

PHYSICS DEPARTMENT POLICY FOR
PROMOTION FROM ASSOCIATE TO FULL TEACHING PROFESSOR

The Department of Physics has developed the following written policy for use in evaluating candidates for promotion to the rank of Full Teaching Professors. The department reserves the right to change this policy from time to time in accordance with the needs of the department. The policy is not to be construed as creating any contractual right to promotion. No one should construe performance appraisals as a guarantee of a positive evaluation for promotion. The criteria and procedures set forth in The Reynolda Campus Faculty Handbook, and the policies and procedures of general application referred to in or authorized by the University's Bylaws or in the policy resolutions in implementation of the Bylaws, shall govern in the event of any conflict with this department's policies or procedures.

Terms of Appointment

1. Ordinarily, review for promotion from Associate to Full Teaching Professor will take place no earlier than the fifth year at the rank of Associate Teaching Professor or after more than 10 years of teaching at the college-level. The time required for a faculty member to reach full teaching professor can, however, vary greatly. The candidate must have continued to build a record of outstanding achievement in the two principal areas of teaching and service. In the case of a faculty member hired at the Associate level, any credit for service at another institution or other departure from the foregoing should be explicitly stated in the original letter of appointment.

Prior to Promotion

2. The department chair will contact Associate Teaching Professors when their experience suggests that it may be time to apply for promotion to the rank of Full Teaching Professor. Additionally, Associate Teaching Professors may contact the department chair to explore whether the time is appropriate for their application for promotion.

3. A copy of the departmental policy governing promotion from Associate to Full Teaching Professor will be given to each member of the department when he/she is promoted to the rank of Associate Teaching Professor. In the case of a candidate whose initial appointment to the faculty is to be at the rank of Associate Teaching Professor, a copy of this policy should be given to him or her during negotiations for employment. In the event that changes are made in this policy, a copy of the revised policy statement will be given to all Associate Teaching Professors once the revisions are complete.

Compiling the Dossier

4. The department chair will be responsible for collecting and maintaining the candidate's dossier and for seeing that all steps are followed according to schedule. The dossier will consist of any and all materials that reasonably relate to the candidate's qualifications for promotion, as defined in the department's criteria (listed below) and in any guidelines for dossier preparation provided by the Dean's Office. It will include materials collected by the department chair and materials submitted by the candidate.
5. The department chair will ask the candidate to supply complete and up-to-date curriculum vitae and teaching statement/teaching self-evaluation. The candidate and the department chair will discuss what additional materials the candidate will submit and the timetable for their submission.
6. Evaluation of the candidate's teaching is an important component in making promotion decisions. A candidate for promotion should provide student evaluations from each course they have taught in the previous 2 years. The candidate must also provide a summary of overall effectiveness or overall performance of the instructor for all courses that they have taught at Wake Forest University. In addition to student teaching evaluations and the evaluations summary, the department will request peer evaluations from at least 2 WFU faculty members. One will be a faculty member in Physics, and if possible, one will be from another science department at WFU. The department chair (or his/her agent) will recruit these peer evaluators from a designated pool of trained peer reviewers. These reviewers will be using an observation protocol which has been shared with the promotion candidate (attached). Each evaluator will attend at least one class taught by the candidate in the semester in which the candidate is applying for promotion. These may include lectures, discussions, or laboratory sections. These visits should be planned with the promotion candidate and should include a pre-meeting before the observation. The peer evaluators will also have access to the course syllabus, class materials, and course exams or assessments and they will include a review of these materials in their reports.
7. The candidate will be allowed, upon request, to inspect the contents of his or her dossier, with the exception of confidential evaluations including peer teaching assessments.

College and Departmental Evaluation Criteria

8. Departmental evaluation of faculty is guided by principles that apply throughout the College as outlined in the Reynolda Campus Faculty Handbook. These may change from time to time but currently they read: "To be eligible for promotion to Full teaching professor, faculty in these lines must have demonstrated exemplary teaching, mentoring and advising over time, and must have given exceptional service at and beyond the departmental level, often to include administrative or other leadership roles." When the teaching career spans many years, student course evaluations and peer observation reports should be supplemented by evidence of professional accomplishments by former students, the impact of the candidate's teaching innovations on this campus or elsewhere, the candidate's influence on educational practices or policies on a regional or national scale, or other contributions outside the classroom as appropriate.

Teaching

It is assumed that faculty members are committed to the instructional process, to providing the methods for the acquisition of knowledge, and to providing a reasoned interpretation of this knowledge. This is what the term 'Professor' means - one who espouses a point-of-view. Faculty members are encouraged to develop a 'style-of-teaching' that conveys to students a **love of learning**. Teaching is not confined to the classroom and laboratory; much of it involves informal discussions and a willingness to be an authoritative resource. Teaching is not just expertise in

lecturing, but includes giving instructional guidance through work on advisory committees and the writing of instructional materials. Much of good teaching is subtle and warrants recognition.

Mentoring

Evidence of one on one or small group mentoring of students will be noted and valued in addition to teaching and service.

Advising

Advising of first year students, majors, minors or undergraduate research students, etc. will be noted and valued in addition to teaching and service.

Service

Service to the department in the form of advising, planning, administering, and implementing various programs or decisions is an essential aspect of a faculty member's contribution and serves as a vital adjunct to one's teaching record. Recruiting undergraduate and graduate students, developing and modifying curricula, supporting special programs such as seminars, symposia and tutorials, maintaining library resources, and conducting the day-to-day business of the department would be impossible without such input. Since such service is deemed important and necessary, the quality of a faculty member's contribution will be considered when his/her record is reviewed.

Service to the University involves many similar activities. Work on committees or in administration not only ensures an influence over practical and policy decisions, it provides opportunities for information gathering and the expression of concerns.

