

**HOWARD**  
**UNIVERSITY**

College of Engineering and Architecture

Bylaws & APT Criteria

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## **PREAMBLE**

The College of Engineering and Architecture (hereafter referred to as "the College") will be organized as an interdisciplinary academic unit in all its activities, policies and operation. It is our tenet that the leadership ambition to which the college aspires will only be accomplished within an environment of collegial integration of research, teaching, and service to humankind.

## **ARTICLE I: Authority**

The Bylaws of the College are developed in accordance with the Howard University Faculty Handbook, as may be amended from time to time. In the event that there is any inconsistency between these Bylaws and the Faculty Handbook, the provisions of the Faculty Handbook shall govern and control.

## **ARTICLE II: Mission and Goals**

The Dean, faculty and staff of the College are dedicated to developing graduates who are scholars and are able to lead change in their professions and in their communities. Teaching, the development of new knowledge, pursuit of research, production of creative works, professional service and environmental stewardship shall be among the core values of all activities in the College. The process of design shall be the strategy through which critical thinking, creative expression, problem solving and innovation shall be made the hallmark of teaching and learning.

## **ARTICLE III: College Organization and Structure**

### **A. The College**

The College shall have departments appropriate to its mission.

### **B. Office of the Dean**

The Dean shall be a tenured, full Professor of the College, appointed in accordance with the Faculty Handbook. The Dean's office shall consist of the Dean, Associate and Assistant Dean(s), and Directors/staff as the Dean may deem necessary, and as the Provost and Chief Academic Officer (hereafter referred to as "Provost") and the President shall approve.

### **C. Associate/Assistant Dean(s) and Directors**

There shall be Associate/Assistant Dean(s) and Directors in the College who will assist the Dean in the management of the College. The Associate/Assistant Deans and Directors shall be appointed by the Dean with the approval of the Provost and the President.

## **ARTICLE IV: College Departments**

Each department shall have a Chairperson that reports directly to the Dean.

## **Departments**

The College shall consist of the following departments and other such departments approved by the University Board of Trustees:

- Architecture
- Chemical Engineering
- Civil and Environmental Engineering
- Electrical Engineering and Computer Science
- Mechanical Engineering

## **Departmental Faculty Meetings**

The faculty of each department shall meet at least once each semester. The Chair shall convene meetings of the faculty and serve as the presiding officer. Special meetings of the department may be called by the Dean, the Chair, or upon written request to the Chair by one-fourth of the full-time faculty members or five full-time faculty, whichever is less. The quorum required to conduct official business at departmental meetings shall be a majority of the faculty members who are eligible to vote.

The faculty meeting agenda and proceedings shall provide maximum opportunity for the active participation by all faculty members in the affairs of the department and for the making of decisions relative to all facets of its programs. Minutes of departmental faculty meetings shall be prepared promptly and distributed to all faculty members of the department and made available to the Dean. The department Chair shall maintain a file of minutes of all faculty meetings.

## **ARTICLE V: The Faculty**

The Dean, Associate/Assistant Dean(s), Chairs, full professors, associate professors, assistant professors, principal lecturers, senior lecturers, and lecturers with duly executed faculty appointments shall constitute the College faculty.

### **A. Responsibilities of the Faculty**

Faculty shall engage in a high standard of research, teaching, service, professional development, and practice. Faculty shall also be actively engaged in academic mentoring and research beyond their required teaching responsibilities. Each faculty member is expected to establish, post, and maintain adequate office hours throughout the semester.

### **B. Voting Faculty**

There shall be a core of tenure-track and tenured faculty that provides academic leadership and instruction in the individual departments of the College. The voting faculty shall include the Dean, Associate/Assistant Dean(s), Chairs, and all tenure-track, tenured, and full-time faculty with duly executed faculty appointments, except where limited by the Faculty Handbook.

## **ARTICLE VI: Faculty Meetings**

### **A. College Faculty Meetings**

The College faculty shall meet at least once during the academic year. The Dean shall provide a formal written notice, which may be accomplished using Howard University's electronic communication system, of at least three business days in advance of any regular faculty meeting. The Dean shall also prepare and distribute an agenda for the meeting and serve as the presiding officer of the meetings.

### **B. Special Faculty Meetings**

Special meetings of the faculty of the College may be called by the Dean or upon written request of one-half of tenure-track and tenured faculty members of the College. The Dean shall call a special meeting within three calendar days of receipt of the written request, which may be accomplished using Howard University's electronic communication system. The agenda for the meeting shall be limited to the subjects that prompted the call for the special meeting.

### **C. Parliamentary Procedures and Parliamentarian**

College and department meetings shall be conducted in a manner that is consistent with the most recent version of Robert's Rules of Order.

### **D. Faculty Meeting Quorum**

For any regular or special faculty meeting, a quorum shall consist of twenty-five percent of the faculty members that are eligible to vote. In the absence of a formal written meeting notice of three business days, a quorum shall consist of not less than a majority of all faculty members who are eligible to vote.

## **ARTICLE VII: Committees**

All tenure-track and tenured faculty members of the College shall be eligible to serve on committees as provided by the Faculty Handbook. The membership of all standing committees shall be elected for two years, except the Executive Committee, as specifically provided for herein at the first fall semester faculty meeting. There shall be three types of committees: standing committees required by the University, standing committees required by the College and Ad Hoc committees which are created by the faculty, the Dean and/or Department Chairs to address program needs. All committees shall report regularly to the faculty and submit an annual report at the end of each academic year.

### **A. Standing Committees Required by the University**

The standing committees required by the University are the Executive Committee, the Appointments, Promotion and Tenure Committee (hereafter referred to as the APT Committee), and any other committees that the University may require from time to time.

## **1. College Executive Committee**

For purposes of the development and implementation of College policies and general oversight, the College shall have an Executive Committee. The Dean shall convene meetings of the committee and serve as the presiding officer. The Committee shall be composed of one tenured faculty representative from each department elected by the faculty of the department. Each member shall serve for a term of three years. The Executive Committee shall be responsible for those matters delegated to it by the faculty and by the Faculty Handbook (e.g., decanal evaluations, disciplinary matters). The Committee shall have the authority to act on behalf of the College faculty in emergency and unusual circumstances when the faculty cannot be expeditiously convened. The Committee's authority shall not exceed that of the faculty.

