

School of Science and Engineering
DEPARTMENT OF AEROSPACE AND MECHANICAL ENGINEERING
Rank and Tenure Procedures and Criteria

Approved by the Dept. of Aerospace and Mechanical Engineering: December 6, 2024

Approved by SSE TPSDL Committee: December 10, 2024

Approved by SSE Dean: January 2, 2025

Reviewed by UCART: April 29, 2025

Approved by Provost: March 30, 2026

CONTENTS

| | |
|---|----|
| Contents | 1 |
| I. Promotion for Tenured and Tenure-Track Faculty | 2 |
| I.A Procedures for Tenured and Tenure-Track Faculty | 2 |
| I.A.1 Promotion Application | 2 |
| I.A.2 Mentoring and Evaluation of Pre-Tenure Faculty | 3 |
| I.A.3 Midpoint Review Process | 3 |
| I.A.4 Mentoring of Post-Tenure Faculty | 3 |
| I.B Criteria for Tenured and Tenure-Track Faculty | 4 |
| I.B.1 Promotion to Associate Professor with Tenure | 4 |
| I.B.2 Promotion to Professor | 6 |
| II. Promotion for Continuing, Non-Tenure-Track Faculty | 8 |
| II.A Procedures for Continuing, Non-Tenure-Track Faculty | 8 |
| II.A.1 Promotion Application | 8 |
| II.A.2 Mentoring and Evaluation of Non-Tenure-Track Faculty | 9 |
| II.A.3 Third-Year Review Process | 10 |
| II.B Criteria for Continuing, Non-Tenure-Track Faculty | 10 |
| II.B.1 Promotion to Non-Tenure-Track Assistant Professor | 10 |
| II.B.2 Promotion to Non-Tenure-Track Associate Professor | 11 |
| II.B.3 Promotion to Non-Tenure-Track Professor | 13 |
| III. Promotion to Emeritus / Emerita Status | 15 |
| III.A Procedure for Emeritus / Emerita Honor | 15 |

I. PROMOTION FOR TENURED AND TENURE-TRACK FACULTY

I.A PROCEDURES FOR TENURED AND TENURE-TRACK FACULTY

I.A.1 PROMOTION APPLICATION

A tenured or tenure-track faculty member in the Department of Aerospace and Mechanical Engineering is expected to teach, perform research, and provide service with a workload distribution that is determined by the Department Chair in consultation with the faculty member and following the Department of Aerospace and Mechanical Engineering workload guidelines.

Tenured and tenure-track faculty in the Department of Aerospace and Mechanical Engineering are evaluated for promotion and/or tenure using the procedures described in The Faculty Manual of Saint Louis University. Should content of this document conflict with revisions to the Faculty Manual, the content will be superseded accordingly. For eligible faculty, the Department Chair initiates the promotion and/or tenure processes upon notice from the faculty member of an intention to apply for promotion and/or tenure. The request should come from the faculty member by the spring semester deadline preceding the academic year in which the faculty member wishes to be reviewed, following the School of Science and Engineering (SSE) Tenure, Promotion, Sabbatical, and Developmental Leave Guidelines (the "SSE Guidelines"). The faculty member, together with the Department Chair, then begins the process of collection of relevant data.

That fall, in accordance with the deadline in the SSE Guidelines, the candidate must submit to the Department Chair a package that contains supporting materials for their performance in teaching, mentoring, research, and service. The package should follow the format specified by the SSE Guidelines. The Chair shall select two faculty members at tenured, full professor rank for colleague letters. If there are not sufficient full professors available, tenured, associate professors may be selected as needed. Colleague letters should come from faculty who are knowledgeable in the candidate's field of expertise. Letter writers are not restricted to within the department. As colleague letters count as a vote, letter writers will not vote at the department, college, or university level.

