

Tenure and Promotion Guidelines
Mathematics & Computer Science Department
Lawrence Technological University
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The tenure and promotion process in MCS is designed to provide a comprehensive, balanced, and discipline-specific assessment of a faculty member's accomplishments and future success in research, teaching, and service. This process recognizes that individual faculty members are experts in their own disciplines and that these disciplines have different professional standards for scholarly output, student engagement in research, and pedagogical innovation. Consequently, the process is holistic in emphasis and does not rely upon metrics.

Cumulatively, these assessments should affirm that the faculty member meets the following standards for tenure and promotion as appropriate when compared with faculty in similar disciplines at institutions with similar missions, resources, and faculty responsibilities:

- **Research:** The faculty member has established an independent and impactful program of research which produces high-quality scholarship that is visible to and recognized by the faculty member's broader professional community.
- **Teaching:** The faculty member has established themselves as an outstanding teacher capable of teaching a range of courses and supporting departmental teaching needs at the undergraduate and, if applicable, graduate levels.
- **Service:** The faculty member has demonstrated the potential and desire to be a leader in the department, college, and university, and within their professional field.

Alternative balances of research, teaching, and service may be considered in tenure and promotion decisions in exceptional cases. For example, there may be cases where faculty are hired with nontraditional emphasis on a given area (research, teaching, or service) and excellence beyond what is typically expected of faculty members has been demonstrated in that particular focus area.

Timeline

The tenure and promotion timeline in MCS is as follows (further details available on the College website):

- **Annually:** Faculty member meets with MCS Chair to discuss progress made toward tenure and promotion in research, teaching, and service. The Chair will provide necessary feedback on how the faculty member is progressing.
- **Mid-tenure review (3rd year):** During the faculty member's 3rd year, they will submit an abbreviated mid-tenure portfolio outlining their accomplishments in research, teaching, and service. The portfolio will be independently reviewed by a College mid-tenure committee of 3 members and by the MCS Chair. The mid-tenure and MCS Chair reports will be submitted to the Dean who will incorporate that feedback into a report assessing the faculty member's

progress toward and capacity to attain tenure and promotion. The Dean will present the results of the mid-tenure process to the faculty member. In cases where the Dean assesses that the faculty member is not on track to attain tenure and promotion, the Dean may recommend that the faculty member be put on a performance improvement plan. The expectations and timelines for this improvement plan will be set in consultation with the MCS Chair.

- **Tenure and Promotion portfolio (6th year):** During the faculty member's 6th year, they will submit a comprehensive portfolio outlining their accomplishments in, and future plans for, research, teaching, and service. The portfolio will be independently reviewed by a university tenure and promotion committee of 5 members and by the MCS Chair. The tenure and promotion committee and MCS Chair reports will be submitted to the Dean. The Dean will then incorporate the feedback into a letter which will be submitted to the Provost. The Provost will submit a recommendation to the President and Board of Trustees. The faculty member will be notified of the Board's decision.

Research

Promotion and tenure decisions are strongly driven by the scholarly impact of the faculty member. In order to have a scholarly impact, research needs to be of a high quality and visible to the scientific community. This means peer-reviewed publications should be a priority. Faculty should also incorporate the efforts of undergraduate and graduate student trainees as much as possible. This is particularly true for graduate trainees who need to establish a publication record, in collaboration with their faculty mentor, for their own career advancement.

The quantity of scholarly output should be commensurate with universities with similar missions and resources to LTU. The candidate should make clear for the reviewers what this norm is for their particular area of research and demonstrate how they have either met or exceeded that standard.

There are different avenues for disseminating research and defining a standard that can be used to determine tenure and promotion. The following categories are provided as a guideline for what is expected.

1. **Publications:** Faculty members in MCS are expected to produce research which is made visible through peer-reviewed publication in high quality mediums accessible and recognized by their broader professional communities, such as academic journals and conference proceedings. A faculty member's publication record should demonstrate their independence and self-motivation as a researcher, and promise of continued innovation and productivity in scholarship.
2. **Dissemination:** Faculty members in MCS will be active in disseminating their scholarship, and the scholarship of their students, locally and to their broader professional communities through, for example: oral and poster presentations at regional and national conferences, presentations given by their students, organization of sessions at conferences, organization of workshops and seminars, promotion of products of research (e.g. computer code), patent applications, etc. Success in dissemination may be measured through citations, downloads,

page views, and other means, as appropriate for the professional discipline.

3. **Grants:** Faculty members in MCS will actively seek internal and external funding for their scholarly activities. Sought funding may support Ph.D. students, research assistants, post-docs, summer salary, travel, or equipment. Grant writing activity may focus on federal (e.g. NSF, NIH, DoD, etc.), state (e.g. MDOT, MDHHS, etc.), industrial (e.g. Ford, Google, etc.), entrepreneurial (e.g. SBIR, STTR, etc.), or philanthropic (e.g. Simons Foundation, Sloan Foundation, etc.) sources. The faculty member's grant writing experience will have demonstrated a strong possibility of obtaining grant funding and the leadership required to successfully manage a grant.
4. **Student Mentorship:** Faculty members in MCS will demonstrate excellence in student mentorship in research and supervise graduate theses and senior undergraduate projects at a level appropriate to their discipline and program (undergraduate or graduate). Faculty members supervising graduate theses will have a record of ensuring the student research conducted under their mentorship is consistent with the expectations of their professional field.

