

## **Promotion and Tenure Guidelines: College of Aeronautics**

*Reviewed and approved by the College faculty September 27, 2018*

These guidelines may be reviewed and revised by the College of Aeronautics as needed and shall be reviewed at least every 5 years.

### **Introduction**

The College of Aeronautics (the College) faculty is comprised of highly qualified individuals from both academia and a variety of disciplines related to aviation who work in harmony to execute the College's mission, which is: (a) to prepare students for success and advancement in the aviation professions, (b) advance aviation knowledge through faculty and student research, scholarly activity and projects, and (c) encourage and enable student and faculty service to the university, community and aviation professions.

### **Primary Areas**

Concomitant with this mission is promotion and tenure, which are earned by faculty members' demonstration of overall excellence in three primary areas: Teaching, Scholarship, and Service. All College faculty are expected to engage in the three interrelated areas.

- Teaching includes effective teaching and student advising.
- Scholarship includes the contribution of work to the advancement of knowledge within faculty members' research field—which will vary given the interdisciplinary nature of the College—as well as the publications and venues in which the work is presented.
- Service includes faculty members' participation across a wide spectrum of activities that are both internal and external to the university.

The relative weighting of these three areas shall be determined in agreement between the faculty member and the COA dean and also shown on the COA Faculty Evaluation Form and in the Statement of Expectations. Thus, final decisions for promotion and tenure may be based on different relative weightings for different faculty members.

### **College of Aeronautics Model of Academic Professionalism**

The College's promotion and tenure criteria are organized on the College's Model of Academic Professionalism, which is then applied across the areas of Teaching, Scholarship, and Service. This model consists of the following six dimensions, which were adapted from Kern's (2011) Domains of Professionalism in Aviation: (a) *Excellence in the Field*, (b) *Professional Ethics* (c) *Continuous Improvement*, (d) *Professional Engagement* (e) *Professional Image* and (f) *Service to the Profession*. The focus of each dimension is given in Table 1 while Tables 2–7 give examples of experiences related to each dimension.

**Table 1**  
**College of Aeronautics' Model of Academic Professionalism<sup>a</sup>**

<b>Dimension</b>	<b>Focus</b>
<b><i>Excellence in the Field</i></b>	<ul style="list-style-type: none"> <li>• Recognized for excellence in teaching and scholarship</li> <li>• Obtains credentials that acknowledge level of knowledge and achievement</li> <li>• Contributes to field in by engaging in scholarship</li> </ul>
<b><i>Professional Ethics</i></b>	<ul style="list-style-type: none"> <li>• Displays integrity</li> <li>• Maintains high professional standards</li> <li>• Understands and follows university policies and procedures</li> <li>• Follows ethical guidelines of research organizations</li> </ul>
<b><i>Continuous Improvement</i></b>	<ul style="list-style-type: none"> <li>• Continues to invest in self-improvement as an educator and scholar</li> </ul>
<b><i>Professional Engagement</i></b>	<ul style="list-style-type: none"> <li>• Stays current in the field</li> <li>• Keeps up with best practices</li> <li>• Collaborates with others in teaching and scholarly endeavors.</li> <li>• Shares with and learns from others</li> </ul>
<b><i>Professional Image</i></b>	<ul style="list-style-type: none"> <li>• Perceived as capable, trustworthy and authentic</li> <li>• Builds credibility</li> <li>• Respectful to others</li> </ul>
<b><i>Service to the Profession</i></b>	<ul style="list-style-type: none"> <li>• Takes a leadership role in the university and profession</li> <li>• Volunteers for activities that improve the profession and community at large</li> <li>• Mentors others</li> </ul>

*Note.* <sup>a</sup>Adapted from Kern's (2011) Domains of Professionalism in Aviation.

### ***Examples of Experience***

Examples of experience for the three primary areas and across each dimension of the College's Model of Academic Professionalism are provided in Tables 2–7. These tables are to be used as examples and not as a checklist when preparing the Statement of Expectation and the promotion dossier.

Although quantity generally is easier to measure than quality, the College recognizes that quantity is subordinate to quality. The College defines quality relative to: (a) the work's perceived reputation within the faculty member's research field, which will vary given the interdisciplinary nature of the College; (b) the extent to which the work is used to establish relationships within a faculty member's discipline; (c) the scope of the work from a practitioner perspective; and (d) the work's novelty.