Assessment of academic excellence and deliberations at all levels of review are assisted by external review letters that accompany recommendations for promotion. Letters from a minimum of three external reviewers are necessary for promotion to Associate Professor and Professor. The candidate submits at least five names of individuals external to the university to potentially serve as reviewers of their dossier. The external reviewers will be selected consistent with the SSE Guidelines. To avoid conflicts of interest, the Department Chair will select a few names from this list and may select additional external reviewers (not on the list provided by the candidate) as well. The Department Chair will select external reviewers at a higher rank than the

current rank of the candidate and who are in the candidate's area of expertise or in a related area to the candidate's area of expertise or disciplinary field. The Department Chair will select external reviewers to reflect a balance of those familiar with the candidate and their achievements and those who are not familiar with the candidate's work but are able to evaluate the candidate on the basis of material provided. External reviewers will be provided with the candidate's vita, self-assessment and statement, publications, and the Department's criteria for promotion and/or tenure.

Colleague evaluations, external reviewer evaluations, the letter from the Department Chair, and other pertinent supporting materials are then forwarded, with the candidate's materials, to the Dean of the School according to the SSE Guidelines.

I.A.2 MENTORING AND EVALUATION OF PRE-TENURE FACULTY

It is the goal of the Department of Aerospace and Mechanical Engineering that new faculty have every opportunity to succeed in teaching, research, mentoring, and service. To help foster this success, the Department Chair will assign a faculty mentor to each new faculty member of the Department of Aerospace and Mechanical Engineering. A "mentor" is defined as a faculty member of higher rank that will help to advise the faculty member when questions arise concerning the teaching, research, mentoring, and service activities of academic life. The new faculty member will be made aware of their progress at the departmental level in the form of annual evaluations, provided by the Department Chair. However, satisfactory performance on annual evaluations is not sufficient to obtain promotion and tenure. A more complete and thorough evaluation comes in the midpoint review.

I.A.3 MIDPOINT REVIEW PROCESS

In a tenure-track faculty member's third year, the Department will conduct a thorough review of the faculty member's progress toward promotion and tenure. The candidate will submit a dossier following the prescribed format, including a 1–2 page statement on teaching and research. The Chair will provide a review summary letter evaluating each aspect of performance related to departmental guidelines for the next promotion along with the faculty member's dossier to the SSE Dean. The TPSDL committee will also review the package and provide an evaluation letter to the Dean. The Dean will meet with the candidate to discuss the evaluation and progress towards promotion and tenure. Midpoint review reports are included in promotion and/or tenure dossiers forwarded to UCART and the Provost.

I.A.4 MENTORING OF POST-TENURE FACULTY

The Department of Aerospace and Mechanical Engineering gives Associate Professors the option to continue their mentoring from both internal and external mentors.

I.B CRITERIA FOR TENURED AND TENURE-TRACK FACULTY

I.B.1 PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

I.B.1.a General Expectations

The candidate for promotion to Associate Professor with Tenure (or a candidate who is already at a rank of Associate Professor and is only seeking Tenure) should demonstrate strong performance in the areas listed below, with a trajectory suggesting further success and impact in their research field. The candidate's portfolio will be evaluated following the process detailed in Section I.A.1, including evaluation by internal colleagues and external evaluators.

I.B.1.b Teaching

The Department of Aerospace and Mechanical Engineering views as a central mission the education and training of students at the baccalaureate, master, and doctoral levels. Consequently, a significant emphasis is placed on teaching. Teaching performance will be reviewed annually for course planning, execution, and outcomes by the Chair and/or designated peer representative(s). It is acknowledged that a faculty member's teaching assignments are determined by the Chair and governed by the Department's needs and the faculty member's workload distribution. Such considerations must be noted when evaluating a promotion candidate's teaching.

Established University assessments and artifacts demonstrating teaching effectiveness will be included in the portfolio review. In addition, the Department evaluates an individual's teaching effectiveness using indicators such as:

- Evaluation of in-class teaching
- Evaluation of course planning and materials, including syllabi
- Evaluation/reflection on student comments, both positive and negative
- Engagement in assessment activities
- Engagement in activities that yield demonstrated pedagogical improvement
- Development of a new course and/or significant re-development of an existing course with demonstrated impact on the curriculum as applicable.

