**TENURE AND PROMOTION GUIDELINES FOR TENURE TRACK FACULTY**
**CIVIL AND ENVIRONMENTAL ENGINEERING DEPARTMENT**

This document is a guideline for faculty members pursuing tenure and/or promotion in the Civil and Environmental Engineering Department (CEE). Statements in this document represent the Department's procedures and expectations relative to the tenure-promotion process. They do not replace or supersede the requirements and guidelines specified in the FIU Tenure and Promotion Manual. It is very important that faculty members considering applying for tenure and/or promotion consult the FIU Tenure and Promotion Manual early in the process.

## A. General Statement

The successful candidate for tenure and/or promotion in the Civil and Environmental Engineering Department will have a track record of strong research productivity, activity in pursuit of external funding, effective graduate student supervision, good teaching performance, university and professional service, and participation in collegial governance that contributes to the effective day to day functioning of the Department. Incoming tenure-track faculty members should develop a plan to meet the criteria for tenure and promotion to associate professor early in their careers and take advantage of mentoring opportunities to facilitate their progress.

## B. Tenure and Promotion Process

For tenure earning faculty, the first milestone in the tenure-promotion process is the Third Year Review. Candidacy for tenure and promotion is normally declared in the Spring semester of the faculty member's 5th year, with the tenure-promotion review beginning in the Fall semester of the 6th year. Specific procedures and guidelines are outlined in the following sections. Candidate should visit the Provost Office website for updated FIU Tenure and Promotion Manual, forms and schedule at https://academic.fiu.edu/faculty_resources.html.

## C. Third Year Review

The third-year review is designed to provide an overall assessment of a faculty member's progress toward tenure in relation to Departmental and University expectations regarding the candidate's record of research, teaching, service, and participation in collegial governance. The review typically takes place in February or March of the third year of the faculty member's appointment at FIU (unless otherwise negotiated). The Department Chair will notify the faculty member and the Tenure and Promotion Committee (TPC) will set a date for the review.

The review candidate will make a file available to TPC faculty members at least one week prior to the third-year review meeting through Panther180. Consistent with guidelines from the Provost Office (2/7/2019), this file will include a Curriculum Vitae, a list of courses taught, students supervised/mentored (including participation in thesis and dissertation committees with

a brief statement regarding the candidate's role in student mentoring), progress and results of seeking external funding, a 1-3 page description of the applicant's goals and a work plan for the remaining 2 years of tenure-earning status, copies of annual evaluations, and any supplemental materials. The third-year review appraisal will take into account the starting date of the candidate.

The TPC will write a letter of appraisal based on the candidate's file and the major points discussed at the third-year review meeting. This letter is signed by the Chair of the TPC and forwarded to the Department Chair and the candidate. The Department Chair will write and sign a separate letter of appraisal, which will be forwarded to the candidate. The candidate may write a response to be attached to either letter to be included in the file. The Chair then submits the complete file with the letters to the CEC Dean, who will subsequently make an evaluation for the Provost. Candidates may be required to include this report in the tenure-promotion file.

## D. Tenure and Promotion

Any faculty member planning to apply for tenure and/or promotion in the coming academic year must verify with the Department Chair and the TPC his/her intention to apply early in the Spring semester preceding the application. This will give the Department Chair time to select potential external evaluators. External reviews are a very important component of the tenure-promotion file. Candidates should review carefully the guidelines presented in the FIU Tenure and Promotion Manual. The candidate may supply a list of potential external evaluators to the Department Chair. External evaluators will be selected by Department Chair in consultation with the TPC. As per University guidelines, no more than two reviewers will be selected from the candidate's list. A minimum of five letters will be requested from independent external reviewers who are in a position to provide an evaluation of the candidate's scholarly and professional activities. No solicited external letter can be removed from the file.

A letter to all potential external evaluators will be sent in early March. The candidate should prepare a file that will be sent early in April to those external evaluators who agree to write a letter for the T&P file. The file for external evaluators should include a curriculum vitae, cohesive statements describing the candidate's research program, teaching, and service, copies of the five exemplar publications with high impact factor in which the candidate is the major contributor, and syllabi of courses taught.

