

Summary of the Review Process

Our Department conducts annual merit reviews of all faculty, following the guidelines specified in the *University of Washington Faculty Code*. Our own guidelines for appointment and promotion to the rank of Associate Teaching Professor are included here. Because we are a small department, we do not have a separate Promotion & Tenure review committee (thus, there is no separate review committee report). In the case of a faculty appointment, all eligible faculty act as the review body.

Criteria for Promotion to the Rank of Associate Teaching Professor

The standards and criteria for promotions used in the Department of Aeronautics & Astronautics (AA) are the same as those contained in section 24-34.B of the *University of Washington Faculty Code and Governance*. The qualifications cited for promotion to the rank of Associate Teaching Professor are described in item 3 of that section:

3. Appointment to one of the ranks in Subsection A above with a teaching title requires qualifications corresponding to those prescribed for that rank, with primary emphasis upon teaching. Such an appointment requires completion of professional training appropriate to the teaching, scholarship, and service requirements of the position. Appropriate degree requirements shall be determined for each position by the college, school, or campus making the appointment. Tenure is not acquired under teaching appointments.

Teaching professor, associate teaching professor, and assistant teaching professor appointments are term appointments for periods not to exceed the limits specified in Section 24-41. The question of their renewal shall be considered by the voting faculty who are superior in academic rank to the person being considered and are faculty of the department (or undepartmentalized college or school) in which the appointments are held, except that the voting faculty at rank of professor shall consider whether to recommend renewal or non-renewal of the appointment of a teaching professor. Such consideration shall be conducted in accord with the provisions of Section 24-53.

Teaching professors, associate teaching professors, and assistant teaching professors are eligible for appointment to the graduate faculty, and are eligible to act as principal investigators for grants and contracts.

b) Appointment with the title of associate teaching professor requires extensive training, competence, and experience in the discipline.

4. Individuals appointed to one of the titles in Section 1–3 above may demonstrate their scholarship in a variety of ways (Section 24-32), including but not limited to: introduction of new knowledge or methods into course content; creation or use of innovative pedagogical methods; development of new courses, curricula, or course materials; participation in professional conferences; evidence of student performance; receipt of grants or awards; contributions to interdisciplinary teaching; participation and leadership in professional associations; or significant outreach to professionals at other educational institutions. While they may choose to do so through publication, such publication shall not be required.

Activities under the categories of teaching, research, and service are interpreted by A&A in accordance with section 24-32, 24-54 and 24-57 of the *UW Faculty Code*. The application of the University criteria by the department is described below for promotions to the rank of Associate Teaching Professor.

Promotion from Assistant Teaching Professor to Associate Teaching Professor

Candidates for promotion to Associate Teaching Professor are expected to have a demonstrated sustained success in teaching. Their contributions in educational innovation must be significant and recognized by students, colleagues, and peers. Further, they should have a sustained record of mentoring and/or advising students. In addition, in accordance with Section 24-32, A of the UW Faculty Code, the College of Engineering recognizes that "Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty." The College of Engineering recognizes that research scholarship and teaching scholarship are distinct activities. Within each of these categories the College of Engineering's specific expectations are as follows:

1. Teaching

- A principal measure of teaching effectiveness is performance in the classroom. Candidates for promotion to Associate Teaching Professor should have a record of effective classroom teaching at the undergraduate and graduate levels, as evidenced by student and peer evaluations. The record should include courses central to the undergraduate program as well as subject matter unique to his/her specific qualifications (typically graduate courses).
- Individual instruction is recognized as an important aspect of the overall teaching responsibilities of a faculty member. Consequently, an evaluation of the teaching record of a candidate for promotion to Associate Teaching Professor should include a measure of his/her effectiveness in the areas of academic advising, career counseling and the mentoring of undergraduate and graduate students. The candidate must have demonstrated effectiveness in mentoring and supervising the research of graduate students at the M.S. and Ph.D. levels.
- The evaluation of teaching performance may also include contributions to the program in the form of new courses, innovative teaching methods, writing textbooks, development of teaching materials and curriculum development.

