Department of Electrical & Computer Engineering cultural norms for Promotion and Tenure

The Department of Electrical & Computer Engineering (hereafter, ECE) adheres to the Guidelines for Promotion and Tenure issued by the College of Engineering, in full compliance with the University Faculty Code, Section 24-32 (*Scholarly and Professional Qualifications of Faculty Members*) and Section 24-34 (*Qualifications for Appointment at Specific Ranks and Titles*), as well as with Executive Order 45 (*Documentation of Qualifications and Recommendations for Promotion, Tenure, and Merit Increases*). Candidates for promotion should become familiar with those College guidelines and the University governance document.

This departmental document addresses how ECE will apply the evaluation of excellence that is the principal requirement for rank advancement and awarding of tenure at the University of Washington, specifically to the knowledge field of the faculty in this unit.

In agreement with the University of Washington's Faculty Code, that emphasizes three key areas for faculty promotion and tenure, faculty members considered for promotion and/or tenure conferment within ECE are evaluated on their record of contributions in teaching, scholarship and research, and service. In the following, the specific criteria for this unit are enumerated and described, expanding on the definitions given by the university-wide and college-wide policies referenced above.

Teaching criteria and standards

Teaching includes classroom instruction, student mentoring, continuing education, and similar efforts that advance the understanding of principles by others in the professional engineering and scientific community.

To assess whether the faculty member has performed effective teaching, as is the essential standard put forth for promotion and tenure by the University and the College of Engineering, ECE will use the following evaluation methods:

- Student evaluations, administered for courses taught, every quarter/academic year, as mandated by the Faculty Code and the Department policies.
- Peer reviews conducted by ECE faculty or by other faculty with expertise in the subject matter of the course and/or engineering educational methodologies.
- Evaluations by trained professionals.
- Self-evaluation as reported in the self-advocacy statement.

Within each of these mechanisms to evaluate teaching effectiveness, ECE will seek evidence of excellence in teaching, with criteria that are consistent with the best practices in the profession, for example:

- Evidence of continuous improvement in course materials and delivery.
- Evidence of implementation of new methodologies that enhance student engagement and mastery of the course materials.
- Evidence of increases in student enrollment.
- Evidence of improvement in hands-on learning and experiential/experimental learning of the principles and application of engineering and science principles.

While these evaluation methods are designed specifically for classroom instruction, they will be applied to evaluate teaching effectiveness within individual instruction.

ECE will include in the evaluation of teaching excellence contributions to expanding opportunities, and creating an inclusive environment, for members of underrepresented groups to participate and lead in teaching activities, including but not limited to those listed above.

Research and Scholarship criteria and standards

Research and scholarship includes the discovery and development of new knowledge and technologies. To assess excellence in research and scholarship, ECE will use products that advance knowledge and practice in the field. Examples include but are not limited to:

- Peer-reviewed journal and conference publications.
- Patents applications, patents awarded, and patents licensed.
- Intramural and extramural research funding.
- Professional standards and codes.
- Advisory or policy documents for industry or governments.
- Awards from professional societies, industry, governments, or academic entities.
- Participation in government panels as a scientific/technology expert.
- Publication of books, articles, software, websites, etc. for the dissemination of scientific results and professional engineering and scientific tools.
- Contributions to expanding opportunities, and creating an inclusive environment, for members of underrepresented groups to participate and lead in research and scholarship activities, including but not limited to those listed above.

In evaluating the level of excellence of the faculty member’s research and scholarship record, the impact and influence of the faculty member’s ideas on the profession and

direction taken by the field is a measure of high quality and, thus, will be the critical criteria for promotion, not the volume or number of contributions.

Service criteria and standards

Service is an important component of the faculty member's duties and opportunity for impact. Service is defined as work that the faculty member performs to benefit the activities and governance of the department, college and university, as well as for government agencies, professional societies, non-profits and community-based groups and organizations, or the public at large. ECE will evaluate excellence service from professional service activities that benefit the unit, College of Engineering, the University of Washington and society, through the number, effort involved, and impact and visibility in society of activities such as:

- ad hoc or standing committees in ECE, the College, or the University;
- academic governance;
- review of manuscripts or grant proposals;
- professional society leadership including conference organization;
- outreach to the public;
- mentoring of students, postdocs, staff and junior faculty;
- contributions to local, national, or international community-based organizations;
- contributions to expanding opportunities and creating an inclusive environment for members of underrepresented groups to participate in the field.