Collectively, these indicators and artifacts will be used to assess the quality and effectiveness of teaching. Expectations for teaching include base requirements such as timeliness in course delivery, grading and grade submission, and feedback to students; demonstration of clear communication and course expectations; demonstration of evidence of meeting student learning outcomes in courses; completion of evaluations and assessments; and demonstration

of availability to students (e.g. through office hours) outside of the classroom. It is also expected that the candidate demonstrates a trajectory of enhanced teaching effectiveness and the scholarship of teaching as demonstrated by teaching reflections with a focus on continuous improvement, creation of experiential learning activities, active learning experiences, or problem-based learning activities as appropriate for courses, and/or dissemination of teaching scholarship.

I.B.1.c Mentoring

All faculty are expected to mentor their students and assigned mentees in academics and career exploration. They must demonstrate a reasonable knowledge of the policies and procedures of the Department and the University that apply to the mentoring of both undergraduate and graduate students.

An important instructional goal for the Department of Aerospace and Mechanical Engineering is the involvement of undergraduate and graduate students in original research projects. To that end, the participation of tenure-track faculty in this endeavor is required. Faculty involvement in research mentoring is measured by:

- The number of undergraduate and graduate students supervised
 - The number of student presentations at conferences and local technical meetings
 - The number of publications with students as co-authors
 - The number of doctoral and thesis-based Master's students completing their degrees (or nearing completion) during the period of evaluation
-

I.B.1.d Scholarship and Research

The primary measures of research activity will be peer-reviewed publications and research funding. There should be a trajectory of increased productivity across the period of review.

In the area of scholarship, the candidate must be lead author or corresponding author for at least four full-length peer-reviewed journal manuscripts accepted for publication. These works may be in collaboration with faculty from other institutions, but should come from original work generated independent of the candidate's graduate and/or post-doctoral advising team. Because the fields of aerospace and mechanical engineering emphasize innovation and production, scholarship might be expressed in other forms, including (but not limited to): full patent application submission dockets that have been submitted to the patent office, vehicles produced, and space missions flown. These alternate forms can account for at most half of the publication expectations, and must be approved in writing by the Chair.

Success in external funding is measured in terms of graduate students supported. By the end of the period of evaluation, the candidate must fully support (stipend, tuition, and health insurance as defined by current University standards) at least four graduate-student-years on external funds. This can include grants that have been awarded but the student support may come in future years.

I.B.1.e Service

Expectations for the candidate's involvement in professional service activities are minimal for the first three years of the candidate's tenure-track period in the Department. However, involvement in Departmental, School, and/or University activities, and professional societies as well as serving as a reviewer for scientific publications and/or grant proposals are expected, particularly after the candidate's third year.

As the Department of Aerospace and Mechanical Engineering needs to function in a cooperative manner, candidates need to demonstrate a willingness to work cooperatively with the faculty and staff in the department. This may take the form of team-teaching courses, working together in the teaching of multiple sections of a given course, collaborative research projects, collaborative publications, and serving on committees.

I.B.2 PROMOTION TO PROFESSOR

I.B.1.a General Expectations

The candidate for promotion to Professor with Tenure should demonstrate strong performance in the areas listed below, with a trajectory suggesting further success and impact in their research field beyond that achieved for Associate Professor. The candidate's portfolio will be evaluated following the process detailed in Section I.A.1, including evaluation by internal colleagues and external evaluators.