### ***Statement of Expectation***

Recognizing that contribution to the advancement of knowledge, quality, and effort vary widely with different experiences, the College does not prescribe a specific quantity of work for promotion and tenure. Rather, College faculty who petition for promotion and tenure are expected to include their Statement of Expectation, agreed to between the faculty member and

the College dean. The statement will include, in part, the weighting of the areas and what specific experiences are expected to be completed so that the faculty member's overall experiences reflect the level of accomplishment appropriate for the rank being sought. For faculty hired before implementation of tenure, the current and previous Faculty Workload Forms will serve as the initial draft of the statement of expectations.

#### **Promotion to Associate Professor with Tenure**

Faculty members considering promotion to Associate Professor with Tenure must meet the minimum qualifications for the rank, and must have a documented record of experience in each of the required primary areas that builds on their accomplishments since their last promotion in rank and shows that they have met the expectations in their Statement of Expectation.

##### ***Minimum Qualifications***

- A minimum of 5 years in rank as Assistant Professor or equivalent
- A doctoral degree
- A Statement of Expectation or similar alternative agreement defining specific criteria for promotion and tenure

#### **Promotion to Professor with Tenure**

Faculty members considering promotion to Full Professor with Tenure must meet the minimum qualifications for the rank, and must have a documented record of experience in each of the required primary areas that builds on their accomplishments since their last promotion in rank and shows that they have met the expectations in their Statement of Expectation.

##### ***Minimum Qualifications***

- A minimum of 5 years in rank as Associate Professor or equivalent
- A doctoral degree
- A Statement of Expectation or similar alternative agreement defining specific criteria for promotion and tenure

Table 2

*Examples of Experience for Dimension 1: Excellence in the Field*

Promotion Rank	Examples of Teaching Effectiveness	Examples of Scholarship	Examples Service/Professional Activities
<b>Tenured Associate Professor</b>	<ul style="list-style-type: none"> <li>• Uses end-of-course student evaluations to guide changes to instructional/assessment strategies.</li> <li>• Uses peer or supervisor classroom observations to guide changes to instructional/assessment strategies.</li> <li>• Maintains scheduled advisement/office hours.</li> <li>• Serves as an academic advisor (undergraduate/graduate).</li> <li>• Teaches international courses.</li> <li>• Develops instructional/assessment materials related to course or program modification.</li> <li>• Member of Graduate Faculty at master's level.</li> <li>• Prepares/submits education-based grants or gifts directly related to instruction.</li> <li>• Recipient of recognition/awards for teaching or advising effectiveness.</li> <li>• Industry recognition of teaching efforts.</li> <li>• Other _____</li> </ul>	<ul style="list-style-type: none"> <li>• Applies research-based best practices to instruction.</li> <li>• Publishes research in refereed journals (print/electronic).</li> <li>• Presents papers/posters at professional conferences.</li> <li>• Serves as a reviewer for a journal or government agency.</li> <li>• Serves as a reviewer for conference proceedings.</li> <li>• Member of discussion panels at local, state, national conferences.</li> <li>• Engages in unfunded research such as:               <ul style="list-style-type: none"> <li>– Nonthesis/nondissertation research projects</li> <li>– University/College supported research projects</li> </ul> </li> <li>• Thesis/dissertation committee chair (major advisor)</li> <li>• Engages in externally funded research such as:               <ul style="list-style-type: none"> <li>– Sponsored research grants/contracts from public organizations such as NSF, FAA, NOAA, and others.</li> <li>– Grants/contracts from private organizations and/or foundations</li> <li>– Paid consulting projects</li> <li>– Preparation/administration of sponsored research grants</li> <li>– Funding proposals submitted but not funded (rejected)</li> </ul> </li> <li>• Other _____</li> </ul>	<ul style="list-style-type: none"> <li>• Participates on College- and/or University-wide committees.</li> <li>• Member of thesis/dissertation committees (COA non-chair or as outside member).</li> <li>• Performs administrative duties assigned by Dean.</li> <li>• Participates in local, state, or national professional meetings, panels, or workshops.</li> <li>• Recipient of local, state, or national awards/recognition.</li> <li>• Participates in student enrichment/outreach activities.</li> <li>• Serves as an advisor to student organizations.</li> <li>• Participates in co-curricular activities.</li> <li>• Member of professional societies.</li> <li>• Other _____</li> </ul>
<b>Tenured Full Professor</b>	<ul style="list-style-type: none"> <li>• Major advisor for thesis/dissertation committees.</li> <li>• Member of Graduate Faculty at doctoral level.</li> <li>• Recognized by former undergraduate/graduate students whose professional and/or personal success was attributed directly to faculty member.</li> <li>• Noteworthy achievements by current and/or former undergraduate/graduate students.</li> <li>• Other _____</li> </ul>	<ul style="list-style-type: none"> <li>• Author of book reviews, essays, op/ed pieces published in refereed journals.</li> <li>• Author of book chapters, book supplements, monographs.</li> <li>• Author of books or textbooks.</li> <li>• Editor of journals or conference proceedings.</li> <li>• Editor of textbooks.</li> <li>• Member of discussion panels at international conferences.</li> <li>• Member of editorial boards.</li> <li>• Invited keynote presenter at professional conferences.</li> <li>• Recipient of research-based awards, prizes, recognitions.</li> <li>• Recipient of intellectual properties such as software and patents.</li> <li>• International research collaborations.</li> <li>• Other _____</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in student enrichment and outreach activities such as student diversity/inclusion programs.</li> <li>• Participates in local outreach to underrepresented or underserved communities.</li> <li>• Recipient of international awards/recognition.</li> <li>• Participates in international collaborations or outreach.</li> <li>• Participates in international professional meetings, panels, or workshops.</li> <li>• Participates on external boards, commissions, or advisory committees.</li> <li>• Participates as an expert witness.</li> <li>• Industry recognition of service efforts.</li> <li>• Other _____</li> </ul>