Candidates for tenure and/or promotion are permitted to include letters from colleagues at FIU (except TPC members from the department) as internal letters in the T&P file if they so choose. However, the candidate might ask for letters from FIU faculty members outside the CEE Department with whom they have served on committees or collaborated with in research, co-teaching, or service activities.

The TPC will follow the T&P university schedule. The tenure and/or promotion file should be made available to members of the TPC two weeks prior to the first meeting of the TPC.

The TPC will conduct and record the vote of the participating faculty within a week following

the meeting and write a letter for the candidate's file based on the candidate's record and the major points discussed at the tenure-promotion meeting. The TPC letter will include a discussion of the candidate's strengths and weaknesses. It may also include a discussion of the candidate's progress with respect to any issues raised in the third year review.

For candidates seeking tenure and promotion to Associate Professor, only tenured faculty members holding the ranks of Associate or Full Professor are eligible to participate in the TPC and vote. For candidates seeking promotion to Full Professor, only tenured faculty members holding the rank of Full Professor are eligible to participate in the TPC and vote.

The Department Chair votes separately and writes a separate letter for the candidate's file.

The candidates should fulfill the requirements for their tenure and/or promotion category listed in the FIU Tenure and Promotion Manual and the following departmental expectations.

## E. Departmental Expectations for Tenure and Promotion to Associate Professor

**Research Expectations**

The candidate's research should show a steady stream of published, in press (or accepted), and publishable research. If there are gaps in the record, the candidate should explain why. Exact expected number of publications is difficult to pin down and will depend in part on the nature of the candidate's research. However, a general rule of thumb is that the candidate should strive for an average of at least two peer-reviewed publications per year (empirical article, review paper, chapter, edited book, etc.) first-authored by the candidate or candidate's supervised students and postdocs, with at least one publication per year on average in a refereed journal with a high impact factor (e.g., top 25% in candidate's research area(s) as defined by web of knowledge at the time of publication or equivalent source through evidence submitted by the candidate). Candidate should submit the number of citations for each publication at the time the package is due.

Conference presentations (posters and papers) are expected and encouraged, but they do not take the place of published papers unless the papers have undergone a rigorous peer-review process analogous to that of refereed journal publications and they are published in a peer-reviewed proceeding.

The more recent publications or in press articles should be based on research conducted at FIU. Publications with a former mentor will be considered, especially if they occur chronologically earlier in the file. However, the candidate should demonstrate the establishment of a research program independent of the graduate or post-doctoral mentor by the time of the third year review. Papers published with FIU students as first author establish the candidate as an effective mentor and are viewed favorably by the Department.

**External Funding**

The Department recognizes that some important and productive research areas attract and depend on external funding, whereas others do not. However, the national standing of the University and the Department depend increasingly on demonstrating success in obtaining external funding.

Furthermore, it is increasingly the case across the University that external funding will be necessary to support laboratory space (and maintenance) and graduate students.  Thus, the Department expects candidates for tenure and promotion to show evidence of grant-seeking activity and success in obtaining external funding as a principal investigator (PI) through a competitive selection process to maintain a sustainable independent research group.

**Teaching Expectations**

The Department values effective teaching, both in the classroom and in activities outside the classroom. Evidence of effective teaching includes positive trends in student evaluations, evidence of student learning, evidence of innovation in the classroom and knowledge of the current trends in education, positive trends in student enrollment in courses taught, the creation or significant modification of new courses, tracks, certifications or other programs, participation in workshops or short symposia on relevant topics, contributions to the preparation of the documents for the undergraduate program, and participation in the evaluation and accreditation of the Department. Modification/modernization of the existing courses and development of electronic means for delivery of the courses are also recommended (e.g., hybrid, online live, fully online).

**Mentorship**

The Department recognizes the benefit of having a culture of inclusion. It is important for faculty, staff, and students to acclimate to policies and procedures of the university in a timely manner to be productive; the faster they acclimate the more productive they will be. For that reason, it is important that faculty become strong mentors to students, colleagues, and staff within the department, across the university, and in their respective field, no matter their incoming rank. It is expected that candidates looking to be promoted to the rank of Associate Professor particularly focus on becoming an effective mentor to undergraduate and graduate students. New faculty should apply to the Graduate School, as soon as possible, for Graduate Faculty (GF) status and Dissertation Advisor status (DAS).