## **2. College Appointments, Promotion and Tenure Committee**

The College shall have an APT Committee that is comprised of tenured faculty members. The College APT Committee reviewing promotions to the rank of full Professor shall consist of only full Professors. The College APT Committee shall consist of eight members, one elected by the voting faculty from each department and three elected by the faculty of the College. There shall be no more than two members of the APT Committee from any one department. The Committee shall select from its membership a chair and a secretary. The Committee shall conduct its meetings according to the most recent version of Robert's Rules of Order.

The College APT Committee shall be convened to review an application upon receipt from the Dean of the College, the departmental APT recommendations, and the recommendations of the department Chair. The College APT Committee will not include department Chairs, Directors of academic programs, Deans (assistant, associate, and full), or any faculty member from the applicant's home department. After review, the College APT Committee will submit its recommendation to the Dean. The Dean will then conduct a review of the application file and all accompanying recommendations and render an independent recommendation. The Dean will notify the candidate and the department of the results of the College level of review in writing in accordance with the Faculty Handbook.

The specific criteria for appointments, promotions, and tenure in the College are attached to these Bylaws as Exhibit 1. These criteria shall be amended from time to time in accordance with the Faculty Handbook. Specifically, in the interest of maintaining quality, the College is required to reevaluate, and, as necessary, to revise these criteria for appointments, promotions and tenure at a minimum of every five years.

## **B. Standing Committees of the College**

### **1. Student Grievance Committee**

The Grievance Committee shall mediate and make recommendations on matters involving students in accordance with procedures specified in the Faculty Handbook and other pertinent University policies. The membership of the committee shall consist of one member from each department elected by the faculty of the department. The Dean may appoint up to four additional members to

the committee. The committee shall elect a chair and secretary from its members. The chair shall provide written reports on committee deliberations to the Dean and the College faculty.

## **2. Educational Policy and Service Committee**

The purpose of the Education Policy and Service Committee is to address issues and formulate an approach to the development of interdisciplinary programs and to identify other appropriate collaborative academic program opportunities within the University to broaden degree program offerings within the College. The Committee is also responsible for monitoring and advising the faculty on all support services to include library, multimedia and distance learning facilities and other services that enhance the teaching and learning environment. The Committee shall periodically review the College's curricula and make recommendations to the dean regarding required enhancements. The membership of the Committee shall consist of one member from each department elected by the faculty of the department. The Committee shall elect a chair and secretary from its members. The chair shall provide written reports on Committee deliberations to the College faculty. Academic matters (e.g., course content, course name, course addition, course deletion) must be approved at the departmental level and subsequently at the Dean's level.

## **C. Ad Hoc Committees**

Additional Ad Hoc Committees and standing committees will be formed by the Dean as the need arises to address issues of importance to the College.

## **ARTICLE VIII: Adoption and Amendments**

These Bylaws, and any amendment thereto, as the governing document of the College, shall be approved by a majority vote by tenure-track and tenured faculty. The approved Bylaws shall be approved by the Provost and the President and must receive final approval by the Board of Trustees. Upon the final approval, the Bylaws shall take effect immediately.



## EXHIBIT 1: APT GUIDELINES AND CRITERIA

### 1. INTRODUCTION

This document provides guidelines for the appointment, promotion, and tenure (APT) process in the College of Engineering and Architecture at Howard University (hereafter referred to as "The College"). The APT guidelines are informed primarily by relevant policies and procedures provided for in the Howard University Faculty Handbook.

The primary purpose of the APT guidelines is to provide criteria and procedures for evaluating candidates for appointments, reappointment, promotion, career status, or tenure for all departments in the College. Although the APT guidelines are not meant to be prescriptive, they outline the factors that the College faculty agree should be considered by the Department Appointments, Promotion, and Tenure Committees (Department APT Committees), the Department Chairs, and the College Appointments, Promotion, and Tenure Committee (College APT Committee), the Dean, the Provost, and the President when evaluating candidates from the College for appointment, reappointment, promotion, career status, or tenure. Consequently, the Department APT Committees, the Department Chairs, the College APT Committee, and the Dean are responsible for thoroughly reviewing the candidates' application packages and providing substantive evaluations of candidates in their areas of faculty responsibility in a manner that is consistent with the Faculty Handbook and these APT guidelines. Correspondingly, the application package prepared by the candidates to support their applications for appointment, reappointment, promotion, career status, or tenure should reflect a comprehensive record of their contributions that is consistent with the guidelines.

### 2. EVALUATION AREAS AND RATINGS

In the APT process, a candidate's application is evaluated by the Department APT Committee and the Department Chair, as well as the College APT Committee and the Dean (hereafter referred to as "the evaluators") before moving on to the Provost to undergo University-level review.

The evaluators of a candidate for a tenured or tenure-track appointment or reappointment, promotion, or tenure will consider the contributions of the candidate in the following three evaluation categories: **(i) Teaching, (ii) Research and/or Creative Works, and (iii) Service**. The evaluators of a candidate for a career status or career-status-track appointment, reappointment, or promotion will consider the contributions of the candidate in the following two evaluation categories: **(i) Teaching and (iii) Scholarship of Teaching and Learning<sup>1</sup>**. The evaluators of a candidate for an adjunct lecturer or full-time temporary lecturer appointment, will consider the contributions of the candidate only in the category of **Teaching**.

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<sup>1</sup> Scholarship of Teaching and Learning (SOTL) expectations center on: staying abreast of SOTL research appropriate to the discipline; conducting original SOTL research; and disseminating the SOTL findings in peer-reviewed publications.

The possible ratings in each evaluation category are: **(i) Outstanding, (ii) Above Average, (iii) Average, and (iv) Below Average.** Section 3 contains the criteria for each rating in each of the evaluation categories for the various academic ranks. It is critical to note that these criteria are meant only to provide evaluators with adequate guidance. The evaluators shall determine the quantity, quality, and significance of a candidate's contributions through the evidence provided in their application.

