improvement of instruction and instructionally related activities through self-assessment and feedback, including self-assessment of student evaluations
- Diversity and Inclusion—Fostering an inclusive and equitable learning environment that supports the wholistic well-being of students
- Instructional Leadership and Faculty Development—Course coordination; contributions to program assessment, instruction and curriculum focused initiatives; outreach and community engagement in education

The candidate must disclose and describe any instructional activities for which they receive reassigned time.

2.1.2 Student Perceptions of Teaching (SPOT)

SPOT (Student Perceptions of Teaching) shall be considered as one element in assessing instructional effectiveness, but it shall not be the sole indicator of such effectiveness in accordance with CSULB Policy Statement-17-05. Therefore, the candidate and RTP committee members shall avoid relying on specific SPOT questions as the primary basis for evaluating instructional quality and effectiveness. Candidates are responsible for discussing and demonstrating how they evaluate their own teaching effectiveness. SPOT may also be used to highlight trends over time or student responses to specific areas of focus (such as those listed above). Candidates may provide an explanation if any of their SPOT scores fall below department and college norms and discuss any actions taken in response to these scores if appropriate.

2.1.3 Referral to College and University RTP Policies

Additional guidelines for tenure line faculty evaluations regarding instructional and instructionally related activities are listed in Section 2.1 of the University RTP policy and Section 2.1 of the College of Engineering (COE) Policy.

2.2 Research, Scholarly, and Creative Activities (RSCA)

Research, scholarly, and creative activities (RSCA) are critical to the professional development of tenure-line faculty in the MAE Department and provide opportunities for enhanced student learning experiences by engaging them in the research and publication process. Every member of the MAE tenure-line faculty is expected to develop an ongoing research program that engages students, makes significant contributions to the development and dissemination of new knowledge, and shows evidence of success in the research community.

2.2.1 Forms of RSCA

University policy recognizes that scholarship has many forms. However, it must be acknowledged that each form of scholarship in MAE may require different levels of effort. The MAE Department views different forms of scholarship via a qualitative ranking listed below. This list of categories is not exhaustive, and the candidate may include additional RSCA accomplishments in their narrative.

i. Peer-reviewed works: This category includes but is not limited to journal articles, conference proceedings, books, and book chapters. Peer-reviewed papers should be published in quality journals/publishers as determined by that specific field.
ii. Products of student RSCA mentorship beyond expected coursework: This category includes but is not limited to conference presentations and conference papers with student(s) as the primary or co-author; student theses; and awarded patents that include student involvement.
iii. Mentorship of student RSCA participation: This category includes but is not limited to the mentoring of students in the development of novel solutions to engineering problems through course projects and/or out-of-class activities; student participation in poster sessions and design exhibitions; and any other student RSCA mentorship that does not result in a research product listed in the above item.
iv. Awards, honors, and recognitions related to the candidate's RSCA activities.
v. Other recognized RSCA contributions: This category includes but is not limited to conference papers, presentations, patents, open-source research, and open-source engineering tools.

For RSCA activities that focus on student mentorship, the candidate should elaborate on the role of the student in the activity, the number of students mentored, and the duration of mentorship activity.

The candidate must disclose and describe any RSCA activities for which they receive reassigned time or additional compensation.

2.2.3 Funding for Research, Scholarly, and Creative Activities

Faculty are highly encouraged to seek internal and external funding to develop and sustain their RSCA. Preparation and submission of a funding proposal is viewed by the MAE Department as time intensive RSCA. The quality of submission and efforts related to improving grant writing must be considered in addition to submission outcomes. Examples of showing evidence of quality or improvement in grant submission include but are not limited to:

- Awarded grants
- The role of the candidate in the proposal submission
- The source(s) of funding
- Feedback from peer reviewed or competitive processes that indicate the quality of the proposal regardless of the final funding decision, such as a recommendation for funding from a funding agency, or a 'competitive' rating on a proposal
- Documentation of attending a grant writing workshop, or written feedback on a proposal
- Evidence that proposal reviews improved

2.2.4 Referral to College and University RTP Policies

Additional guidelines for tenure-line faculty regarding RSCA activities are listed in Section 2.2 of the University RTP policy and Section 2.2 of the COE Policy.

2.3 Service

Mechanical and Aerospace Engineering faculty are expected to actively participate in activities that serve:

- The Campus (Department, College, and University)
- The Profession
- The Community

Tenure-line MAE faculty are expected to primarily balance their service between campus and professional activities. It is also expected that the tenure-line MAE faculty will increase their involvement in service activities throughout their academic career, eventually rising to seek and serve in leadership positions. It is recognized that the opportunity for faculty to serve on some committees may be limited due to membership requirements and/or competitive election process. While a candidate is encouraged to actively seek out and qualify for serving on these committees, their contribution to areas that a formal committee may serve, as well as their contribution to the continued improvement of department, college and university programs are equally valued.