I.B.2.b Teaching

The requirement for promotion to Professor is broad evidence of expertise in and commitment to the teaching of aerospace and mechanical engineering at both the undergraduate and graduate levels. These may be demonstrated in the candidate's course evaluations and annual reviews and in the development of pedagogical materials. The candidate for promotion is expected to continue and expand their participation in the supervision of undergraduate and graduate student research projects. The candidate should also build upon their experience in teaching, including the demonstration of a willingness to critically evaluate new pedagogical innovations and to assess course, curriculums, and outcomes. It is also expected that a faculty member will have adapted existing courses or developed new courses to support their area of expertise. Established University assessments and artifacts demonstrating teaching effectiveness will be included in the portfolio review. In addition, the Department evaluates an individual's teaching effectiveness using indicators such as:

- Evaluation of in-class teaching
- Evaluation of course planning and materials, including syllabi
- Evaluation/reflection on student comments, both positive and negative

- Engagement in assessment activities
- Engagement in activities that yield demonstrated pedagogical improvement
- Development of a new course and/or significant re-development of an existing course with demonstrated impact on the curriculum as applicable.

Collectively, these indicators and artifacts will be used to assess the quality and effectiveness of teaching. Expectations for teaching include base requirements such as timeliness in course delivery, grading and grade submission, and feedback to students; demonstration of clear communication and course expectations; demonstration of evidence of meeting student learning outcomes in courses; completion of evaluations and assessments; and demonstration of availability to students (e.g. through office hours) outside of the classroom. It is also expected that the candidate demonstrates a sustained trajectory of enhanced teaching effectiveness and the scholarship of teaching as demonstrated by teaching reflections with a focus on continuous improvement, creation of experiential learning activities, active learning experiences, or problem-based learning activities as appropriate for courses, and/or dissemination of teaching scholarship.

I.B.2.c Mentoring

The candidate must provide quality mentoring to their assigned mentees and to both undergraduate and graduate students engaged in research. They must demonstrate a good knowledge of the policies and procedures of the Department and the University, especially as they apply to the mentoring of both undergraduate and graduate students. Additionally, senior faculty members are expected to mentor junior faculty members when applicable in the Department of Aerospace and Mechanical Engineering in their teaching and research endeavors. If mentoring was assigned, there is an expectation that the mentor has committed to meeting with the mentee on a regular basis.

The assessment metrics listed in Section 1.B.1.c apply to the evaluation of a candidate for promotion to the rank of professor; the expectation is that the candidate will demonstrate a greater breadth and depth of results.

I.B.2.d Scholarship and Research

For promotion to the rank of Professor, the candidate must demonstrate sustained success in scholarship and research. The candidate must be lead author or corresponding author for six full-length peer-reviewed journal manuscripts accepted for publication. The candidate must have been the principal investigator or co-PI for external grants that fully support (stipend, tuition, and health insurance as defined by current University standards) six graduate-student-years. The publications and support must be in addition to that credited for prior promotion(s). The candidate must also provide evidence of recognition at the international level, such as: editor/associate editor of a research journal, associate fellow in a professional society, leadership

position in a professional organization, or recipient of national or international awards in the discipline.

I.B.2.e Service

Significant service contributions to the University and broader profession are required. Contributions in service to the University may be measured by the extent of participation in Departmental, School, and University committees and in serving as committee chairs and other similar leadership positions. Professional service is generally carried out through discipline-specific scientific societies, where common activities include the organization and moderating of symposia and sessions at scientific meetings and serving on national society committees. Participation in peer review of publications and grant proposals is another important form of professional service. The external review letters will be used to assess the professional service contributions of the candidate.

The candidate will continue demonstrating a willingness to work cooperatively with the faculty and staff in the department. This may take the form of team-teaching courses, working together in the teaching of multiple sections of a given course, collaborative research projects, collaborative publications, and serving on committees.