Additionally, external evaluations are required for all tenured and tenure-track faculty applications for appointment, promotion and/or tenure; and they are also required for all career status and career-status-track faculty applications for appointment, promotion, and career status. The APT Calendar, which is available on the Provost's website, should be consulted to determine when external letters of evaluation are due.

### **3. CRITERIA FOR APPOINTMENT, PROMOTION AND TENURE**

#### **3.1 Initial Appointment or Promotion to the Rank of Professor**

Professor is the highest academic rank that faculty can obtain, and it is a rank that requires professional peer-recognition of the individual as an authority in their field of specialization. The University's academic leaders expect the successful candidates for the rank of professor to bring recognition to the University via a demonstrated and sustained record of excellence in teaching, research and/or creative works, and service.

The scholarly and professional development of the candidate should represent the highest level of creative achievement and innovation. Typically, the evaluators assess a candidate relative to their contributions as an associate professor.

For initial appointment or promotion to the rank of professor, a candidate is expected to meet the following conditions for consideration:

1. Have at least five years of professional experience after being promoted to the rank of associate professor with tenure. However, exceptional candidates or candidates with a prior appointment at the rank of associate professor, or its equivalent, or with tenure at another institution may be considered earlier.
2. Receive "outstanding" rating from evaluators in either teaching or research/creative works category, and at least an above-average rating in the remaining two categories stated in section 2.
3. Maintain a high-level of achievement in research and creative works and be recognized by their peers as a national or international leader in their specialization.
4. Establish a consistent record of excellent and effective teaching at all instructional levels and a track record of success in guiding graduate students (or undergraduates for departments with no advanced degree programs) to degree completion in their field of specialization.
5. Demonstrate a record of substantive service and participation in the departmental, the College, the University, and professional service activities.

6. Receive at least three out of four external letters of evaluation that show strong support and justification for awarding appointment/promotion. The faculty or administrators who provide the letters should be from peer or aspirational institutions. The letters prepared by these individuals should provide an objective evaluation that addresses a candidate's national or international leadership in their field of specialization.

It is important to state that the evaluators should benchmark a candidate's performance against their discipline. Additionally, the evaluators should broadly consider whether the candidate's activities and accomplishments indicate a trajectory towards national leadership. A candidate should facilitate the evaluation of their application by highlighting their accomplishments in the various evaluation categories since being promoted to the rank of associate professor.

The following criteria for the three evaluation categories provide a means for the evaluators to assess a candidate for promotion to the rank of professor.

### **3.1.1 Teaching Category**

This section presents the criteria that the evaluators are to use to assess a candidate's teaching contributions. A successful candidate for promotion to the rank of professor is expected to achieve most of the teaching criteria, starting from the promotion to the rank of associate professor until the application is submitted. This section also specifies the documentation that can be used by a candidate as evidence for demonstrating teaching activities and performance and it associates the level of attainment of the teaching criteria with the four performance ratings.

#### **A. Primary Teaching Criteria**

1. Serve as an instructor for undergraduate and graduate courses at all levels when this is appropriate for their department or program. Additionally, except for a documented agreement approved by the provost, candidates should consistently satisfy the minimum number of credit hours of instruction based on the University's faculty workload policy.
2. Demonstrate mastery of the course subject matter and effective teaching skills. Moreover, the candidate should consistently receive an average overall instructor rating of at least 80% or higher (i.e., at least 4 out of 5) in the evaluations of the courses taught since being promoted to the rank of associate professor.
3. Demonstrate effectiveness in enhancing undergraduate and graduate programs by developing and implementing new course(s) and redesigning existing courses, lab modules, or laboratory materials.
4. Demonstrate innovation in pedagogy by developing or implementing new teaching and learning methods and techniques.
5. Publish peer-reviewed journal articles and conference papers in the architecture, engineering, or computer science education fields in pursuit of the scholarship of teaching and learning (SOTL).
6. Obtain teaching recognitions and awards at the institutional, national, or international level.
7. A department may deem other criteria appropriate in considering a candidate for promotion, such as participation in the course assessment process for its accreditation activities.

## **B. Teaching Evidence and Supporting Documentation**

(evidence must be based on accomplishments after promotion to the rank of associate professor with or without tenure)

1. Evidence of teaching activities includes workload agreements, course assignments, course syllabi, and other appropriate documentation.
2. Evidence of teaching effectiveness includes student course evaluations, peer reviews based on the peer review processes established by the College or a candidate's department, or peer reviews conducted by the department chair or Department Executive Committee.
3. Supporting materials that document the development of a new course or new course materials, laboratory modules, or instructional manuals and new teaching techniques.
4. Copies of conference or journal articles generated by a candidate's research in architecture, computer science, or engineering education.
5. Supporting materials that document teaching recognitions and awards from the department, the College, and the University, or professional organizations at the national and international level.
6. Textbooks and widely used instructional materials or videos that indicate a candidate's prominence in teaching.

## **C. Teaching Ratings**

1. *Outstanding*: Substantiated evidence of meeting the first two criteria in Section 3.1.1.A plus three of the remaining criteria that are deemed appropriate by the evaluators.
2. *Above Average*: Substantiated evidence of meeting the first two criteria in Section 3.1.1.A plus two of the remaining criteria that are deemed appropriate by the department.
3. *Average*: Substantiated evidence of meeting the first two criteria in Section 3.1.1.A plus one of the remaining criteria that are deemed appropriate by the department.
4. *Below average*: Substantiated evidence of meeting at most two out of the criteria in Section 3.1.1.A.

### **3.1.2 Research/Scholarship Category**

This section presents the criteria that the evaluators are to use to assess a candidate's contributions in research and creative works. A successful candidate for promotion to rank of professor is expected to achieve most of the research and creative works criteria, starting from the promotion to the rank of associate professor until the application is submitted. This section also specifies the documentation that can be used by a candidate as evidence for demonstrating research and creative works activities and performance and it associates the level of attainment of the research and creative works criteria with the four performance ratings.

