

**School of Aviation  
College of Liberal Arts**

**Appendices 5-A & 5-B  
School Promotion and Tenure Guidelines**

**Appendix 5-A  
Guidelines for Tenure-Track Faculty Promotions in the School of Aviation**

**School Profile**

The mission of the School of Aviation is to develop highly desired graduates and thought leaders who will serve as a positive force in aviation and the world. We fulfill this mission through teaching, research, and outreach programs led by competent, committed, and reflective professionals. Aviation is a multidisciplinary field of study comprised of specialized areas that require professional certification and licensure. The school offers undergraduate degrees in Aviation Management and Professional Flight. This present document elucidates, in summary form, performance indicators as a guide for success in annual reviews, at the third year point, and at evaluation for promotion and tenure.

**Performance Indicators**

Consistent with the AU Faculty Handbook, the assigned level of effort (expressed as a percentage and determined annually) guides all assessments. Typical assignments in the School of Aviation reflect 50% instruction, 40% research/creative work, and 10% service and/or outreach. All reviewers are to evaluate a candidate based on these assigned percentages and in the context of the discipline and school mission. Performance indicators described in each section below reflect the typical distribution.

Often external reviews of a candidate are sought from Ph.D. granting, peer or aspirational institutions to gain an outside perspective on the candidate's professional contributions. However, care must be exercised in interpreting letters when teaching loads and research expectations at the other institutions differ from the candidate's job assignment at Auburn University.

**Instruction**

The typical 50% assignment for instruction reflects 15 credit hours or five fully enrolled courses (or course equivalent in the clinic) per academic year (this excludes low-enrolled courses such as independent study, readings, graduate research project, and thesis). Following the College of Liberal Arts guidelines, each 3-hour course contributes no less than 10% to the faculty member's percentage merit weight (5 courses = 50%).

The candidate should work collaboratively and cooperatively with other faculty in the areas of teaching to advance the mission of the school, college, and university.

Other guidelines include evidence of teaching quality, or growth over the years, from student course evaluations; evidence of course rigor as displayed through grade distributions and anonymous student comments; evidence of teaching quality from peers; and evidence on the annual evaluation that the faculty member is collegial in contributing to the development of the overall school as well as to specific programs within it.

### **Research/Creative Scholarship**

All candidates and reviewers must follow research guidelines cited in the AU Faculty Handbook; while these are not repeated in this document, noteworthy elements address authorship, sustained productivity, and growth from a regional to a national scholar.

Candidates should work collaboratively and cooperatively with other faculty in the area of research to advance the mission of the school, college, and university.

An interplay of quality and quantity must be considered at each rank. Some forms of scholarship are more elaborate and time-consuming than other forms. All evaluators must resist the notion of “bean counting,” so any numbers cited are merely for guidance and are not hard and fast requirements. The complete dossier and the candidate’s total performance must be considered.

Publication productivity, when balanced with a comprehensively strong dossier, averaging one refereed publication, or equivalent\*, per year is a guideline for candidates. Said another way, approximately five refereed publications, or equivalent\*, may be acceptable for a candidate bidding for promotion to associate professor and for tenure. To be promoted to full professor, an associate professor needs to add to their record of scholarship, counting from his/her first year as a tenured associate professor, a body of work that equals seven articles, or equivalents\*. However, seven articles create only a prima facie case that a faculty member may be considered for promotion to full professor. Unless all seven articles are in high-impact outlets, the faculty member would be wise to surpass seven articles (or equivalents\*) before applying for promotion to full professor.

\*Equivalent publication activity is considered as follows in the school so long as the product is peer-reviewed:

- A book counts for 3 to 4 article equivalents, while an edited book is worth 1 to 2 article equivalents.
- Major research grants, including training grants, count as an article equivalent (\$50,000 threshold).

Publications need to be in recognized peer-reviewed (blind) academic journals in disciplines consistent with the discipline of the Ph.D. of the aviation faculty member. If the publication is a

book or an edited book, then a university or major academic press should publish it. Edited book chapters, symposia articles, invited publications, articles placed in high-impact professional aviation publications, or conference proceedings (see previous discussion) may add weight to the case and if the publication is of high quality and the contribution of the faculty member to this scholarship is substantial, it may also count for purposes of tenure and/or promotion.

To demonstrate independence, a candidate should be the first or sole author of at least half of the articles (or equivalents\*).

Aviation is interdisciplinary, and thus, scholarship for faculty members will be interdisciplinary. However, to count for tenure and/or promotion, the topics of each faculty member's scholarship should be, at the minimum, tangentially related to aviation, aviation training and instruction, and/or aviation management (public or private).