2.3.1 Non-Exhaustive List of Typical Service Activities for MAE Faculty

The list below, though not exhaustive, provides some of the typical service activities of tenure-line MAE faculty:

Campus Service

- Membership and active participation in MAE Department, College of Engineering, CSULB and CSU Committees and Taskforces
- Oversight and maintenance of MAE departmental teaching labs and facilities
- Supervision of student workers not related to instruction or research
- Uncompensated advising and/or mentoring (either formally or informally) of students and student organizations
- Mentorship of students in technical local/state/national/international competitions
- Mentorship of colleagues (faculty and staff) in the department, college, and university

Service to the Profession

- Peer review of scholarly manuscripts in the disciplines relevant to faculty's area of expertise
- Activities in professional conferences and meetings, including reviewing submissions, chairing sessions, and organizing workshops/events
- Peer review and active involvement in evaluating competitive proposals submitted to external funding agencies
- Membership and active participation in technical program committees and/or professional societies relevant to

the faculty's area of expertise

Community Service

- Uncompensated membership and participation in community boards, local/state/federal agencies within and outside faculty's area of technical expertise
- On and/or off campus outreach activities

The candidate must disclose and describe whenever activities include reassigned time or compensation, including details about the expectations or goals of the service activity.

2.3.2 Referral to College and University RTP Policies

Additional guidelines for tenure-line faculty regarding service activities are listed in Section 2.3 of the University RTP policy and Section 2.3 of the COE Policy.

3 Responsibilities

3.1 Candidate

As stated in Section 3.1 of the University RTP Policy.

In addition, the candidate is responsible for submitting a narrative that demonstrates their impact and success in each area of evaluation. The narrative should demonstrate the candidate's impact on their field, CSULB students, and the CSULB community through the appropriate evidence, qualitative and/or quantitative measures of effectiveness, and analysis.

It is recognized that within each subfield of mechanical and aerospace engineering, such as experimental compared to computational/theoretical research, the challenges a candidate experiences in establishing, continuing, and growing a research program may vary. These challenges may include, but are not limited to, limited laboratory space, access to required equipment, etc. However, candidates must explain these challenges, provide evidence, and indicate steps taken to overcome these challenges whether the outcome was successful or not (e.g., submit an equipment grant to establish necessary lab infrastructure) for evaluators to understand the context.

3.2 Department RTP Policy

As stated in Section 3.2 of the University RTP Policy.

3.3 Department RTP Committee

As stated in Section 3.3 of the University RTP Policy.

In addition, the MAE Department RTP Committee shall review and evaluate the candidate using department guidelines and templates in conjunction with the criteria listed in this policy. When evaluating the candidate's Instruction and Instructionally Related Activities, data from Student Perceptions of Teaching (SPOT) should be considered in evaluating candidates but must not be limited to any one question or individual comments (if provided by the candidate). Furthermore, evaluators should consider any biases, low response rates, and other factors that may skew data.

The evaluation process must consider the context of the candidate's accomplishments.
It is recognized that within each subfield of mechanical and aerospace engineering, such as experimental compared to computational/theoretical research, the challenges a candidate experience in establishing, continuing, and growing a research program may vary. These challenges include, but not limited to, limited laboratory space, access to required equipment, etc. However, candidates must explain these challenges, provide evidence, and indicate steps taken to overcome these challenges whether the outcome was successful or not (e.g., submit an equipment grant to establish necessary lab infrastructure) for evaluators to understand the context.

3.4 Referral to College and University RTP Policies

Additional guidelines can be found in Section 3 of the University and College of Engineering RTP Policies

.4 Timelines for RTP Process

As stated in Section 4 of the University RTP Policy.

5 Reappointment and Promotion Criteria

In addition to the policies described by the University and COE RTP policies, the candidate for reappointment or promotion shall meet all requirements described in Section 2 of this document.

5.1 Reappointment Consideration for Tenure Track Faculty

As stated in Section 5.1 of the College and University RTP Policies.

In addition, candidates in the MAE department must demonstrate:

- Instruction and Instructionally-Related Activities: Teach multiple courses; mentor students outside the classroom.
- RSCA: submit proposal(s) towards securing external funding as a PI or Co-PI; began establishing a research group/program/lab; make progress toward disseminating research through peer-reviewed publications
- Service: participate in department and/or college level committees

5.2 Awarding Tenure

As stated in Section 5.2 of the College RTP Policy.