#### **A. Primary Research/Scholarship or Creative Works Criteria**

1. Demonstrate a sustained and substantial record of high-quality publications or creative works, such as indexed and peer-reviewed journal articles and conference papers, books, book chapters, and/or built/unbuilt projects recognized by the profession. Candidates who conduct research are expected to show a strong publication record with their undergraduate and/or graduate students and co-author a reasonable number of peer-reviewed articles annually. Specifically, a candidate should target coauthoring an average of three journal articles and/or conference papers per year with their graduate students, with the candidate or an undergraduate or graduate student as the leading or corresponding author. The status of the journal articles and conference papers must be either published, in press, or accepted.
2. Demonstrate a track record of consistent proposal submissions as the principal investigator (PI) or co-principal investigator (Co-PI) and a history of external peer-reviewed grant awards or contracts to support fundamental/basic or applied research. The grants or contracts funding should fully support at least two doctoral students to their degree completion, three master's students in departments with no doctoral program, or other combinations deemed appropriate by the evaluators. Examples of sponsors in which the funding opportunities are considered to be highly competitive include government sponsors such as the National Science Foundation, National Institutes of Health, Department of Defense, Department of Energy, and Department of Transportation. Industry-supported grants and contracts that result in scholarly products, such as publications or patents, are viewed as competitive. A candidate is expected to have been the PI for at least two multi-year peer-reviewed grants or contracts after being promoted to associate professor.
3. Demonstrate a sustained record of graduate student supervision, mentorship, and degree completion. Since their promotion to the rank of associate professor, a candidate must have advised at least two Ph.D. graduates, at least three master's graduates as their major advisor for a department without a PhD program, or other combinations deemed appropriate by the evaluators.
4. Demonstrate recognition as a subject matter expert through presentations, invited talks, or plenary talks at major conferences, universities, government agencies, companies, or architecture firms.
5. Demonstrate innovation through patents or copyrighted creative works (that lead to Technology transfer and commercialization are judged of higher impact).
6. Show significant participation in undergraduate summer research programs or outreach programs for middle or high school students centered on STEM or architecture.
7. Show evidence of other indicators of activities and performance in the research and creative works category, including membership on doctoral and master's committees and recognitions for student mentoring.

## **B. Research/Scholarship or Creative Works Evidence and Supporting Documents**

(evidence must be based on accomplishments after promotion to the rank of Associate Professor with or without tenure)

1. Submit evidence for each creative or published work, book chapter, or book. A candidate must provide evidence of the quality of their publications. A citation index is one measure of the quality of a journal or conference proceeding. A peer-reviewed journal article or

conference paper is considered to be a quality publication if the corresponding journal or conference proceeding is indexed by the Institute of Science Index or Scopus.

2. Submit a list of all external grant and contract proposals submitted as the PI, Co-PI, or key personnel member. For each proposal, the list should include the PIs and Co-PIs, candidate's role, grant number, funding agency, project title, funding amount, date of submission, and submission status (i.e., not funded, funded, or pending), and project dates.
3. Provide proposal award letters, award numbers, and project numbers for funded projects.
4. Provide links to electronic copies of theses or dissertations or any other appropriate documentation that illustrates a candidate's supervision of doctoral and master's students and the awarding of their degrees.
5. Provide documents showing presentations of research or creative works at national or international conferences, keynote or invited talks and lectures at major conferences and external organizations (e.g., posters, program booklets, or web pages).
6. Provide documents showing recognition and awards for research or creative works from the University or from professional organizations at the national and international levels.
7. Provide documentation of the awarding of patents or commercial licensing agreements.
8. Provide documentation of significant technical reports, establishment of a new research laboratory, or major upgrade to an existing research laboratory.

### **C. Research/Scholarship Ratings**

1. *Outstanding*: Substantiated evidence of meeting the first three criteria in Section 3.1.2.A (i.e., creative works, publications, proposal submission/grant awards and graduate student mentoring) plus three of the remaining criteria.
2. *Above Average*: Substantiated evidence of meeting the first three criteria in Section 3.1.2.A (i.e., creative works, publications, proposal submission/grant awards and graduate student mentoring) plus two of the remaining criteria.
3. *Average*: Substantiated evidence of meeting the first three criteria in Section 3.1.2.A (i.e., creative works, publications, proposal submission/grant awards and graduate student mentoring) plus one of the remaining criteria.
4. *Below average*: Substantiated evidence of meeting only three or below out of the criteria in Section 3.1.2.A.

### **3.1.3 Service/Professional Development Category**

This section presents the criteria that the evaluators are to use to assess a candidate's contributions in service/professional development. A successful candidate for promotion to the rank of professor is expected to achieve most of the service/professional development criteria, starting from the promotion to the rank of associate professor until the application is submitted. This section also specifies the documentation that can be used by a candidate as evidence for demonstrating service activities and performance and it associates the level of attainment of service criteria with the four performance ratings.

#### **A. Primary Service/Professional Development Criteria**

1. Demonstrate participation in service activities, leadership roles, and committee assignments within the department, the College, and the University.
2. Provide leadership roles in professional organizations.
3. Provide service to professional community.
4. Demonstrate service as a mentor to a junior faculty member.
5. Demonstrate active involvement in professional development activities such as attending conferences and workshops, obtaining, and maintaining professional licensure and certification, and obtaining, and maintaining membership in professional and scholarly organizations.
6. Participate in other community and service activities of significance such as K-12 STEM activities or school board membership.
7. A department may deem other criteria appropriate in considering a candidate for promotion.

## **B. Service Evidence and Supporting Documents**

(evidence must be based on accomplishments after the promotion to the rank of Associate Professor with or without tenure)

1. Provide evidence of committee and service assignments, committee meeting minutes, or a letter from a committee chair regarding a candidate's contribution. The candidate is expected to have served on at least two department committees and as a chair of at least one department committee.
2. Evidence of serving as a committee chair at the College or University level
3. Letter from a junior faculty member indicating active mentoring by the candidate.
4. Evidence of editorial membership on boards of respected journals, leadership roles in professional societies such as conference session chair, conference chair, technical committee chair, or journal editor, member of conference organizing committees, membership on accreditation boards or agencies, and service as a reviewer for journals, conferences, and external grant sponsors.
5. Evidence of participation in professional development activities such as attending professional organization meetings and workshops.
6. Evidence of other service activities, including documented engagement in community activities such as K-12 STEM activities.

