Department of Civil and Environmental Engineering
Clarifications formally approved on: 04/17/2026

1.0 – Instruction Core Criterion: A faculty member must clearly be contributing to the instructional mission.

1.2 – Overall Criterion Considerations & Requirements

(A) A faculty member must clearly be contributing to the instructional mission

The Department of Civil and Environmental Engineering recognizes instructional contribution through effective teaching across lecture, laboratory, design, field, and project-based formats. Contributions may include teaching general engineering courses, core and elective program courses, supporting curriculum continuity, advising student learning in and beyond the classroom, and helping maintain the quality and relevance of the program.

(B) Instructional effectiveness

Instructional effectiveness should be evaluated using multiple forms of evidence rather than any single metric. Appropriate evidence may include course materials, student learning outcomes, course revision, curricular alignment, mentoring, and demonstrated effort in maintaining current technical content and instructional practices.

(C) Student assessment of instruction

No specifics added.

1.3 – Factors to consider in terms of "effort"

Consideration should be given to the effort required to develop new courses, improve existing courses, new laboratories, project-based learning activities, field or experimental setups, and major curriculum initiatives. Laboratory setup, execution, logistics, facilities, and assessment often require substantial effort, especially for the course coordinator. Additional effort associated with course coordination, multi-section course management, and supervision of teaching assistants or laboratory personnel should also be recognized. However, delays related to procurement, administrative support, or institutional processes may affect the timing of laboratory preparation and lab-based instruction.

1.4 – Factors to consider in terms of "quality"

Quality of instruction should be assessed holistically. Indicators may include strong course organization, clear learning goals, use of effective and current instructional methods, alignment with program outcomes, evidence of student learning, thoughtful course improvement over time, and contributions to the broader instructional mission of the program. Quality should not be judged solely by DFW rates, student evaluations, or lack of student evaluations due to small class sizes.

1.5 – Further Criterion Considerations

The Department values sustained efforts to improve instruction, including curricular innovation, incorporation of professional tools and standards, development of laboratory and field experiences, and contributions that strengthen ABET readiness and overall program quality.

2.0 – Scholarly Activities Core Criterion: a faculty member has a unique and scholarly expertise in their field and has activity that aligns with this professional direction.

2.1 – Departmental Context for Scholarly Activity

The Department of Civil and Environmental Engineering recognizes that scholarly activity may take different forms across subdisciplines and may be influenced by the external funding climate, regulatory context, available infrastructure, and the developmental stage of the program. Because the Department does not currently have its own graduate program, scholarly activity should not be evaluated primarily through graduate student supervision. Scholarship may be demonstrated through publications, proposal development, funded or internally supported research, conference dissemination, applied or collaborative projects, student mentoring in research or design, and engagement with agencies, industry, or community partners.

2.2 – Further Criterion Considerations

(A) Directing thesis committees or project advisory groups

Given that the Department does not currently have its own graduate program, relevant contributions may include serving on external thesis committees, acting as an external advisor, mentoring capstone or independent projects, and participating in project advisory groups.

(B) Publications and patents

The Department recognizes a range of publication forms as valid scholarly output, including peer-reviewed journal articles, conference papers, technical reports, and book chapters. All publication types are valued and should be evaluated based on their relevance and quality within the faculty member's area of expertise. Research in civil and environmental engineering is often longitudinal in nature, requiring multi-year data collection, field investigations, experimental validation, or regulatory coordination before findings are ready for dissemination. As a result, publication output may not be continuous on an annual basis. Scholarly productivity should be evaluated over the full review period rather than expecting consistent year-over-year output.

(C) Articles published… (more specialized venues of publication)

Publications in specialized venues should be evaluated based on their relevance and standing within the faculty member's field.

(D) Multi-author publications

No specifics added

(E) Articles that are simply the result of student work

Given the current absence of a graduate program in the Department, peer-reviewed articles are not typically expected to result primarily from student work alone. Student contributions may more commonly appear through participation in research, co-authorship, conference presentations, posters, capstone projects, or other supervised scholarly activities.

(F) Provisional patents

No specifics added

(G) Patents that have been granted

No specifics added

(H) Activity with industrial partners

In civil and environmental engineering, scholarly activity may include agency partnerships, field work, technical reports, and other externally engaged work that advances practice, supports the community, and enhances the University's reputation.

(I) Research, creative and scholarly activity

Civil and environmental engineering research may be experimental, field-based, computational, modeling-based, or interdisciplinary. Scholarly activity may therefore include laboratory and field investigation, as well as computer-based research requiring substantial effort in data acquisition, curation, validation, coding, analysis, and coordination with open-source data, public agencies, utilities, industry, or community partners.

2.3 – Proposal and grant application

Proposal development and grant activity should be recognized as meaningful scholarly effort. Progress reports and final reports for funded projects should also be considered important research-related activity. However, external funding in civil and environmental engineering is highly competitive and constrained by agency cycles, regulatory timelines, and the applied nature of the field. The Department therefore recognizes that securing grants may not be feasible for all faculty and accepts other forms of scholarly output, such as journal publications, conference papers, technical reports, and applied or collaborative work, as sufficient evidence of an active research agenda. In addition, the evaluation should consider delays in research progress associated with procurement, administrative support, and other institutional processes.

3.0 – Service Core Criterion: **a faculty member is contributing to their department and profession in a positive way.**

The Department recognizes service at the department, college, university, professional, and community levels.

3.2 – Further Criterion Considerations

(A) no service activity of significance overall for a multi-year period is strong cause for concern

No specifics added

(B) Simply being a member of a committee is not an indication of service contribution

No specifics added

(C) Service to one's professional society

Involvement in professional societies related to civil and environmental engineering should be recognized, especially where the faculty member contributes through leadership, reviewing, editorial work, organizing sessions, standards development, or other substantive professional activities.

(D) Service can include hosting a conference, outreach to the community that is coordinated with the university, judging internal and external competitions, community service that is coordinated with the university

The Department also recognizes service contributions such as ABET-related work, curriculum development and assessment, organizing events, outreach activities, conference hosting, student competition support, international collaboration, and other activities that advance the department, university, profession, or broader community.

4.0 – Overall Core Criterion: **criteria notes, appropriate to rank and reappointment and/or reappointment: strong, ongoing contribution to the University, ability to perform their full suite of duties with a high degree of quality and independence by demonstrating accomplishment in teaching, appropriate trajectory in research, and service that positively advances the University, department, and program**

Overall evaluation should consider the faculty member's assigned workload, area of expertise, annual evaluations, and consistent trajectory over time. While the relative emphasis across teaching, scholarship, and service may vary by faculty member, all areas should remain meaningfully active and collectively support the Department, program, and University. As a new department, some areas need more effort than others, that should be taken into consideration at the overall evaluation. Evaluation should also consider institutional conditions, including administrative support, enrollment, procurement, and other process-related constraints, where they may affect timelines.