II. PROMOTION FOR CONTINUING, NON-TENURE-TRACK FACULTY

II.A PROCEDURES FOR CONTINUING, NON-TENURE-TRACK FACULTY

II.A.1 PROMOTION APPLICATION

Non-tenure-track (NTT) faculty in the Department of Aerospace and Mechanical Engineering are individuals who are not eligible for tenure but have renewable appointments. The workload distribution may be adjusted by the Chair in consultation with the faculty member to address the needs of the department, and promotion expectations will align with workload assignments. Although it is not required, an NTT faculty member may perform research or scholarship; this is usually in the form of engineering course pedagogy and laboratory development, but can also include directing student research.

Non-tenure-track faculty in the Department of Aerospace and Mechanical Engineering are evaluated for promotion using the procedures specified for NTT faculty members in The Faculty Manual of Saint Louis University, and the procedures and timeline specified in the SSE Guidelines. Normally, NTT faculty must have served at least five years at the University to apply for promotion, unless all requirements for promotion are satisfied early. The process to be followed in the case of promotion of an NTT faculty member is generally the same as that for tenure-track faculty except that the criteria and information needed are modified to suit the framework of the candidate's role as primarily a teaching faculty member.

Possession of the terminal (doctorate) degree is required for all positions above instructor. An exception may be made to this requirement in rare and unusual circumstances, if all the following are demonstrated:

- The practical impossibility for the faculty member to obtain the doctorate degree;
- Exceptional value to the educational program of the University;
- A record of distinguished and recognized service to the profession.

Teaching, instruction, and mentoring assignments are all evaluated as part of promotion eligibility. In terms of employment expectations, NTT faculty are not expected to have disciplinary research output (conference/journal papers, funding proposals, graduate/undergraduate student mentoring etc.) unless specifically assigned in workload. If workload allocation for research and scholarly activity was provided, scholarly and research activity would be expected commensurate with the allocation for promotion.

For eligible faculty, the Department Chair initiates the promotion processes upon a request for promotion review from the faculty member. The request should come from the faculty member in the Spring semester preceding the academic year that the faculty member wishes to be reviewed, in accordance with the deadline in the SSE Guidelines. The faculty member, together with the Department Chair begins the process of collection of relevant data.

That fall, in accordance with the deadline in the SSE Guidelines, the candidate must submit to the Department Chair a package complete with supporting materials for their performance in teaching, mentoring, research (if applicable), and service. The package should follow the format specified by the SSE Guidelines and include all required information from the Department, School, and University. Two faculty members selected by the Chair will provide colleague letters. The Chair shall select two faculty members at tenured, full professor rank for colleague letters. If there are not sufficient full professors available, tenured, associate professors may be selected as needed. Colleague letters should come from faculty who are knowledgeable in the candidate's field of expertise, though this need not necessarily be restricted to within the department. As colleague letters count as a vote, letter writers will not vote at the department, college, or university level.

Colleague letters, the letter from the Department Chair, and other pertinent supporting material are forwarded, with the candidate's materials, to the Dean of the School. Procedures for review are as specified in the SSE Guidelines.

II.A.2 MENTORING AND EVALUATION OF NON-TENURE-TRACK FACULTY

It is the goal of the Department of Aerospace and Mechanical Engineering that all faculty have every opportunity to succeed. The NTT faculty member will be made aware of their progress at the departmental level in the form of annual evaluation, provided by the Department Chair. However, satisfactory performance on annual evaluations alone is not sufficient to obtain promotion.

II.A.3 THIRD-YEAR REVIEW PROCESS

Promotion for NTT faculty is not required and thus the faculty member could remain at their original rank for as long as their contracts are renewed. During the third year of a NTT faculty member's appointment at SLU, the department will conduct a thorough review of the faculty member's performance according to the schedule in the SSE Guidelines. The candidate will submit a dossier following the required format, including a 1–2 page candidate statement. The Chair will provide a review summary letter evaluating each aspect of performance related to departmental guidelines for the next promotion along with the faculty member's dossier to the SSE Dean. The TPSDL committee will also review the package and provide an evaluation letter to the Dean. The Dean will meet with the candidate to discuss the evaluation and progress towards promotion. Third year review reports are included in promotion dossiers forwarded to the UCART and the Provost.