## **C. Service and Professional Development Ratings**

1. *Outstanding*: Substantiated evidence of meeting the first three criteria in Section 3.1.3.A plus three of the remaining criteria.
2. *Above Average*: Substantiated evidence of meeting the first three criteria in Section 3.1.3.A plus two of the remaining criteria.
3. *Average*: Substantiated evidence of meeting the first three criteria in Section 3.1.3.A plus one of the remaining criteria.
4. *Below Average*: Substantiated evidence of meeting only three or below out of the seven criteria in Section 3.1.3.A.



### 3.2. Initial Appointment or Promotion to the Rank of Associate Professor

Candidates for the rank of Associate Professor with tenure are expected to demonstrate progress towards national leadership within his/her discipline as evidenced by professional peer-recognition. Appointment to the rank of Associate Professor is made to those who have demonstrated personal and intellectual qualities that, with increased maturity, are expected to lead to appointments to the rank of Professor. Typically, the evaluators assess a candidate relative to his/her contributions as an assistant professor.

For initial appointment, or promotion to the rank of Associate Professor, ***the candidate must meet the following conditions for consideration:***

1. Have at least five years of professional experience after the initial appointment as a tenure-track assistant professor. However, exceptional candidates or candidates with a prior appointment at the rank of assistant professor, or its equivalent at another institution may be considered earlier.
2. Receive an “*above average to outstanding*” rating from all evaluators in all three categories of teaching, research and creative works, and service.
3. Maintain a high-level of achievement in research and creative works and be recognized by their peers as a national or international leader in their specialization. The candidate must show a clear record of independently funded research projects. While collaborations are encouraged, it is expected that a substantial number of publications over the probation period will be the outcome of significant research efforts led by the candidate.
4. Establish a consistent record of excellent and effective teaching at all instructional levels and a track record of success in guiding graduate students (or undergraduates for departments with no advanced degree programs) to degree completion in their field of specialization.
5. Demonstrate a record of substantive service and participation in the departmental, the College, the University, and professional service activities.
6. Receive at least three out of four external letters of evaluation that show strong support and justification for awarding promotion. The faculty or administrators who provide the letters should be from peer or aspirational institutions. The letters prepared by these individuals should provide an objective evaluation that addresses a candidate's national or international leadership in their field of specialization.

The following criteria for the three evaluation categories provide a means for the evaluators to assess a candidate for promotion to the rank of associate professor with tenure.

#### 3.2.1 Teaching Category

This section presents the criteria that the evaluators are to use to assess a candidate's teaching contributions. A successful candidate for promotion to the rank of associate professor is expected to achieve most of the teaching criteria, starting from the promotion to the rank of associate professor until the application is submitted. This section also specifies the documentation that can be used by a candidate as evidence for demonstrating teaching activities and performance and it associates the level of attainment of the teaching criteria with the four performance ratings.



## **A. Primary Teaching Criteria**

1. Serve as an instructor for undergraduate and graduate courses at all levels, when this is appropriate for their department or program, candidates. Additionally, except for a documented agreement approved by the provost, candidates should consistently satisfy the minimum number of credit hours of instruction based on the University's faculty workload policy.
2. Demonstrate mastery of the course subject matter and effective teaching skills. Moreover, consistently receive an average overall instructor rating of at least 75% or higher (i.e., at least 3.75 out of 5) in the evaluations of the courses taught since being promoted to the rank of associate professor.
3. Demonstrate effectiveness in enhancing undergraduate and graduate programs by developing and implementing new course(s) and redesigning existing courses, lab modules, or laboratory materials.
4. Demonstrate innovation in pedagogy by developing or implementing new teaching methods and techniques.
5. Publish peer-reviewed journal articles and conference papers in the architecture, engineering, or computer science education fields in pursuit of the scholarship of teaching and learning (SOTL).
6. Obtain teaching recognitions and awards at the institutional, national, or international level.
7. A department may deem other criteria appropriate in considering a candidate for promotion, such as participation in the course assessment process for its accreditation activities.

## **B. Teaching Evidence and Supporting Documents**

(evidence must be based on accomplishments after the initial appointment as a tenure-track assistant professor)

1. Evidence of teaching activities includes workload agreements, course assignments, course syllabi, student course evaluations, and other appropriate documentation.
2. Evidence of teaching effectiveness includes student course evaluations, peer reviews based on the peer review processes established by the College or a candidate's department, or peer reviews conducted by the department chair or Department Executive Committee.
3. Supporting materials that document the development of a new course or new course materials, laboratory modules, or instructional manuals.
4. Supporting materials that document teaching recognitions and awards from the department, the College, and the University, or professional organizations at the national and international level.
5. Copies of conference or journal articles generated by a candidate's research in architecture, computer science, or engineering education.
6. Textbooks and widely used instructional materials or videos that indicate a candidate's prominence in teaching.

## **C. Teaching Ratings**

1. *Outstanding*: Substantiated evidence of meeting the first two criteria in Section 3.2.1.A plus three of the remaining criteria that are deemed appropriate by the evaluators.
2. *Above Average*: Substantiated evidence of meeting the first two criteria in Section 3.2.1.A plus two of the remaining criteria that are deemed appropriate by the department.
3. *Average*: Substantiated evidence of meeting the first two criteria in Section 3.2.1.A plus one of the remaining criteria that are deemed appropriate by the department.
4. *Below average*: Substantiated evidence of meeting at most two out of the criteria in Section 3.2.1.A.

### **3.2.2 Research/Scholarship Category**

This section presents the criteria that the evaluators are to use to assess a candidate's contributions in research and creative works. A successful candidate for promotion to the rank of associate professor is expected to achieve most of the research and creative works criteria, starting from the promotion to the rank of associate professor until the application is submitted. This section also specifies the documentation that can be used by a candidate as evidence for demonstrating research and creative works activities and performance and it associates the level of attainment of the research and creative works criteria with the four performance ratings.