Three outside letters should be sought to evaluate the scholarship of the faculty member seeking tenure and/or promotion. The guidelines for selecting these external reviews should follow the guidelines of the AU Faculty Handbook.

## **Service**

The candidate should work collaboratively with other faculty to advance the mission of the school, college, and university.

Involvement in service to the school is expected of all faculty members. Evidence of faculty participation in the life of the school on an ongoing basis, as well as committee leadership, is vital to document annually and at the time of promotion and tenure.

Service, in the form of faculty governance, is expected of all school members (whether at the school, college, or university level). However, the school endeavors to assign untenured faculty to committees with only modest work demands. Faculty holding tenure may carry heavier time demands.

Service to the profession should be appropriate for the candidate's rank. Professional involvement is not required at the lowest rank but does strengthen a candidate's dossier. Professional service is expected as one rises through the associate and full professor levels. Regional and then developing into national/international leadership positions are especially prized as one grows in rank.

## **Outreach**

As specified in the AU Faculty Handbook, the faculty member is charged with describing their outreach program and providing outcome data so that it can be assessed annually and at

promotion and tenure review. Evidence of activities, financial impact, and media products should be presented as part of the assessment process.

Whatever the form of outreach, the candidate should work collaboratively and cooperatively with other faculty to advance the mission of the school, college, and university.

## **Appendix 5-B**

### **Guidelines for Non-Tenure-Track Faculty Promotions in the School of Aviation**

#### **Clinical Professor**

Promotion is based on merit. A candidate for promotion should have acceptable achievements in the areas of (1) teaching and/or outreach and (2) research/creative work. He or she is further expected to demonstrate over a sustained period distinctive achievement in one of these areas or achievement in both areas compared to that of successful candidates in the discipline in the past five years. To be considered for promotion in the Clinical titles, individuals should have completed five years in rank.

Consistent with the AU Faculty Handbook, the assigned level of effort (expressed as a percentage and determined annually) guides all assessments. The allocation of effort may vary for faculty members; typical assignments in the School of Aviation for Clinical Track Faculty reflect 80% instruction, 10% research/creative work, and 10% service.

#### **Instruction**

The candidate should work collaboratively and cooperatively with other faculty in the areas of teaching to advance the mission of the school, college, and university.

Other guidelines include evidence of teaching quality, or growth over the years, from student course evaluations; evidence of course rigor as displayed through grade distributions and anonymous student comments; evidence of teaching quality from peers; and evidence on the annual evaluation that the faculty member is collegial in contributing to the development of the overall school as well as to specific programs within it.

#### **Research/Creative Scholarship**

Candidates should work collaboratively and cooperatively with other faculty in the area of research to advance the mission of the school, college, and university.

For the Clinical titles, there is more flexibility given, when compared to tenure-track faculty, to count trade publications, professional non-peer-reviewed articles, and other kinds of invited publications for the purpose of promotion from assistant to associate clinical professor and

associate to full clinical professor. Successful training grant submissions may count as an article.

Candidates for associate clinical professor should have 2 – 3 articles (academic/professional, and/or trade) published to be considered for promotion. Promotion to full clinical professor will require another 2 to 3 publications (from the time he/she was promoted to associate).

### **Service**

The candidate should work collaboratively with other faculty to advance the mission of the school, college, and university.

Involvement in service to the school is expected of all faculty members. Evidence of faculty participation in the life of the school on an ongoing basis, as well as committee leadership, is vital to document annually and at the time of promotion.

### **Outreach**

As specified in the AU Faculty Handbook, the faculty member is charged with describing their program of outreach and providing outcome data such that it can be assessed annually and at promotion and tenure review. Evidence of activities, financial impact, and media products should be presented as part of the assessment process.

Whatever the form of outreach, the candidate should work collaboratively and cooperatively with other faculty outreach to advance the mission of the school, college, and university.

### **Senior Lecturer**

Promotion to the rank of senior lecturer indicates that the candidate has demonstrated sustained meritorious performance in teaching and service at the lecturer level. Normally, a candidate must serve at least five complete years on full-time appointment at the lecturer level at Auburn University before he or she may be nominated for promotion to Senior Lecturer. To be promoted to the rank of senior lecturer, a lecturer must have demonstrated a record of sustained outstanding performance in teaching and teaching-related service and leadership contributions within the university that form a pattern of continuing engagement with measurable impact. Publications (either research or pedagogical) are not required but add weight to a lecturer's case for promotion.