Examples of effective mentorship activity at the undergraduate level include becoming a faculty mentor to student clubs, supervising undergraduate research experiences, advising Senior Design teams, providing career advice and assisting in internship and job placement, providing opportunities to attend conferences or meetings and present their work. Examples of mentorship at the graduate level include supervision of graduate thesis research including a track record of graduate mentees meeting departmental milestones (i.e., students create a committee, complete required coursework and qualification examinations, complete thesis or dissertation documents

in a timely manner), participating on thesis and dissertation committees, supporting graduate research through external funding sources and assisting students with applications for internal (i.e., DYF, DEA, Presidential Fellowship) and external research support (i.e., NSF GRFP, DOD NDSEG, NASA STRI, McNair, GEMs, travel grants), encouraging participation in and organizing departmental seminars and invited speakers, providing opportunities to attend conferences or meetings and present their work, training and evaluating graduate teaching assistants, encouraging proper safety awareness and documenting, maintaining, and making available records of laboratory policies. It is expected that by the time of evaluation of promotion to Associate Professor, the candidate has shown the ability to supervise at least one student through the entire process of obtaining a doctorate degree.

**Service Expectations**

Because the Department and the University recognize that junior faculty members need time to establish a successful research program, service expectations are minimal for faculty members in the first few of their tenure earning years. Service activities are expected to increase somewhat in the latter tenure earning years, but should not take the place of research accomplishments. This may include service at the professional, departmental, college, university, and/or community levels.

Professional service might include such activities as serving on committees for national organizations, participating in proposal review panels, reviewing for major journals, or helping to organize and review for conferences. University service activities might include serving on Department, College, or University committees or assisting in other ways in the service needs of the University. Community service may include such activities as giving talks, judging science fairs, or participating in other initiatives that benefit the community.

**Collegial Governance**

Faculty members are expected to demonstrate good academic citizenship by contributing constructively to the effective day to day functioning of the Department through participation in collegial governance (Department meetings, votes, Department wide initiatives such as recruitment days, department-wide colloquia, etc.) and participating as representatives to department, college and university committees.

**F.  Departmental Expectations for Promotion to Full Professor**

**1.  Research Expectations**

The candidate should have a clearly established nationally recognized program of research as evidenced by a stream of publications in top tier journals with high impact factors and additional publications in the pipeline. Only research published subsequent to the candidate's last

promotion is to be included in the promotion file. The quality of the candidate's research must be recognized by independent external reviewers with stature in the candidate's field.

Exact expected number of publications is difficult to pin down and will depend in part on the nature of the candidate's research. However, a general rule of thumb is that the candidate should strive for an average of at least two publications per year (empirical article, review paper, chapter, edited book, etc.) first-authored by the candidate or candidate's supervised students and postdocs, with at least one publication per year on average in a refereed journal with a high impact factor (e.g., top 25% in candidate's research area(s) as defined by web of knowledge at the time of publication or equivalent source through evidence submitted by the candidate). Candidate should submit the number of citations for each publication at the time the packet is due.

Conference presentations (posters and papers) are expected and encouraged, but they do not take the place of published papers unless the papers have undergone a rigorous peer-review process analogous to that of refereed journal publications and they are published in a peer-reviewed proceeding.


## External Funding

The Department recognizes that some important and productive research areas attract and depend on external funding, whereas others do not. However, the national standing of the University and the Department depend increasingly on demonstrating success in obtaining external funding.

Furthermore, it is increasingly the case across the University that external funding will be necessary to support laboratory space (and maintenance) and graduate students. Thus, the Department expects candidates for promotion to show evidence that external research proposal activity and success in obtaining external funding as a principal investigator since the candidate's last promotion through a competitive selection process to maintain a sustainable independent research group.