Teaching

Promotion and tenure decisions are equally motivated by a faculty member's proficiency in teaching. Faculty members should be exceptional classroom teachers with strong course evaluations, peer evaluations, and teaching methodologies. They should be capable and willing to teach and develop a wide variety of courses consistent with current departmental needs and within their area of expertise at the undergraduate and, if applicable, graduate levels. Overall, the assessments should indicate that the faculty member has the promise of being a leader in curriculum development, pedagogical innovation, and student mentorship. Teaching assignments and accomplishments should be commensurate with faculty members at institutions with similar missions and resources as LTU.

As part of the tenure and promotion process, it is recommended that each faculty member receive at least one teaching evaluation from a more senior faculty member (peer evaluation) each year during their tenure-track period. These evaluations should comment on the faculty member's competency and teaching practices as well as other often unseen aspects of the member's teaching, such as classroom management, student-teacher experience, and classroom tenor. Requests for a classroom visitation should be made to the MCS Chair or Associate Chair.

As with research, there are different avenues a faculty member may take which will be factored in tenure and promotion decisions. The following categories are provided as a guideline for what is expected.

1. **Classroom Evaluations:** A faculty member in MCS will have a record of excellent course evaluations which show competency in their scientific discipline, prioritization of student learning, and consistent self-improvement and reflection on teaching practices. Peer evaluations should attest to the faculty member's innovative pedagogy and student-teacher relationship. In cases where there is disparity over time in course evaluations, recent

evaluations will carry more weight in tenure and promotion decisions.

2. **Research in the Classroom:** A faculty member in MCS should have a demonstrated commitment to incorporating their scholarship into the classroom and the student experience more broadly. This commitment may be evidenced by, for example, incorporating course-based research experiences in their classrooms, developing or updating courses in their research discipline, providing student mentorship on course-based research projects, and informing curricular decisions to reflect the state of the art in their professional field.
3. **Departmental Needs:** A faculty member in MCS will have the demonstrated capability of teaching a variety of courses across the undergraduate and, if applicable, graduate curriculum. They should have the capability of developing courses in their area of scholarly expertise at either the undergraduate or graduate levels. They should have a clear understanding of their program's curriculum and of the curricular needs of the program's students for employment and/or future advanced studies.
4. **Pedagogy:** A faculty member in MCS will have shown the ability to develop effective teaching pedagogy, ideally across several mediums of delivery. These mediums may include lecture-based courses, online courses, project-based courses, workshops, and flipped classrooms. Implemented pedagogy should reflect a faculty member's interest in enhancing student learning and preparing them for future academic and professional opportunities.

Service

Promotion and tenure decisions are influenced by a faculty member's service to the department, college, university, and broader professional community. Service, however, is secondary to the requirements of research and teaching and service responsibilities should be limited during the tenure-track period to a level appropriate of faculty members at institutions with comparable missions and resources. The service record should demonstrate the capacity and potential to undertake leadership roles at departmental, college, and university levels in the future.

For tenure and promotion, service activities at the departmental level are emphasized. Service activities within the professional field should also serve to further the faculty member's research profile and connections within their professional community. The following categories are provided as a guideline for what is expected.

1. **Departmental service:** Faculty members in MCS will be active attendees of and contributors to departmental meetings and assigned subcommittee meetings, as determined by the MCS Chair. These subcommittees should focus on matters of scholarly and curricular importance. Faculty members should serve on Master's and Ph.D. dissertation committees appropriate for their professional field. Additional areas of departmental service may include student academic advising, oversight of student clubs, student mentorship for competitions, high school and community college outreach, participating in recruitment events, etc.
2. **College service:** Faculty members in MCS will have the potential to be leaders in college-level service, including membership on the Faculty Council, Faculty Research

Council, program directorships / departmental administration, or college-wide outreach initiatives. College service may be considered for tenure and promotion decisions but is not a prerequisite.

3. **University service:** Faculty members in MCS will have the potential to be leaders in university-level service, including involvement with the Faculty Senate, Research Council, or university-wide outreach initiatives. University service may be considered for tenure and promotion decisions but is not a prerequisite.
4. **Professional service:** Faculty members in MCS will have the potential to be leaders in their professional field through, for example, organizational responsibilities at professional conferences, organization of workshops, peer review of manuscripts, participation on federal grant review panels (e.g. NSF, NIH, DoD, etc.), membership on editorial boards, and service in executive positions for professional organizations. Professional service activities should be comparable to those of faculty members in professional fields at institutions with comparable missions and resources as LTU.