II.B CRITERIA FOR CONTINUING, NON-TENURE-TRACK FACULTY

II.B.1 PROMOTION TO NON-TENURE-TRACK ASSISTANT PROFESSOR

II.B.1.a General Expectations

The candidate for promotion to NTT Assistant Professor should demonstrate strong performance in the areas listed below, with a trajectory suggesting success and impact in their teaching field. The candidate's portfolio will be evaluated following the process detailed in Section II.A.1, including evaluation by internal colleagues.

II.B.1.b Teaching

The Department of Aerospace and Mechanical Engineering views its primary mission to be the education and training of students at the baccalaureate, master's, and doctoral levels. Consequently, a significant emphasis is placed on teaching. It is acknowledged that a faculty member's teaching assignments are determined by the Chair and governed by the Department's needs and the faculty member's workload distribution. Such considerations must be noted when evaluating a promotion candidate's teaching.

Established University assessments and artifacts demonstrating teaching effectiveness will be included in the portfolio review. In addition, the Department evaluates an individual's teaching effectiveness using indicators such as:

- Evaluation of in-class teaching
- Evaluation of course planning and materials, including syllabi
- Evaluation/reflection on student comments, both positive and negative
- Engagement in assessment activities

- Engagement in activities that yield demonstrated pedagogical improvement
- Development of a new course and/or significant re-development of an existing course with demonstrated impact on the curriculum as applicable.

Collectively, these indicators and artifacts will be used to assess the quality and effectiveness of teaching. Expectations for teaching include base requirements such as timeliness in course delivery, grading and grade submission, and feedback to students; demonstration of clear communication and course expectations; demonstration of evidence of meeting student learning outcomes in courses; completion of evaluations and assessments; and demonstration of availability to students (e.g. through office hours) outside of the classroom. It is also expected that the candidate demonstrates a trajectory of enhanced teaching effectiveness and the scholarship of teaching as demonstrated by teaching reflections with a focus on continuous improvement, creation of experiential learning activities, active learning experiences, or problem-based learning activities as appropriate for courses, and/or dissemination of teaching scholarship.

II.B.1.c Service

Service contributions are important for NTT faculty members and are considered as part of their promotion. Promotion to NTT Assistant Professor requires demonstrated productive participation at the Department and School level and through community service participation relevant to the faculty member's professional expertise.

As the Department of Aerospace and Mechanical Engineering needs to function in a cooperative manner, candidates need to demonstrate a willingness to work cooperatively with the faculty and staff in the department. This may take the form of team-teaching courses, working together in the teaching of multiple sections of a given course, collaborative research projects, collaborative publications, and serving on committees.

II.B.2 PROMOTION TO NON-TENURE-TRACK ASSOCIATE PROFESSOR

II.B.2.a General Expectations

The candidate for promotion to NTT Associate Professor should demonstrate strong performance in the areas listed below, with a trajectory suggesting further success and impact in their teaching field beyond that of the Assistant Professor level. The candidate's portfolio will be evaluated following the process detailed in Section II.A.1, including evaluation by internal colleagues.

II.B.2.b Teaching

Promotion to NTT Associate Professor requires evidence of expanded roles in teaching in aerospace and mechanical engineering. In particular, expanded teaching roles will include participation across the curriculum, including laboratory courses, lecture

courses, and may include both graduate and undergraduate courses. The candidate for NTT Associate Professor is expected to have taught several different courses and to have demonstrated a continuing pattern of improvement in teaching effectiveness over multiple years as an NTT Assistant Professor at Saint Louis University within the workload assignments given for teaching.

Established University assessments and artifacts demonstrating teaching effectiveness will be included in the portfolio review. In addition, the Department evaluates an individual's teaching effectiveness using indicators such as:

- Evaluation of in-class teaching
- Evaluation of course planning and materials, including syllabi
- Evaluation/reflection on student comments, both positive and negative
- Engagement in assessment activities
- Engagement in activities that yield demonstrated pedagogical improvement
- Development of a new course and/or significant re-development of an existing course with demonstrated impact on the curriculum as applicable.