## Teaching Expectations

The Department values effective teaching, both in the classroom and in activities outside the classroom. Evidence of effective teaching includes positive student evaluations, evidence of innovation in the classroom and knowledge of the current trends in education, positive trends in student enrollment in courses taught, the creation or significant modification of new courses, tracks, certifications or other programs, participation in workshops or short symposia on relevant topics, contributions to the preparation of the documents for the undergraduate program, participation in the evaluation and accreditation of the Department. Modification/modernization of the existing courses and development of electronic means for delivery of the courses are also strongly recommended (e.g., hybrid, online live, fully online). The candidate should consider following the CEE teaching evaluation policy and rubrics for obtaining other methods of Teaching Evaluation (e.g., peer evaluations of their classroom teaching) and including such

evaluations in the tenure-promotion file in addition to student evaluations.

## Mentorship

The Department recognizes the benefit of having a culture of inclusion.  It is important for faculty, staff, and students to acclimate to policies and procedures of the university in a timely manner to be productive, the faster they acclimate the more productive they will be. For that reason, it is important that faculty become strong mentors to students, colleagues, and staff within the department, across the university, and in their respective field, no matter their incoming rank. In addition to the requirements for promotion to Associate Professor, faculty looking to be promoted to the rank of Full Professor must demonstrate a track record of effective mentorship of junior faculty members.

Evidence of mentorship of junior faculty from senior faculty members can include informing new faculty of the formal and informal policies and procedures of the university, co-authoring grant applications or refereed journal articles, co-advising students, co-teaching courses or providing insight and review of teaching practices, leading or participating in grant writing workshops or other structured mentoring activities, advice regarding and influencing a culture of research, teaching, and service balance, acting as a resource and providing introductions to colleagues with similar research and/or teaching interests, providing feedback on reviews of grant applications and publication reviews.

## Service Expectations

Although service does not take the place of an established and successful research program, a track record of leadership in service activities is expected of candidates for promotion. This may include leadership in service at the professional, departmental, college, university, and/or community levels.

Professional service may include such activities as holding office in national organizations, serving on editorial boards of professional journals, and serving on grant review panels. University service may include such activities as taking leadership roles at the Department, College, and University levels and heading important committees or initiatives.  Community service might include such activities as spearheading initiatives that benefit the community.

## Collegial Governance

Faculty members are expected demonstrate good academic citizenship by contributing constructively to the effective day to day functioning of the Department through participation in collegial governance (Department meetings, votes, Department wide initiatives such as recruitment days, department-wide colloquia, etc.) and participating as representatives to department, college and university committees.

## G. Suggested metrics for assessing progress toward Tenure and Promotion

The following metrics show the general suggested guidelines for tenure track (TT) faculty at the time of application for promotion. These metrics do not imply minimum standards for applicants. The candidate's success in each category will be assessed at the discretion of the T&P committee.

| Category | For promotion from assistant to associate | For promotion from associate to full |
|---|---|---|
| **Research** | | |
| Google scholar h-index | 5+ | 20+ |
| Number of refereed publications in high impact journals | Sustained publication activity (a general rule of thumb is that the candidate should strive for an average of at least two peer-reviewed publications per year) | Continued publication activity (a general rule of thumb is that the candidate should strive for an average of at least two peer-reviewed publications per year) |
| Number of citations to publications | 100+ | 1000+ and minimum +500 after last promotion (*) |
| Grants External funding (research) | $0.5 million total (minimum of $0.3 million as PI) | $1.0 million total after last promotion (*) (minimum of $0.5 million as PI) |
| **Teaching** | | |
| Course evaluations | SPOTs average 3.0+ and satisfactory Evaluation of Teaching | SPOTs average 3.0+ and satisfactory Evaluation of Teaching |
| New course development, modification/modernization of existing courses, new teaching modality for existing courses (e.g., hybrid, online live, fully online) | Recommended | Strongly Recommended |
| PhD students | At least 1 PhD student graduated | At least 5 PhD students graduated after last promotion (*) |
| **Service** | | |
| Leadership | College level committee service | College level committee service University level committee service Serving as committee chair |

| External service | Service at national committees | Service at national and international committees |
| --- | --- | --- |

The candidate has the right to view their external T&P letters.
Only faculty members who are eligible to participate and vote in the TPC can view the candidate's T&P portfolio.
*In case of new hires, the phrase "after last promotion" should be read as "after hiring."