2. Research

- Individuals appointed to one of the titles in Section 1–3 above may demonstrate their scholarship in a variety of ways (Section 24-32), including but not limited to: introduction of new knowledge or methods into course content; creation or use of innovative pedagogical methods; development of new courses, curricula, or course materials; participation in professional conferences; evidence of student performance; receipt of grants or awards; contributions to interdisciplinary teaching; participation and leadership in professional associations; or significant outreach to professionals at other educational institutions. While they may choose to do so through publication, such publication shall not be required.
- Additionally, wide-ranging contributions to scholarship and research should be taken into account, specifically not limiting it to the scholarship of teaching and learning only. Further examples might include curricular development, study abroad programs, or advising and mentoring of students. This list is not exhaustive and shall serve to guide faculty as they identify ways to structure their various teaching activities. Additionally, departments must recognize this obligation and work collaboratively with the teaching faculty to enable pursuit of scholarly work.
- Within the College of Engineering, teaching faculty of all ranks are frequently involved in the direction of existing programs and/or development of new programs. These activities are important for the success of the College, and vary in requirements and workload.

3. Service

- In addition to instructional responsibilities, the regular duties of a teaching faculty member in the College of Engineering will include some amount of service activities. It is recognized that there will be substantial variance in the types and amount of service activities between (and even within) academic units.
- Departments are expected to clearly define the fraction of FTE a teaching faculty should spend on service and, ideally, identify some activities within the service load that may productively help teaching faculty build a portfolio of scholarly activities in their progression to reappointment and promotion.

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Criteria for Promotion to the Rank of Professor

The standards and criteria for promotions within the Department of Aeronautics & Astronautics (henceforth designated “the Department”) are consistent with the qualifications for specific ranks and titles set forth in section 24-34.A of the University of Washington Faculty Code. The qualifications cited for the ranks of Professor, as described in item 3 of that section are as follows:

Section 23-34 Qualification for Appointment at Specific Ranks and Titles

A. Qualifications for Appointment at Specific Ranks

1./2. N/A

3. Appointment to the rank of professor requires outstanding, mature scholarship as evidenced by accomplishments in teaching, and/or accomplishments in research as evaluated in terms of national or international recognition. For tenured, tenure-eligible, or WOT appointments, both of these shall be required.

B. Qualifications for Appointments with Specific Titles N/A

Section 24-32 Scholarly and Professional Qualifications of Faculty Members

The University faculty is committed to the full range of academic responsibilities: scholarship and research, teaching, and service. Individual faculty will, in the ordinary course of their development, determine the weight of these various commitments, and adjust them from time to time during their careers, in response to their individual, professional development and the changing needs of their profession, their programs, departments, schools and colleges, and the University. Such versatility and flexibility are hallmarks of respected institutions of higher education because they are conducive to establishing and maintaining the excellence of a university and to fulfilling the educational and social role of the institution. In accord with the University's expressed commitment to excellence and equity, any contributions in scholarship and research, teaching, and service that address diversity and equal opportunity shall be included and considered among the professional and scholarly qualifications for appointment and promotion outlined below.

A. Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty. The scholarship of faculty members may be judged by the character of their advanced degrees and by their contribution to knowledge in the form of publication and instruction; it is reflected not only in their reputation among other scholars and professionals but in the performance of their students.

B. The creative function of a university requires faculty devoted to inquiry and research, whose attainment may be in the realm of scholarly investigation, in constructive contributions in professional fields, or in the creative arts, such as musical composition, creative writing, or original design in engineering or architecture. While numbers (publications, grant dollars, students) provide some measure of such accomplishment, more important is the quality of the faculty member's published or other creative work.

Important elements in evaluating the scholarly ability and attainments of faculty members include the range and variety of their intellectual interests; the receipt of grants, awards,

and fellowships; the professional and/or public impact of their work; and their success in directing productive work by advanced students and in training graduate and professional students in scholarly methods. Other important elements of scholarly achievement include involvement in and contributions to interdisciplinary research and teaching; participation and leadership in professional associations and in the editing of professional journals; the judgment of professional colleagues; and membership on boards and committees.

