

Teaching

- (1) Teaching of service courses (such as PHY 111/112, AST 111/112 and PHY 201/202)
- (2) Teaching of upper-division undergraduate physics courses
- (3) Teaching of graduate courses
- (4) Development of undergraduate or graduate courses (including laboratory courses)
- (5) Mentoring of undergraduate and graduate students in research
- (6) Quality and effectiveness of teaching

Evidence of teaching effectiveness can include (i) satisfactory student evaluations of classroom teaching, (ii) satisfactory in-class observation, (iii) outcome of student research such as student presentations in conferences and publications with students, (iv) letters of recommendation from former students (if available) who are not currently taking classes or working under the supervision of the candidate, and/or (v) a teaching portfolio submitted as part of the candidate's dossier. The typical successful candidate will have received "satisfactory" or higher rankings on annual evaluations.

Service

- (1) Serving on departmental, college and university committees
- (2) Professional outreach such as presentations to the general public, including K-12
- (3) Participation in state, regional, national and international organizations in his/her area of expertise (by, for example, serving as a referee for articles or grant proposals) and/or related student societies

Letters of Recommendation

While there is no requirement for external letters of recommendation when applying for promotion to Associate Professor, it will strengthen the case of the candidate if such letters are available (especially from persons other than former Ph.D./postdoctoral

Teaching

- (1) Teaching of undergraduate and graduate courses
- (2) Development of undergraduate and graduate courses
- (3) Sustained record of effectiveness in teaching
- (4) Sustained record of mentoring undergraduate and graduate students in research
- (5) Graduating M.S. students

Evidence of teaching effectiveness can include (i) satisfactory student evaluations of classroom teaching, (ii) satisfactory in-class observation, (iii)

Promotion Guidelines for

Service

Expectations:

Service

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The candidate should participate in service activities at the departmental level including meetings and committees.

The candidate should make additional service contributions which could include participation in University or College level committees, advising a student organization, serving in professional societies or participation in University outreach and recruitment.

Promotion from Associate to Full Teaching Professor

The departmental personnel committee and the chair will consider the following criteria in formulating their recommendations regarding promotion to Full Teaching Professor. In addition to the candidate's dossier, annual evaluations can be employed in this process. In order to secure promotion, the candidate should provide evidence of meeting all expectations and contributing notably in one or more additional areas.

Scholarship and Curriculum Development

Expectations:

The candidate should demonstrate active refinement of the material used in courses as necessary.

The candidate should actively participate in departmental efforts regarding the curriculum, including discussions regarding course materials and assessment efforts.

The candidate should participate in the design of a new course, substantially redesign an existing course or implement a different delivery mechanism (such as an online course).

The candidate should provide evidence of proposal submission that is relevant to educational efforts (including, for example, internal Improvement of Instruction grants or external Open Educational Resources grants).

Additional:

The candidate may provide evidence of additional scholarship efforts including other types of grant proposals, publications and presentations.

The candidate may play a leadership role in departmental curriculum efforts.

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