In addition, candidates in the MAE department must demonstrate:

- Instruction and Instructionally-Related Activities: Teach multiple classes; contribute to updating the curriculum and/or establishing a new course; serve as a course coordinator for at least 1 course; mentor students outside the classroom.
- RSCA: submitted proposal(s); established a research group/program/lab; disseminated research in peer-reviewed publications
- Service: active in department level committees and contribute to college and/or university level service opportunities; actively contribute to the profession

5.3 Appointment/Promotion to Associate Professor

As stated in Section 5.3 of the College RTP Policy.

In addition, candidates in the MAE department must demonstrate:

- Instruction and Instructionally-Related Activities: Continued teaching multiple classes; continued contribute to updating the curriculum and/or establishing a new course; serve as a course coordinator for at least 1 course; mentor students outside the classroom
- RSCA: evidence of continual progress made to secure funding and disseminating research in peer-reviewed publication; active student engagement in research; submission of peer-reviewed publications
- Service: active in department, college, and/or university level committees; actively contribute to the profession

5.4 Appointment/Promotion to Professor

As stated in Section 5.4 of the College RTP Policy.

In addition, candidates in the MAE department must demonstrate:

- Instruction and Instructionally-Related Activities: Continued teaching multiple courses; continued contribution to updating the curriculum and/or establishing a new course; serve as a course coordinator for at least 1 course; mentor students outside the classroom; involvement with program evaluation and/or development
- RSCA: evidence of continual progress made to secure funding and disseminating research in peer-reviewed publication; active student engagement in research; submission of peer-reviewed publications; secure external funding as either a PI of Co-PI

- Service: show evidence of leadership role within committees or other organizations (e.g., Department, College, University, professional societies, etc)

5.5 Early Tenure or Early Promotion

A candidate for early tenure or early promotion must satisfy the requirements stated in the University and College RTP policies. Candidates must substantially exceed expectations in all three areas of evaluation. Candidates are highly encouraged to submit their application package for external review.

It is acceptable if a candidate does not substantially exceed all three areas of evaluation equally. The MAE department values each faculty member's unique skill set, and so it is acceptable that the level of accomplishment in one area of evaluation be clearly above the others.

5.5.1 MAE Department Criteria for "Exceeding in Substantial Ways"

As called for by Section 5.5 of both the University and College RTP Policies, the MAE Department outlines the following criteria for measuring if a candidate substantially exceeds expectations in all three areas of evaluation:

- Instruction and Instructionally-Related Activities: Leadership in curriculum development, and campus and/or external recognition of teaching excellence
- Submission of external grants is not sufficient. Candidates must have been awarded multiple external grants with at least one as the principal investigator (PI). At least one grant must be peer-reviewed and/or submitted in response to a broad agency announcement, request for proposal or similar publicly solicited call. It is not a necessary condition that all external grants have the candidate as the PI.
- Multiple peer-reviewed papers must have the candidate or the candidate's student as lead author and/or the candidate as senior/corresponding author.
- Research accomplishments must involve significant student contribution. How students are incorporated into RSCA activity will vary between fields and subdisciplines.
- Service activities must go beyond mere membership and participation in committees. Candidate must show evidence of sustained and active participation as well as effective leadership both on campus and in professional service. Additionally, the impact of the candidate's contributions to students, campus, the profession and the community must be significant and documented.
- A strongly supportive external review of the candidate's application package for early tenure/promotion

5.6 Referral to College and University RTP Policies

Additional guidelines regarding reappointment and promotion can be found in Section 5 of the University RTP policy and Section 5 of the COE RTP Policy.

6 Steps in the RTP Policy

As stated in Section 6 of the COE and University RTP Policies

7 Additional Processes

As stated in Section 7 of the College and University RTP Policies. The MAE Department will develop and maintain guidelines/template for candidates as they prepare to submit a package.

8 Changes to the MAE RTP Policy

Changes to the MAE RTP Policy may occur as a result of:

- Changes in the CSU-CFA Collective Bargaining Agreement (CBA), as well as changes in the University and/or COE RTP Policy and/or Procedures
- Amendments approved by the majority vote of the MAE tenure-line faculty, and approval by the College of Engineering Faculty Council, the Dean of the College of Engineering, and the University Provost

Amendments may be proposed by:

- A direct faculty action via petition from twenty percent (20%) of the tenure-line faculty to the College Dean