Collectively, these indicators and artifacts will be used to assess the quality and effectiveness of teaching. Expectations for teaching include base requirements such as timeliness in course delivery, grading and grade submission, and feedback to students; demonstration of clear communication and course expectations; demonstration of evidence of meeting student learning outcomes in courses; completion of evaluations and assessments; and demonstration of availability to students (e.g. through office hours) outside of the classroom. It is also expected that the candidate demonstrates an expanded trajectory of enhanced teaching effectiveness and the scholarship of teaching as demonstrated by teaching reflections with a focus on continuous improvement, the creation of experiential learning activities, active learning experiences, and/or problem-based learning activities as appropriate for courses.

It is also expected that candidates have engaged in the dissemination and publication of teaching and pedagogical activities, having three external publications (journal publications, conference proceedings and presentations, and/or educational books/modules) based on teaching activities originating at SLU.

II.B.2.c Mentoring

The candidate for promotion must provide quality mentoring to teaching assistants, student workers, and/or assigned mentees. They must demonstrate a reasonable knowledge of the policies and procedures of the Department and the University that apply to mentoring.

II.B.2.d Scholarship and Research

If workload for scholarship and research was allocated to the candidate, promotion in this category will be evaluated against scaled expectations for scholarship and research commensurate with the workload assignment, detailed in the school and department workload policies. While it is encouraged for NTT faculty with research and scholarship workload to submit applications for external funding, particularly in areas that align with their educational and teaching activities, securing external funding is not a requirement for promotion to Associate Professor. Publication expectations include peer-reviewed journals, conference presentations, keynotes and/or invited talks. As stated in Section II.B.1c, full patent application submission dockets that have been submitted to the patent office, vehicles, missions flown, and other outputs can be considered on a case-by-case basis and must be approved in writing by the Chair.

II.B.2.e Service

For promotion to NTT Associate Professor the candidate will have demonstrated contributions to the Department, School, and University. They will also have demonstrated professional service contributions.

The candidate will continue demonstrating a willingness to work cooperatively with the faculty and staff in the department. This may take the form of team-teaching courses, working together in the teaching of multiple sections of a given course, collaborative research projects, collaborative publications, and serving on committees.

II.B.3 PROMOTION TO NON-TENURE-TRACK PROFESSOR

II.B.3.a General Expectations

The candidate for promotion to NTT Professor should demonstrate strong performance in the areas listed below, with a trajectory suggesting further success and impact in their teaching field beyond that of the Associate Professor level. The candidate's portfolio will be evaluated following the process detailed in Section II.A.1, including evaluation by internal colleagues.

II.B.3.b Teaching

The requirement for promotion to NTT Professor is broad evidence of expertise in and commitment to teaching aerospace and mechanical engineering. These should be demonstrated in the candidate's course evaluations and annual reviews, and in the development and testing of

pedagogical materials. The candidate should also build upon their experience in teaching, including the demonstration of a willingness to critically evaluate new pedagogical innovations and to assess course, curriculums, and outcomes. It is also expected that a faculty member will have developed new courses in aerospace and mechanical engineering if enabled by curricular needs and/or adding revision and significant updates to existing courses. This may include graduate courses in the faculty member's area of specialization.

Established University assessments and artifacts demonstrating teaching effectiveness will be included in the portfolio review. In addition, the Department evaluates an individual's teaching effectiveness using indicators such as:

- Evaluation of in-class teaching
- Evaluation of course planning and materials, including syllabi
- Evaluation/reflection on student comments, both positive and negative
- Engagement in assessment activities
- Engagement in activities that yield demonstrated pedagogical improvement
- Development of a new course and/or significant re-development of an existing course with demonstrated impact on the curriculum as applicable.