Table 3

Examples of Experience for Dimension 2: Professional Ethics

Promotion Rank	Examples of Teaching Effectiveness	Examples of Scholarship	Examples Service/Professional Activities
<b>Tenured Associate Professor and Tenured Full Professor</b>	<ul style="list-style-type: none"> <li>• Course syllabi contain appropriate information about academic dishonesty and plagiarism.</li> <li>• Creates/maintains supportive, safe, ethical learning environment.</li> <li>• Follows University guidelines for student advising.</li> <li>• Follows University guidelines for addressing academic dishonesty issues.</li> <li>• Demonstrates understanding of relevant issues/strategies for responsible/ethical use of electronic technologies for teaching.</li> <li>• Applies key principles described in codes of ethics and conduct for the teaching profession.</li> <li>• Understands and applies Family Educational Rights and Privacy Act (FERPA) when dealing with parents/guardians of students.</li> <li>• Other _____</li> </ul>	<ul style="list-style-type: none"> <li>• Follows IRB guidelines for human subject research.</li> <li>• Follows professional journal guidelines for article submissions.</li> <li>• Follows appropriate guidelines for grant submissions to public funding organizations.</li> <li>• Follows appropriate guidelines for grant submissions to private foundations.</li> <li>• Demonstrates understanding of relevant issues/strategies for responsible/ethical use of electronic technologies in research.</li> <li>• Other _____</li> </ul>	<ul style="list-style-type: none"> <li>• Follows University Title IX guidelines.</li> <li>• Follows professional code of conduct for external organizations.</li> <li>• Demonstrates understanding of the relevant issues/strategies for responsible/ethical use of electronic technologies relative to social media.</li> <li>• Other _____</li> </ul>

Table 4  
Examples of Experience for Dimension 3: Continuous Improvement

Promotion Rank	Examples of Teaching Effectiveness	Examples of Scholarship	Examples of Service/Professional Activities
<i>Tenured Associate Professor</i>	<ul style="list-style-type: none"> <li>Acquires additional academic qualifications, licenses/ratings, or credentials to improve teaching effectiveness.</li> <li>Completes a formal undergraduate or graduate course to improve teaching effectiveness or assessments.</li> <li>Participates in professional inservice faculty training to improve teaching effectiveness or assessments.</li> <li>Seeks/applies constructive feedback from supervisors/peers to improve teaching practices.</li> <li>Other _____</li> </ul>	<ul style="list-style-type: none"> <li>Attends grant writing workshops.</li> <li>Participates in professional/in-service courses/webinars to improve research opportunities.</li> <li>Peer reviewer for journal articles, books, or other publications.</li> <li>Contributes to the editing of professional publications.</li> <li>Other _____</li> </ul>	<ul style="list-style-type: none"> <li>Increase in membership of professional organizations such as NBAA, AAAE, HFES, ESA, and others.</li> <li>Assumes role within professional organizations other than member (committee chair, officer).</li> <li>Other _____</li> </ul>
<i>Tenured Full Professor</i>	<ul style="list-style-type: none"> <li>Performs peer-based classroom observations of faculty instruction.</li> <li>Develops new courses, curricula, or academic programs.</li> <li>Conducts professional inservice workshops.</li> <li>Other _____</li> </ul>	<ul style="list-style-type: none"> <li>Increase in number of <i>submitted</i> sponsored research grants.</li> <li>Increase in number of <i>funded</i> sponsored research grants.</li> <li>Recipient of competitive grants or contracts such as SBIR awards for a start-up business.</li> <li>Other _____</li> </ul>	<ul style="list-style-type: none"> <li>Increase in number of College- or University-wide committees served on.</li> <li>Increase in level of activity and membership in professional organizations.</li> <li>Other _____</li> </ul>