#### **A. Primary Research/Scholarship Criteria**

1. Demonstrate a sustained and substantial record of creative works or high-quality publications, such as indexed and peer-reviewed journal articles and conference papers, books, book chapters, and built/unbuilt projects recognized by the profession. Candidates who conduct research are expected to show a strong publication record with their undergraduate and/or graduate students and co-author a reasonable number of peer-reviewed articles annually. Specifically, a candidate should target coauthoring an average of two journal articles and/or conference papers per year with their undergraduate and/or graduate students, with the candidate or an undergraduate or a graduate student as the leading or corresponding author. The status of the journal articles and conference papers must be either published, in press, or accepted.
2. Demonstrate a track record of consistent proposal submissions as the principal investigator (PI) or co-principal investigator (Co-PI) and a history of external peer-reviewed grant awards or contracts to support fundamental or applied research. The grants or contracts funding should fully support at least two doctoral students to their degree completion or three master's students in departments with no doctoral program, or other combinations deemed appropriate by the evaluators. Examples of sponsors in which the funding opportunities are considered to be highly competitive include government sponsors such as the National Science Foundation, National Institutes of Health, Department of Defense, Department of Energy, and Department of Transportation. Industry supported grants and contracts that result in scholarly products, such as publications, are viewed as competitive. A candidate is expected to have been the PI for at least two multi-year peer-reviewed grants or contracts after his/her initial appointment as a tenure-track assistant professor.
3. Demonstrate a sustained record of graduate student supervision, mentorship, and degree completion. Since his/her initial appointment as a tenure-track assistant professor, a candidate must have advised at least two Ph.D. graduates, at least three master's graduates

as their major advisor for a department without a PhD program, or other combinations deemed appropriate by the evaluators.

4. Demonstrate recognition as a subject matter expert through presentations, invited talks, or plenary talks at major conferences, universities, government agencies, companies, or architecture firms.
5. Demonstrate innovation through patents or copyrighted creative works (that lead to Technology transfer and commercialization are judged of higher impact).
6. Show significant participation in undergraduate summer research programs or outreach programs for middle or high school students centered on STEM or architecture.
7. Show evidence of other indicators of activities and performance in the research and creative works category, including membership on doctoral and master's committees and recognitions for student mentoring.

## **B. Research/Scholarship or Creative Works Evidence and Supporting Documents**

(evidence must be based on accomplishments after the initial appointment as a tenure-track assistant professor)

1. Submit evidence for each creative or published work, book chapter, or book. A candidate must provide evidence of the quality of their publications. A citation index is one measure of the quality of a journal or conference proceeding. A peer-reviewed journal article or conference paper is considered to be a quality publication if the corresponding journal or conference proceeding is indexed by the Institute of Science Index or Scopus.
2. Submit a list of all external grant and contract proposals submitted as the PI, Co-PI, or key personnel member. For each proposal, the list should include the PIs and Co-PIs, candidate's role, grant number, funding agency, project title, funding amount, date of submission, and submission status (i.e., not funded, funded, or pending), and project dates.
3. Provide proposal award letters and award numbers for funded projects.
4. Provide links to electronic copies of theses or dissertations or any other appropriate documentation that illustrates a candidate's supervision of doctoral and master's students and the awarding of their degrees.
5. Provide documents showing presentations of research or creative works at national or international conferences, keynote or invited talks and lectures at major conferences and external organizations (e.g., posters, program booklets, or web pages).
6. Provide documents showing recognition and awards for research or creative works from the University or from professional organizations at the national and international levels.
7. Provide documentation of the awarding of patents or commercial licensing agreements.
8. Provide documentation of significant technical reports, establishment of a new research laboratory, or major upgrade to an existing research laboratory.

## **C. Research/Scholarship Ratings**

1. *Outstanding*: Substantiated evidence of meeting the first three criteria in Section 3.2.2.A (i.e., creative works, publications, proposal submission/grant awards and graduate student mentoring) plus three of the remaining criteria.

2. *Above Average*: Substantiated evidence of meeting the first three criteria in Section 3.2.2.A (i.e., creative works, publications, proposal submission/grant awards and graduate student mentoring) plus two of the remaining criteria.
3. *Average*: Substantiated evidence of meeting the first three criteria in Section 3.1.2.A (i.e., creative works, publications, proposal submission/grant awards and graduate student mentoring) plus one of the remaining criteria.
4. *Below average*: Substantiated evidence of meeting only three or below out of the seven criteria in Section 3.2.2.A.

### **3.2.3 Service and Professional Development Category**

This section presents the criteria that the evaluators are to use to assess a candidate's contributions in service. A successful candidate for promotion to the rank of associate professor is expected to achieve most of the service criteria, starting from the promotion to the rank of associate professor until the application is submitted. This section also specifies the documentation that can be used by a candidate as evidence for demonstrating research service activities and performance and it associates the level of attainment of service criteria with the four performance ratings.

#### **A. Primary Service/Professional Development Criteria**

1. Demonstrate participation in service activities, leadership roles, and committee assignments within the department, the College, and the University.
2. Provide leadership roles in professional organizations.
3. Provide service to professional community.
4. Demonstrate active involvement in professional development activities such as attending conferences and workshops, obtaining, and maintaining professional licensure and certification, and obtaining and maintaining membership in professional and scholarly organizations.
5. Participate in other community and service activities of significance such as K-12 STEM activities or school board membership.
6. A department may deem other criteria appropriate in considering a candidate for promotion.

#### **B. Service Evidence and Supporting Documents**

(evidence must be based on accomplishments after the initial appointment as a tenure-track assistant professor)

1. Provide evidence of committee and service assignments, committee meeting minutes, or a letter from a committee chair regarding a candidate's contribution. The candidate is expected to have served on at least two department committees and as a chair of at least one department committee.
2. Evidence of serving as a committee chair at the College or University level.
3. Evidence of editorial membership on boards of respected journals, leadership roles in professional societies such as conference session chair, conference chair, technical committee chair, or journal editor, member of conference organizing committees, membership on accreditation boards or agencies, and service as a reviewer for journals, conferences, and external grant sponsors.

4. Evidence of participation in professional development activities such as attending professional organization meetings and workshops.
5. Evidence of other service activities, including documented engagement in community activities such as K-12 STEM activities.