Collectively, these indicators and artifacts will be used to assess the quality and effectiveness of teaching. Expectations for teaching include base requirements such as timeliness in course delivery, grading and grade submission, and feedback to students; demonstration of clear communication and course expectations; demonstration of evidence of meeting student learning outcomes in courses; completion of evaluations and assessments; and demonstration of availability to students (e.g. through office hours) outside of the classroom. It is also expected that the candidate demonstrates a sustained trajectory of enhanced teaching effectiveness and the scholarship of teaching as demonstrated by teaching reflections with a focus on continuous improvement, creation of experiential learning activities, active learning experiences, or problem-based learning activities as appropriate for courses, and/or dissemination of teaching scholarship.

Additionally, it is expected that candidates have demonstrated recognition for outstanding pedagogical development through sustained dissemination and publication of teaching and pedagogical activities. It is expected that the candidate has an additional four external publications based on teaching activities originating at SLU beyond the Associate Professor period. The candidate must also secure externally sponsored funding to support instruction, student development, course development, training programs, or related educational activities on the order of \$100k cumulative over the three years prior to the application for promotion to NTT Professor.

II.B.3.c Mentoring

The candidate for promotion must provide quality mentoring to their students and assigned mentees. They must demonstrate a good knowledge of the policies and procedures of the Department and the University, especially as they apply to the mentoring of both undergraduate and graduate students in Aerospace & Mechanical Engineering.

Additionally, senior faculty members are expected to mentor junior faculty members in the Department of Aerospace and Mechanical Engineering in their teaching and research endeavors if applicable. If mentoring was assigned, there is an expectation that the mentor has committed to meeting with the mentee on a regular basis.

II.B.3.d Scholarship and Research

If workload for scholarship and research was allocated to the candidate, promotion in this category will be evaluated against scaled expectations for scholarship and research (both publications and research funding) commensurate with the workload assignment, detailed in the school and department workload policies.

II.B.3.e Service

To be considered for promotion to the rank of NTT Professor, the faculty member should demonstrate leadership in educational reforms at the department, school, or university level. Examples include establishing micro-credential pathways in the department, starting new student development initiatives, and/or offering professional development in teaching and learning within/outside the department to faculty. Expansions in scale of these activities could occur at the school or university level. In addition, to be considered for promotion to the rank of NTT Professor, the faculty member should demonstrate leadership in educational initiatives that have impact beyond the department, school, and university level. These include engagement and leadership in engineering education professional societies, related disciplinary education focused professional societies, and/or the scholarship of teaching and learning communities. Examples include serving as Chair of professional society sections, serving on national or international boards, and/or offering professional development workshops within professional communities.

III. EMERITUS / EMERITA STATUS

III.A PROCEDURE FOR EMERITUS / EMERITA HONOR

A faculty member is responsible for requesting the Emeritus/Emerita honor by notifying the Department Chair. The candidate submits a letter to the Department Chair by the deadline indicated in the SSE Guidelines during their final year requesting emeritus/a status with a brief rationale for the awarding of emeritus/a status along with a complete curriculum vitae. The candidate needs to clearly outline how they fit the criteria for this status (stated below) and how they will remain professionally active after retirement. The Department Chair will convene a

faculty meeting to discuss and vote on the candidate. The Chair will submit a letter to the Dean reflecting the discussion and vote, as well as expressing the Chair's own opinion. All faculty members at the rank of Professor or Associate Professor in the department are eligible to vote.

III.B CRITERIA FOR EMERITUS / EMERITA HONOR

Tenured or non-tenure-track faculty members who meet the requirements outlined in the Saint Louis University Faculty Manual and the Retired and Emeritus/Emerita Faculty Policy on the Provost's web site are eligible for applying for the emeritus/a honor. The awarding of the emeritus/emera title is a recognition of a distinguished career of service and is only granted to those faculty members who expect to remain professionally active after retirement.