Table 5  
Examples of Experience for Dimension 4: Professional Engagement

Promotion Rank	Examples of Teaching Effectiveness	Examples of Scholarship	Examples of Service/Professional Activities
<i>Tenured Associate Professor and Tenured Full Professor</i>	<ul style="list-style-type: none"> <li>Helps peers restructure their courses to follow a CIA (Curriculum-Instruction-Assessment) alignment.</li> <li>Helps peers integrate learning theory and practice into their instruction and assessment.</li> <li>Provides suggestions to colleagues to help improve instruction/assessment strategies.</li> <li>Other _____</li> </ul>	<ul style="list-style-type: none"> <li>Offers peers the opportunity to coauthor articles.</li> <li>Offers peers the opportunity to serve as co-PIs on sponsored research proposals.</li> <li>Offers peers the opportunity to be part of funded consulting projects.</li> <li>Other _____</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with local agencies to offer targeted workshops or speaking engagements.</li> <li>Solicits professional organizations to consider the University as the host site for conferences.</li> <li>Volunteers to be an active part of University-based endeavors that are independent of the candidate's job.</li> <li>Other _____</li> </ul>

Table 6

Examples of Experience for Dimension 5: Professional Image

Promotion Rank	Examples of Teaching Effectiveness	Examples of Scholarship	Examples of Service/Professional Activities
<i>Tenured Associate Professor and Tenured Full Professor</i>	<ul style="list-style-type: none"> <li>Projects a professional appearance in classroom.</li> <li>Accepts constructive feedback from peers/supervisor to enhance professional image.</li> <li>Avoids discussing personal life and opinions as part of classroom instruction.</li> <li>Develops, nurtures, and maintains a positive classroom reputation among students.</li> <li>Other _____</li> </ul>	<ul style="list-style-type: none"> <li>Completes research assignments within designated deadlines.</li> <li>Maintains a professional image within the research community.</li> <li>Other _____</li> </ul>	<ul style="list-style-type: none"> <li>Respectful of others in the community/workplace.</li> <li>Expresses oneself in a professional manner.</li> <li>Maintains a professional online image.</li> <li>Communicates and engages with members of the University and community in a professional manner.</li> <li>Responds constructively to questions posed during meetings.</li> <li>Develops, nurtures, and maintains a positive reputation across the University.</li> <li>Other _____</li> </ul>

Table 7

Examples of Experience for Dimension 6: Service to the Profession

Promotion Rank	Examples of Teaching Effectiveness	Examples of Scholarship	Examples of Service/Professional Activities
<i>Tenured Associate Professor and Tenured Full Professor</i>	<ul style="list-style-type: none"> <li>Volunteers to be a teaching mentor to junior faculty.</li> <li>Other _____</li> </ul>	<ul style="list-style-type: none"> <li>Volunteers to be a research mentor to junior faculty.</li> <li>Holds leadership roles within the academic research community.</li> <li>Other _____</li> </ul>	<ul style="list-style-type: none"> <li>Holds leadership roles within the University.</li> <li>Holds leadership roles such as an officer of an academic or professional organization.</li> <li>Other _____</li> </ul>

## **Promotion Guidelines (Non-Tenured Teaching Track): College of Aeronautics** *Reviewed and approved by the College faculty September 6, 2018*

These guidelines may be reviewed and revised by the College of Aeronautics as needed and shall be reviewed at least every 5 years.

### **Overview**

The College of Aeronautics faculty is comprised of highly qualified individuals from both academia and the aviation profession who work in harmony to execute the College's primary educational function of preparing students for the inherent challenges associated with all facets of the aviation profession through effective teaching. Concomitant with these functions is promotion, which is earned by faculty members' demonstration of overall excellence in teaching effectiveness, which includes *teaching, advising, scholarly activities, professional development, and service*. Faculty appointed as teaching professors are expected to have appropriate knowledge and experience in their field. They also are expected to develop their pedagogical expertise as they apply their knowledge and experiences to traditional classroom and/or online instruction, student mentoring and advising, and curriculum and professional development. Faculty who are hired and appointed to a teaching track are expected to remain active in their field.