### **C. Service and Professional Development Ratings**

1. *Outstanding*: Substantiated evidence of meeting the first two criteria in Section 3.2.3.A plus three of the remaining criteria.
2. *Above Average*: Substantiated evidence of meeting the first two criteria in Section 3.2.3.A plus two of the remaining criteria.
3. *Average*: Substantiated evidence of meeting the first two criteria in Section 3.2.3.A plus one of the remaining criteria.
4. *Below Average*: Substantiated evidence of meeting only two or below out of the seven criteria in Section 3.2.3.A.

### **3.3 Criteria for Tenure**

Candidates applying for tenure are expected to demonstrate progress towards national leadership within his or her discipline as evidenced by professional peer-recognition, demonstrating excellence in carrying out the responsibilities of the position.

To attain tenure, the candidate must meet the criteria stated in Section 3.2 and its subsection for promotion to the rank of associate professor. Additionally, the candidate should demonstrate **a record and a promise of sustained achievement** in the areas of teaching, research and publications or creative activity, professional development, and service to the University and the community. The quality of publications must be validated through peer-review and acceptance by high-quality venues of dissemination (journals, conferences, and/or other recognized means). The candidate should also demonstrate the quality of his or her mentorship capability by graduating MS and PhD students (or only MS graduates for candidates from departments that do not have a PhD program). The candidate's mentorship dossier must also include the accomplishments of students in terms of publications and conference presentations.

A summary of each renewal application and the third-year review reports should be provided for review for each candidate for tenure. The summary will be a written report prepared by the Dean covering the findings of the review and characterizing the nature of the vote in the case of the renewal application. Performance should be benchmarked to a candidate's discipline. The most important measure relative to these criteria is provided by evaluation and review summaries provided by the Departmental APT Committee, the College APT Committee, the Department Chair, and the Dean, along with external review letters, which provide objective outside review of the candidate's contributions. Activities and accomplishments should demonstrate a trajectory towards national leadership.

### **3.4 Third-Year Pre-Tenure Review of Probationary Tenure-Track Assistant Professors**

The College shall conduct a Third-Year Pre-Tenure Review of the progress toward Promotion and Tenure for all probationary tenure-track assistant professors in accordance with the Faculty

Handbook, which addresses the third-year pre-tenure review of probationary tenure-track assistant professors as follows:

Initial appointments at the rank of probationary Assistant Professor are usually made for three years. During the third year, the faculty member is to undergo a pre-tenure review as part of the process of reappointment for a second three-year term. The pre-tenure review follows the same procedure as that outlined in the Faculty Handbook for the tenure review, but with a special emphasis on identifying what aspects of expected performance require strengthening prior to the mandatory sixth-year tenure and promotion review and without the requirement for external reviewers. Under normal circumstances, the probationary period for Assistant Professors will include appointment to a second three-year term. However, in instances where the faculty member fails to satisfy even the minimum performance requirements of progress toward tenure, reappointment may be denied. The maximum probationary period for tenure-track Assistant Professors is seven (7) years. In the event that promotion and tenure are not awarded at the end of the sixth year, the unsuccessful candidate is given a terminal one-year appointment as Assistant Professor, after which unsuccessful candidates may not be reappointed to a full-time faculty position at the university.

Per the Faculty Handbook, the third-year pre-tenure review will follow the College's same procedures for evaluating probationary tenure-track assistant professors for tenure, except with the exclusion of external reviewers. A candidate will submit a pre-tenure package following the same procedures as in Sections 3.2 and 3.3 of these guidelines, plus a research and mentorship plan statement for the remaining three years of their appointment. Per Howard University's APT schedule, a candidate will be reviewed by their Department APT Committee, the Department Chair, the College APT Committee, and the Dean. At each level, the evaluators will recommend whether to endorse a candidate for reappointment, summarize their strengths, and outline performance weaknesses they must address before the mandatory sixth-year promotion and tenure review.

The Dean will communicate to the candidate in writing, copying the candidate's chair, a summary of his/her evaluations and progress towards promotion and tenure. There are three possible outcomes at the end of the pre-tenure review, listed below, of which the dean should include one of them in the communication:

1. **Most Favorable Outcome:** The evaluators view a candidate as well-positioned for a successful promotion and tenure review. Although promotion and tenure are not guaranteed, the evaluators believe promotion and tenure are likely if the candidate continues their trajectory in teaching, research or creative works, and service.
2. **Next Most Favorable Outcome:** The evaluators view a candidate as well-positioned for a successful promotion and tenure review, provided they strengthen one or more weaknesses identified during the pre-tenure review. Although promotion and tenure are not guaranteed, the evaluators believe promotion and tenure are likely if the candidate addresses their weaknesses while continuing to further their identified strengths. The performance weaknesses should be sufficiently well-defined by the evaluators. For example, the evaluators may conclude that a candidate is expected to have greater success obtaining

grants. If the weakness is in instruction, the faculty member will be encouraged to engage with his/her chair to address the concern.

3. Least Favorable Outcome: The evaluators determine that a candidate fails to satisfy even the minimum performance requirements of progress toward promotion and tenure and do not recommend reappointment. In this case, the University may not reappoint the candidate.

## **4.0 Career Status and Career Status Track Appointments**

### **4.1 Background**

Career Status and Career Status Track appointments are for faculty members whose academic responsibilities chiefly consist of classroom instruction and engaging in the scholarship of teaching and learning (SOTL)<sup>2</sup>. These faculty members may be recommended for appointment as Career-Status-Track Probationary Lecturers, and upon satisfactory completion of a probationary period, as Career Status Senior Lecturers. The highest Career Status rank is Principal Lecturer, the holders of which are faculty members who have achieved a sustained record of exceptional SOTL achievement and demonstrated promise for continued achievement in teaching and the conduct of SOTL.

Career status is awarded only by the Board of Trustees of the university upon the recommendation of the president who is guided by the judgment of those persons and committees in the prior levels of review. A Senior Lecturer who is granted career status will be evaluated according to criteria developed by the College every three years. A Principal Lecturer with career status will be evaluated according to criteria developed by the College every five years. Persons who meet the criteria may be recommended for reappointment.

Faculty members who hold career status may be reappointed until retirement, resignation, or death subject to the conduct and performance requirements set forth by the University. There shall be no career status by default, or by the mere serving of the maximum probationary period.

