April 2026 – for faculty comment **Faculty vote scheduled for May 2026**

Department of Civil and Environmental Engineering
Supplemental Document: Promotion and Tenure Criteria

Purpose

This document aligns with and supplements the College of Engineering Promotion & Tenure Toolkit and provides guidance specific to the Department of Civil and Environmental Engineering (CEE). Its purpose is to clarify expectations for faculty advancement and to ensure consistency, fairness, and alignment with disciplinary norms. In case of conflict, the CoE P&T Toolkit and UW Faculty code will take precedence.

1. Excellence and Impact as the Principal Criteria

- Tenure and promotion decisions in the Department of CEE are based on **scholarship**, which encompasses **research, teaching, and contribution to industry or field of expertise**.
- **Research excellence** is evaluated through national and international recognition, impact of publications, grants, technical contributions, and leadership in professional societies.
    - Excellence implies sustained productivity and the likelihood of continued contributions without external inducement.
- **Teaching excellence** is evaluated through classroom instruction, curriculum development, mentorship, and impact on student learning.
- **Service excellence** encompasses contributions performed primarily in a faculty member's role as a representative of the Department, College, University, or professional organizations, rather than for individual credit.

2. Research and Scholarly Standards Evaluation Guidelines

- **Scholarly and technical contributions** including, but not limited to, peer-reviewed journal articles, conference papers, technical reports, design standards, software/tools, patents, and invited presentations. Contributions should demonstrate **rigor, originality, national/international visibility, and/or impact** within the candidate's area of expertise.
- Leadership in funded research projects, multi-institution collaborations, and supervision of graduate students.
- Recognition by professional societies (awards, fellowships, invited positions).
- Letters from external experts assessing impact, significance, and originality.

3. Teaching and Mentoring Standards

- Teaching is evaluated both in the classroom and in individual instruction (advising, independent study, theses/dissertations).
- Measures of Effectiveness include
    - **Student course evaluations**, interpreted in the broader context of the candidate's teaching portfolio. Such evaluations are considered alongside multiple sources of evidence, including peer reviews, teaching materials, and documented instructional innovations. Evaluations are reviewed with attention to course context (e.g., course level, size, required vs. elective status, and disciplinary norms) and are not used in isolation in assessing teaching effectiveness.

- **Peer evaluations of teaching**, including review of course materials, lab exercises, design projects, field instruction, and classroom or lab observation. Evaluation emphasizes the effectiveness of translating complex engineering concepts into student learning outcomes.
- **Evaluations by trained educational professionals** including assessment of active learning, project-based instruction, and integration of contemporary engineering tools and software and other project work.
- **Self-evaluations and reflective teaching statements**, documenting instructional improvement, curriculum innovation, integration of research into teaching, mentoring of undergraduate and graduate students, and contributions to the development of professional skills relevant to CEE practice.

4. Service Impact Measurement

- **Departmental service:** Contributions to leadership and departmental operations such as participation in curriculum committees, accreditation processes, laboratory and field program oversight, graduate admissions and advising committees, and development or coordination of CEE degree programs and specializations. Mentoring of undergraduate and graduate students, including support for capstone design projects and research activities, is also a component.
- **College and University service:** Participation in cross-departmental initiatives, interdisciplinary research and education programs (e.g., sustainability, climate, infrastructure systems), faculty governance, and committees that support engineering education, research infrastructure, or student success across the College and University.
- **Professional service:** Leadership and participation in discipline-relevant professional organizations, organization of technical conferences or symposia, editorial roles for engineering or other professional journals, peer review of scholarly work, and contributions to industry standards (e.g. contributing to building codes or OSHA standards), policy development, or public-facing engineering initiatives.

5. Community Engagement and Impact

Faculty contributions that enhance the broader impact of civil and environmental engineering through research, teaching, and service are recognized as components of professional excellence. This includes work that advances sustainable and resilient infrastructure, addresses the needs of varied communities and stakeholders, improves access to engineering education and career pathways, and supports the responsible application of engineering solutions in diverse contexts.

Evidence may include the use of effective and inclusive teaching practices that support student learning across a range of backgrounds and preparation levels; mentorship and advising of undergraduate and graduate students; development of curricula that incorporate societal, environmental, and professional considerations; and participation in outreach, recruitment, or educational initiatives that strengthen pathways into the CEE profession.

Contributions may also include engagement with communities, public agencies, or industry partners to ensure that engineering solutions are responsive to user needs, regulatory requirements, and real-world constraints. Such efforts should be documented and considered as part of the candidate's overall record of scholarship, teaching, and service.