- C. The scope of faculty teaching is broader than conventional classroom instruction; it comprises a variety of teaching formats and media, including undergraduate and graduate instruction for matriculated students, and special training or continuing education. The educational function of a university requires faculty who can teach effectively. Instruction must be judged according to its essential purposes and the conditions which they impose. Some elements in assessing effective teaching include:
- The ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter;
 - The consistency with which the teacher brings to the students the latest research findings and professional debates within the discipline;
 - The ability to stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and arguments;
 - The extent to which the teacher encourages discussion and debate which enables the students to articulate the ideas they are exploring;
 - The degree to which teaching strategies that encourage the educational advancement of students from all backgrounds and life experiences are utilized;
 - The availability of the teacher to the student beyond the classroom environment; and
 - The regularity with which the teacher examines or reexamines the organization and readings for a course of study and explores new approaches to effective educational methods.

A major activity related to teaching is the instructor's participation in academic advising and counseling, whether this takes the form of assisting students to select courses or discussing the students' long-range goals. The assessment of teaching effectiveness shall include student and faculty evaluation. Where possible, measures of student achievements in terms of their academic and professional careers, life skills, and citizenship should be considered.

- D. Contributions to a profession through published discussion of methods or through public demonstration of an achieved skill should be recognized as furthering the University's educational function. Included among these contributions are professional service activities that address the professional advancement of individuals from underrepresented groups from the faculty member's field.
- D. The University encourages faculty participation in public service. Such professional and scholarly service to schools, business and industry, and local, state, national, and international organizations is an integral part of the University's mission. Of similar importance to the University is faculty participation in University committee work and other administrative tasks and clinical duties, including the faculty member's involvement in the recruitment, retention, and mentoring of scholars and students in an effort to promote

diversity and equal opportunity. Both types of service make an important contribution and should be included in the individual faculty profile.

- D. Competence in professional service to the University and the public should be considered in judging a faculty member's qualifications, but except in unusual circumstances skill in instruction and research should be deemed of greater importance.

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Criteria for Promotion to the Rank of Research Associate Professor

The standards and criteria for promotions used in the Department of Aeronautics & Astronautics (AA) are the same as those contained in section 24-34.A/B of the University of Washington Faculty Code and Governance. The qualifications cited for promotion to the rank of Research Associate Professor are described in items A2 and B5 of that section:

A.2. Appointment to the rank of associate professor requires a record of substantial success in teaching and/or research. For tenured, tenure-eligible, or WOT appointments, both of these shall be required, except that in unusual cases an outstanding record in one of these activities may be considered sufficient.

B.5. Appointment to one of the ranks in Subsection A above with a research title requires qualifications corresponding to those prescribed for that rank, with primary emphasis upon research. Tenure is not acquired under research appointments.

Activities under the categories of research and service are interpreted by A&A in accordance with section 24-32, 24-54 and 24-57 of the *UW Faculty Code*. The application of the University criteria by the department is described below for promotions to the rank of Associate Professor.

Promotion from Research Assistant Professor to Research Associate Professor

Candidates for promotion to Research Associate Professor are expected to demonstrate a considerable record of achievement in research. The candidate's research record must show evidence of significant scholarship, impact on his/her fields of specialization, and national recognition. The specific expectations are as follows:

Research

- A substantial record of research in the form of publications in leading peer-reviewed archival journals, conference proceedings, and professional reports prepared for research sponsors is required. Also expected are technical presentations at national conferences, and seminars and/or short courses at other institutions.
- The development of a vigorous, independent research program involving the participation of graduate students must be demonstrated. If the research involves collaboration with senior faculty members in the department or elsewhere at the University, or with faculty at other universities, the role of the Assistant Professor should be significant to demonstrate leadership and originality and his/her contributions and areas of responsibility must be clearly defined and documented.
- A demonstrated ability to originate and develop innovative research ideas, and effectiveness in supervising the work of graduate students at the M.S. and Ph.D. levels is required. Candidates for promotion are expected to have on-going research activities involving graduate students and are expected to have supervised several completed M.S. and/or Ph.D. dissertations.

- The ability to secure support for research, in the form of grants or contracts from external funding agencies and organizations must be demonstrated. Effectiveness in preparing research proposals and the success of these efforts is an important parameter in measuring the candidate's research performance.