### **Assistant Professor of Instruction**

Faculty members considering promotion from Instructor to Assistant Professor of Instruction must meet the minimum qualifications for Assistant Professor of Instruction, and must have documented record of experience in each of the required areas that builds on their accomplishments at their last promotion in rank. Required areas of accomplishment are:

- Teaching excellence and advising
- Scholarly activities
- Professional development in education
- Professional development in their field
- Service

### ***Minimum Qualifications***

- A terminal degree in the discipline
- A minimum of 18 graduate semester hours of aviation-based course work or alternative qualifications in domain-specific industry experience in the area being taught
- Licenses/ratings or industry-based credentials appropriate to the courses being taught
- At least 3 years in the rank of Instructor or similar years experience in industry related to their field. This time may be waived once the faculty member has completed a doctoral degree.

### ***Samples of Experience***

#### ***Teaching Excellence and Advising***

- Classroom observations conducted by peers, academic unit head, and/or Dean/Associate Dean
- Student evaluations
- Academic advisor for undergraduate students
- Eligible for membership on Graduate Faculty at master's level
- Alternative qualifications based on domain-specific industry experience



### *Scholarly Activities*

- Pedagogical activities such as curriculum development or course revision
- Demonstrated alignment among course content (curriculum) with outcome based student learning outcomes (SLOs) and assessment methods to document SLOs
- Alternative qualifications based on industry experience in their field.

### *Professional Development as an Educator*

- Evidence of improvement in teaching skills and/or teaching materials
- Apply research-based best practices to improve instruction
- Participate in action research/teacher mentorship program
- Alternative qualifications based on domain-specific industry experience

### *Professional Development in the Discipline*

- Discipline-specific professional development such as advanced qualifications or certifications
- Scholarly achievement related to
  - pedagogical research activities such as examining the effect different instructional strategies or resources have on achievement
  - attending conferences related to education or their field
  - presenting papers, participating on panels, or conducting workshops at education-related or conferences related to their field
  - domain-specific industry experience

### *Service*

- Some service to the College, University, or discipline
- Active membership in professional organizations

## **Associate Professor of Instruction**

Faculty members considering promotion from Assistant Professor of Instruction to Associate Professor of Instruction must meet the minimum qualifications for Associate Professor of Instruction, and must have documented record of experience in each of the required areas that builds on their accomplishments at their last promotion in rank. Required areas of accomplishment are:

- Teaching excellence and advising
- Scholarly activities
- Professional development in education
- Professional development in their field
- Service

### ***Minimum Qualifications***

- A minimum of 5 years in rank as Assistant Professor of Instruction or equivalent
- A doctoral degree related to their field

### ***Samples of Experience***

#### *Teaching Excellence and Advising*

- Recipient of recognition related to teaching or advising
- Industry recognition related to teaching activities

- Member of Graduate Faculty at doctoral level
- Member of thesis or dissertation committees

*Scholarly Activities*

- Creative instructional endeavors/scholarly activities such as
  - publishing education-related material
  - authoring domain-specific material

*Professional Development as An Educator*

- Pedagogical-specific professional development such as completing activities designed to improve teaching, participating in inservice programs, or taking enrichment courses

*Professional Development in the Discipline*

- Discipline-specific professional development such as completing industry or graduate-level courses related to the discipline
- Acquisition of additional academic qualifications, licenses/ratings, or credentials

*Service*

- Continued active membership in professional organizations
- Continued service to the College, University, or discipline with respect to improving teaching and training practices

**Professor of Instruction**

Faculty members considering promotion from Associate Professor of Instruction to Professor of Instruction must meet the minimum qualifications for Professor of Instruction, and must have documented record of experience in each of the required areas that builds on their accomplishments at their last promotion in rank. Required areas of accomplishment:

- Teaching excellence and advising
- Scholarly activities
- Professional development in education
- Professional development in their field
- Service

*Minimum Qualifications*

- A minimum of 5 years in rank as Associate Professor of Instruction or equivalent
- A doctoral degree related to their field

*Samples of Experience*

*Teaching Excellence and Advising*

- Recipient of teaching-related recognition at the national level
- Major advisor to students' thesis/dissertation committees
- Recognition from former students (undergraduate or graduate) whose professional and/or personal success is attributed directly to candidate

*Scholarly Activities*

- Improve domain-specific education at a national level such as helping to develop standards, accreditation or certification criteria,
- Develop education material such as textbook, book chapters, or similar material
- Develop new courses, curricula, or academic programs

*Professional Development as An Educator*

- Pedagogical-specific professional development such as completing graduate-level courses related to teaching

*Professional Development in the Discipline*

- Nationally and/or internationally recognized expert within their field

*Service*

- Serve as a mentor to junior faculty
- Leadership in professional organizations
- National and/or international recognition for service
- Perform peer-based classroom observations of faculty instruction
- Demonstrated leadership within the academic unit, College, University