Service of a professional nature to private organizations or various governmental agencies usually represents public recognition of an individual's scientific expertise or other skills and is valuable for the opportunities and rewards it may provide to faculty and students and for the positive exposure it gives the department and university.

Other

In conjunction with all the above criteria, and apart from them, the department considers as very important the faculty member's collegiality, including professional integrity, successful interaction with colleagues, staff, and students, and compatibility with the stated purposes of the College and University.

Research that incorporates pedagogy in some way, such as the involvement of undergraduate and/or graduate students in studying or developing research ideas will also merit consideration in the review of the candidate for promotion.

The Departmental Decision

9. The completed dossier of the candidate will be made available to all full tenured and teaching track professors in the department well before a decision is to be made. The department chair will make arrangements for obtaining the input of full professors who are on sabbatical or who are serving as overseas directors.

10. The candidate's qualifications for promotion will be discussed in at least one meeting of the full tenured and teaching-track professors before a decision is reached. The department chair will let the full professors know in advance when these meetings will take place.

11. The departmental vote on each candidate can be by written or oral ballots. If written, the department chair will report the overall numerical outcome to the full tenured and teaching track professors in his or her department and will include this information in his or her recommendation to the Dean and the Provost. All aspects of the promotion deliberations must be treated as confidential and must not be revealed beyond the full professors of the department and appropriate members of the academic administration.

12. The department chair will make his or her recommendation to the Dean and the Provost by the yearly deadline set by the Dean's office. In addition to his or her recommendation, the chair will inform the administration of any division of opinion within the department. If the vote is not unanimous the chair will offer the opportunity for a representative of that opinion to provide a "dissenting view" to accompany the chair's own recommendation.

13. The department chair will give the candidate written notice, not to exceed two sentences, of the outcome of the department's deliberations and the nature of his or her recommendation to the Dean and Provost after the recommendation is made. The candidate will not be told the numerical vote or the opinion of any individual faculty member.

MATERIALS TO BE INCLUDED IN THE DOSSIER:

- I. A letter of request to be promoted
- II. An updated C.V.
- III. Materials demonstrating excellence in teaching:
 - a. Title and description of course(s) taught (contact hours, no. of students).
 - b. Evidence of Excellence in Teaching
 - i. Candidate's Summary of teaching evaluations, graduate, and undergraduate.
 - ii. Letters from WFU faculty providing peer evaluations as described above
 - iii. May include letters from former students
 - iv. May include evidence of mentoring of students, etc.
 - v. Student evaluations for each course taught in the last 2 years (provided by Chair).
- IV. Additional materials which may include a list of papers, presentations, awards, and grants that focus on teaching or student learning.
- V. Evidence for contributions to education within and beyond the department, such as a role on honors or graduate committees, administration of interdisciplinary minors or programs, or educational outreach to the community
- VI. A Teaching Statement/Teaching Self-Evaluation that may include any of the following:
 - a. How you believe student learning occurs best in your discipline or courses
 - b. How your teaching methods facilitate student learning
 - c. A reflection of what has worked and not worked well in your classroom and how your teaching and pedagogy have changed over time
 - d. What goals you have for yourself and for your students
 - e. How your teaching enacts your beliefs and goals
 - f. What constitutes evidence of student learning in your opinion
 - g. The ways in which you create an inclusive learning environment
 - h. What new techniques, methods, activities, and types of learning you have integrated into your courses over the years
 - i. Have you participated in or led any professional development workshops or activities to enhance teaching pedagogy
- VII. Information on Service Contributions

- a. Description of service activities, which may include, but are not limited to work on department, university or external committees, advising, service to professional organizations, leading teaching workshops both within and outside the department and university, support of students through letters of recommendation and other activities, and mentoring junior colleagues. This summary should describe the nature and scope of these activities.
 - b. Evidence in support of excellence in these activities including awards, letters of support from students, faculty and administrators within the university, or individuals outside the university
- VIII. Scholarly or creative activity (if applicable). Note: this category is not mandatory for teaching professionals, but will be considered if such activity is present.
- IX. Supporting documentation (if applicable). Candidates may wish to include evidence of external recognition in development of teaching or service, for example.

Peer Review Template for Teaching Awards and Academic Promotion Applications

Observation of Teaching Session Report

Instruction:

Each reviewer should bring a copy of this form for discussion with the reviewee at the pre-observation meeting.

It should be completed by each reviewer after the observation, or the optional post-observation meeting.

Submit the completed Peer Review Observation of Teaching Session Report no later than 2 weeks after the observation.

Please note: The Peer Review Report that you submit should be typed. Thank you.

Reviewee's Name	
College	
Department	
Course Code and Name	
Year Level	
Type of Session (e.g. lecture/tutorial/workshop)	
Number of students in course	
Number of students in this session	
Date and time of session	
Length of session	
Part of session observed	
Any comments from optional post-observation meeting	
Reviewer (same department)	<input type="checkbox"/>
Learning & Teaching Reviewer (different department)	or <input type="checkbox"/>
Reviewer's name	
Reviewer's Department	
Date of Peer Review Report	
Signature	

Teaching Evaluation Questions

These questions could be used for the Teaching Professionals Promotion Documents as well as for the peer-teaching evaluations of all faculty. Please add questions as you see fit!

Please rate the instructor with 1 = poor, 2 = fair, 3 = average, 4 = good, 5 = very good, NA = Not Applicable..

Instructor's knowledge of the subject matter	
Instructor's class preparedness	
Instructor's ability to describe the material clearly	
Instructor's ability to interest the students in the subject matter	
Instructor's ability to engage students	
Instructor's handling of students' questions	
Instructor's overall organization (syllabus, homework, Sakai or course webpage, e-mail)	