### **4.2 Teaching Portfolio**

The College's criteria and process for evaluating an eligible faculty member for initial appointment, reappointment, promotion and/or career status will be as described in section 4.3 below. A key component of the review process is a candidate's submission of their teaching portfolio, in which they will provide:

1. Syllabus for each course they taught.
2. Course evaluation for each course they taught, with an explanation whenever an evaluation is unavailable.

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<sup>2</sup> Scholarship of Teaching and Learning (SOTL) expectations center on: staying abreast of SOTL research appropriate to the discipline; conducting original SOTL research; and disseminating the SOTL findings in peer-reviewed publications

3. Course instruction summary (semester and year, course name, course number, credit hours, student enrollment, overall course evaluation, and overall instructor evaluation) over their appointment period.
4. Teaching narrative for each course that goes beyond the syllabus (i.e., goals, assessment method, general teaching methodology such as lecture format, topics, timeline, importance of prerequisites if any, connection of course to future courses, use of program-related education literature or best practices, outline course improvements, field trips, guest lecturers, etc.).
5. A summary that outlines how each course satisfies the program's accreditation requirements (ABET or NAAB) and identifies the specific student performance measures assigned to their courses or how their courses align with the mission and goals of the department and College.
6. Description of the development of any completely new course.
7. Description of substantial changes that were made to improve an existing course.
8. Resume or curriculum vita.
9. Documentation of representative student coursework and course outcomes.
10. Letters of recommendation from at least one student and two faculty members.

### **4.3 Career Status Granting Review Process and Criteria**

#### **4.3.1 Probationary Lecturers**

The Probationary Career-Status-Track Lecturer position shall be the sole entry rank into the Career Status Track. Probationary Lecturers are appointed initially for three (3) years. During the third year, the Probationary Lecturer shall have a pre-Career Status review to qualify for reappointment to a second three-year term. This review shall be conducted through the APT process. The University shall review the Probationary Lecturer for promotion to the rank of Senior Lecturer with career status during the sixth year of the Probationary Lecturer appointment. After six years of service, a Probationary Lecturer who meets the criteria for career status established by the College may be recommended for promotion to the rank of Senior Lecturer with career status. The home department will initiate the recommendation and forward it through the conventional APT review and approval process involving the department, the college, the Provost, the President, and, ultimately, the Board of Trustees. Probationary Lecturers who are not approved for promotion and career status may not serve more than seven (7) years in full-time status.

#### **4.3.2 Career Status Senior Lecturers**

Career Status Senior Lecturers are appointed initially for three (3) years. Thereafter and subject to satisfactory fulfillment of duties as evaluated, the Career Status Senior Lecturer can apply for reappointment every three years until retirement, resignation, or death subject to the conduct and performance requirements set forth by the University.



To qualify for reappointment as a Career Status Senior Lecturer, the applicant must have: (i) achieved a sustained record of exceptional SOTL achievement<sup>3</sup> and demonstrated promise for continued achievement in teaching and SOTL; (ii) student course evaluations that are consistently rated above average since the initial award of career status or most recent reappointment; (iii) classroom observations by the Department Chair (or other designee) that have consistently been rated above average since the initial award of career status or most recent reappointment; and (iv) presented evidence of peer-reviewed publications in SOTL appropriate to the faculty member's discipline since the initial award of career status or most recent reappointment.

#### **4.3.3 Career Status Principal Lecturers**

After six years of service, a Senior Lecturer with career status may apply for promotion to the rank of Principal Lecturer with career status. The home department will initiate the recommendation and forward it through the conventional APT review and approval process involving the department, the college, the Provost, the President, and, ultimately, the Board of Trustees.

Career Status Principal Lecturers are appointed initially for five (5) years. Thereafter and subject to satisfactory fulfillment of duties as evaluated, the Career Status Principal Lecturer can apply for reappointment every five years until retirement, resignation, or death subject to the conduct and performance requirements set forth by the University.

To qualify for initial promotion (or reappointment) as a Career Status Principal Lecturer, the applicant must: (i) have achieved a sustained record of exceptional SOTL achievement and demonstrated promise for continued achievement in teaching and SOTL; (ii) possess a terminal degree appropriate to the discipline; (iii) have student course evaluations consistently rated as outstanding since the initial appointment as Career Status Senior Lecturer (or most recent Principal Lecturer reappointment); (iv) have classroom observations by the Department Chair (or other designee) that have consistently been rated as outstanding since the initial appointment as Career Status Senior Lecturer (or most recent Principal Lecturer reappointment); and (v) present evidence of a sustained record of disseminating original SOTL findings in peer-reviewed publications appropriate to the faculty member's discipline since the initial appointment as Career Status Senior Lecturer (or most recent Principal Lecturer reappointment).

#### **4.3.4 Teaching Excellence Criteria for all Career Status Track and Career Status Ranks**

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<sup>3</sup> Evidence of SOTL achievement includes the following:

- Demonstrate innovation in pedagogy by developing or implementing new teaching methods and techniques.
- Publish peer-reviewed journal articles and conference papers in the architecture, engineering, or computer science education fields in pursuit of the scholarship of teaching and learning (SOTL).
- Textbooks and widely used instructional materials or videos that indicate a candidate's prominence in teaching.

The following teaching criteria outline the factors that the college faculty agree should be considered by departments' appointments, promotion, and tenure committees (department APT committees), department chairs, the College Appointments, Promotion, and Tenure Committee (College APT Committee), the dean, provost, and president when evaluating candidates for career status.

1. Sustained record of excellence in teaching as demonstrated by peer reviews, course evaluations, and teaching awards and recognitions.
2. Awareness of program-specific education literature, use of data-supported best practices and pedagogy, and incorporation of effective teaching skills and approaches supported by research and professional practice standards.
3. Participation in respective teaching and professional societies.
4. Participation in developing and implementing evidence-based pedagogies.
5. Contributor to course and program assessments for their department.
6. Participation in student advising, mentoring, and other student-centered academic activities.
7. Achievement in program-specific professional development such as certifications and licenses.
8. Other contributions that further the department's efforts to enrich their students' development and understanding of their program of study.