

Expectations for Promotion to Full Professor

Promotion to the rank of full professor is among the highest academic honors a university can bestow on its faculty. The promotion and tenure process is a complex and dynamic process influenced by history and culture. Promotion to full professor is not guaranteed after a fixed number of years of service. Rather, promotion is awarded when a faculty member has established an excellent record which is highly respected by her/his peers and has demonstrated her/his leadership in some key dimension(s). The College of Engineering recognizes that faculty have a variety of ways to demonstrate their impact. The impact of the candidate's work is evaluated through the use of her/his major ideas in the field, recognition for advancing the state-of-the-art of the field, active graduated students, innovation, patents, industry partnerships, entrepreneurship, and/or leadership activities. The tenure and promotion process rewards people according to their records, as evidenced by their dossiers.

Chapter 24 of the University of Washington Faculty Handbook, Volume 2, states that the "appointment to the rank of professor requires outstanding, mature scholarship as evidenced by accomplishments in teaching, and in research as evaluated in terms of national or international recognition." (Section 24-34). There is no single scale that can be used to measure the candidate's impact; however, there are some general principles that are applied as uniformly as possible across all cases.

Scholarship of Discovery

At a premier research university, the expectation is that the research being conducted here has broad impact, and faculty should have a significant body of work to demonstrate scholarly productivity. Moreover, it is expected that the faculty member is maintaining a positive career trajectory, thus continuing a career of excellence. Faculty scholarship can be recognized in many ways. Some specific considerations when being evaluated for promotion to full professor include:

- A body of scholarship which has achieved national or international recognition, as evidenced by external letters, citations, and other indicators.
- External funding that indicates the impact and significance of the scholarly work.
- Leadership in the field as illustrated by invitations to present research results; awards or special recognition of research accomplishments; editorships or other major invitations to review or referee research; etc.
- Recognized innovation through state-of-the-art research, patents, industry partnerships, entrepreneurship, etc.
- Currently active research program
- Leadership building successful collaborative teams, locally and nationally/internationally
- Engagement in educational scholarship through contributions to educational research, conference papers, journal articles, etc. (e.g. JEE, FIE, ASEE)
- Graduation of a sufficient number of respected and successful Ph.D. students and Masters students

Scholarship of Teaching and Learning

As a Research I institution, faculty at the University of Washington are expected to teach effectively in a variety of university settings. Promotion to full professor rank will not be granted without evidence of good teaching. As with research, faculty are expected to maintain a positive teaching trajectory. Teaching is viewed broadly and includes curriculum development, mentoring, course design, and other forms of educational scholarship. Evidence of teaching effectiveness can be demonstrated in a variety of ways, such as:

- Establishment of a consistent record successfully directing graduate student research.
- Engagement in educational scholarship as indicated in the previous section
- Creative innovations for teaching a diverse audience
- Development of educational materials (such as textbooks and on-line or computer-based materials) that are widely regarded by the field.
- Organization of programs, particularly when externally funded, designed to improve the educational experience of graduate and/or undergraduate students.
- Demonstration teaching effectiveness through peer reviews, student ratings and evaluations, letter of support, teaching portfolios, publications on pedagogical issues, etc.

Service

Senior faculty are expected to provide leadership to the wider university community, the civic community, as well as their national or international scientific communities. Candidates for promotion to full professor rank should have consistently demonstrated contributions of their expertise to these communities. A list of potential professional development opportunities for faculty can be found at http://www.engr.washington.edu/advance/resources/20030227-development_opportunities.pdf

Sample activities which demonstrate service leadership include:

- Appointment or election to university-wide committees and to leadership positions on department, college, and university committees
- Organization of conferences, symposia
- Editorships of journals or other equivalent leadership positions
- Leadership on diversity issues
- Service on national committees in professional societies (e.g. NAS and NAE committees)
- Election into leadership positions for national professional society
- Participation in activities to share expertise with general community (i.e. public educational activities, lectures, advisory boards, etc.)
- Selection as an ABET accreditation evaluator

Conclusion

The University of Washington seeks to promote individuals who have and will continue to provide leadership in a variety of realms. Achieving the rank of full professor recognizes the broad impact and continued influence of the faculty member.