LAFAYETTE
ENGINEERING STUDIES PROGRAM

Scholarship in the Engineering Studies Program

Adopted April 18, 2013; Revised December 14, 2015; Revised December 12, 2023

The Engineering Studies Program is an interdisciplinary program that bridges engineering and the liberal arts. As such, the program includes faculty members with a range of scholarly backgrounds and interests who may pursue scholarship individually and/or collaboratively. There are a variety of methodological approaches to scholarly work in the Engineering Studies Program, and evidence of scholarly accomplishment also varies in accordance with the disciplinary conventions. The guiding principles for this interdisciplinary scholarship are that it should 1) create new knowledge related to engineering or technology and 2) be shared with and valued by relevant scholarly audiences. Scholarship of Teaching and Learning related to engineering studies and community-based research is included in this definition.

Faculty members must demonstrate that their scholarly accomplishments conform to this principle in accordance with the Faculty Handbook by providing evidence for development, accomplishment, and promise. The most important evidence is publication of material that has undergone **rigorous peer review** leading to scholarly contributions, such as:

- sole- or co-authored books (for work that will be shared in the social sciences and humanities),
- edited or co-edited volumes (for work that will be shared in the social sciences and humanities),
- sole- or co-authored, peer-reviewed, archival journal articles (for work that will be shared in all fields),
- sole- or co-authored book chapters (for work that will be shared in the sciences, engineering, or social sciences).

Candidates for promotion and/or tenure are expected to provide evidence from at least one of the categories above and to explain the contributions of each author to co-authored works. With respect to the scholarship outlets above, and in an era of shifting publication venues, online-only or open access peer-reviewed journals are considered as notable as traditional print forums. As with traditional venues, peer review and quality and originality of research are paramount to assessing the importance of such contributions. Furthermore, candidates may show evidence of scholarly excellence through competitive research funding awards (such as from national granting agencies, e.g., NSF, NEH, SSRC). In all cases, the candidate is expected to engage in an ongoing conversation with Program faculty who will be writing letters of evaluation so that their expectations of the scholarship categories above can be understood in the context of the candidate's (inter)disciplinary field(s).

Additional evidence of scholarly accomplishment that compliments the first category may be found in **moderately peer-reviewed** forums such as:

- sole- or co-authored publications in conference proceedings (with peer-review being stronger evidence than not)
- conference presentations of scholarly work (for work in the sciences and engineering)
- invited talks about the faculty member's research

Work that is published or in-press is valued more highly than work that is under review, and both are valued more highly than work that is in progress but has not yet been submitted for review. Work that is not available for reviewers is considered to be "work in progress" rather than a scholarly product. Books

or articles in-press are considered equal to published materials. Additionally, a book manuscript under review for publication that is viewed as promising and likely to be published is considered very significant.

In addition to contributions in the two categories above, faculty members in Engineering Studies are valued for their demonstration of scholarly achievement and impact through *professional* and/or *public engagement*, a category which shows development and accomplishment, though may be **lightly or not peer reviewed**.

Evidence of *professional* engagement includes, for example,

- patents,
- presentations at professional conferences (for work in the humanities and social sciences, where conference papers are not as commonly peer reviewed),
- reports for professional clients summarizing scholarly work,
- scholarly committee membership/editorship,
- review of manuscripts,
- service on thesis committees (at other schools),
- consulting, and
- textbooks.

The program likewise values contributions to the *public* understanding of the faculty member's research expertise, as with technical subject matter and studies of engineering and society, through such mechanisms as presentations to non-academic audiences or commentaries in media outlets (e.g., newspapers, radio, internet, podcasts, and other evolving communication forums). Evidence of public engagement includes, for example,

- articles, essays, or opinion pieces (including print and electronic publications),
- presentations to the public about scholarly findings, and
- reports for community groups summarizing scholarly work.

In all of the categories above, faculty members are encouraged to involve students in their scholarly activities, as appropriate.