

DEC Guidelines for Promotion and Tenure for the Department of Physics & Engineering Physics, 2019

Preamble: The faculty of the Physics and Engineering Physics Department have a wide variety of specializations in both teaching responsibilities and professional expertise. The standardized guidelines listed below can only be applied to each individual faculty member while simultaneously recognizing the diversity of our faculty and their individual strengths.

I) The following guidelines apply to the Department of Physics & Engineering Physics for Promotion and Tenure.

Formal mentoring policy:

Upon hiring a new tenure-track faculty member, the Chair shall appoint one or two members of the Department to serve as mentors to the new faculty member. The chair shall also consult with the new faculty member and consider asking one or more faculty or staff members outside the Department also to serve as mentors, depending on expressed interests and/or needs of the new faculty member. In the second semester of a new faculty member's service, the Chair shall ask whether that individual would like any additional formal mentoring relationships. Mentors shall make every effort to be useful to new faculty members, but the formal mentoring program does not relieve the entire department of its responsibilities for supporting and sharing with junior faculty members' departmental expectations, the history and practices of the department, and, to the extent known, current practices of the University Administration and Promotion and Tenure Committee. The Chair shall make sure that each new tenure-track faculty member has a copy of the AAUP- CSU contract, the CCSU promotion and tenure policy, department bylaws, and this departmental policy.

Promotion and Tenure:

Normally the expectations for promotion to associate professor and for tenure are the same in this department. The Department of Physics & Engineering Physics expects someone recommended for promotion to Professor to show contribution well beyond minimal levels in at least one, preferably more, of the categories of evaluation, typically including contributions in the creative activity category.

Load Credit Activity:

For most faculty, this will be comprised primarily of teaching. Faculty are expected to strive to help their students learn. Methods by which each individual faculty seeks to achieve this goal will vary. Methods may include:

- Commitment to high academic standards for their students, as demonstrated in individual faculty portfolios;
- Creativity in seeking effective results from varied teaching methodologies, as appropriate;
- Efforts to promote and encourage independent student investigations, research or projects, as appropriate.

It is understood that student evaluations of faculty teaching should be useful in offering the faculty member insights into the perspectives of their students to assist in achieving the goal of student learning, but are only one piece of the picture of good teaching. Faculty are encouraged to submit other evidence of successful teaching, and to explain in their portfolio how their teaching informs their creative activity, service to the university, and/or professional activity, as appropriate.

Faculty who accumulate load credit activity in ways other than teaching (e.g. program direction, research release time, chair load) will be required to submit evidence of quality in these activities as part of their portfolio.

One peer evaluation is required during the first year of all new hires. One additional peer evaluation will be required within two years prior to application for any promotion. Sexennial evaluations will not require a peer evaluation. The DEC will conduct all peer evaluations which will only occur during regular semesters, not winter or summer sessions. The scheduling of all peer reviews will be the responsibility of the faculty member being evaluated. The evaluations will be written in narrative form, not a rubric, and may be prepared as a stand-alone item or may be incorporated into the DEC letter.

Creative Activity:

Faculty must demonstrate evidence of creative activity. It is understood that a faculty member's area(s) of creative activity may change throughout their career. Creative activity includes (but is not limited to) primary research, research done with students, grant work (including grant proposal writing), research/scholarly partnerships with industry and other academic or governmental institutions, scholarship on pedagogy, interdisciplinary scholarship and applied research. Results of creative activity should be shared by means including the following (which is neither a ranked nor all-inclusive list):

- Externally funded grants;
- Internally funded grants;
- Grant applications for external funding;
- Grant applications for internal funding;
- Publication of conference papers;
- Publications (including those with student co-authors) in appropriate peer-reviewed and editor-reviewed journals, chapters and articles in books, and complete books;
- Research/scholarly reports done for outside constituencies;
- Presentations at regional conferences and professional workshops;
- Presentations at conferences and workshops hosted by national or international organizations;
- Work as major personnel on grant projects;
- Developing and/or sustaining research collaborations.

Faculty are encouraged to submit other evidence of successful creative activity, and to explain in their portfolio how this activity, such as curriculum development and curriculum development grants, informs their teaching, service to the university, and/or professional activity, as appropriate.

Service:

Departmental: Department service is expected of all faculty, regardless of rank. Departmental service includes (but is not limited to):

- Student advising;
- Departmental committees;
- Department-based outreach activities;
- Departmental search committees;
- Representing the Department at University open houses, awards ceremonies and graduations;

- Efforts towards improvement of the Department's course, programmatic and research offerings;
- Representing the department at local, regional, and national community and professional gatherings;
- Efforts towards enhancing departmental facilities, infrastructure, enrollment, funding, and student and alumni engagement.

University: All faculty should strive to be involved in University-wide service, regardless of rank. Such service includes (but is not limited to):

- University committees (elected and appointed);
- Faculty Senate Committees;
- Assessment/Accreditation or other University needs;
- University-based outreach and engagement activities;
- Service to other University Schools (e.g. SEST).

First-year faculty are not expected to be involved with Faculty Senate Committees, but should seek other means of service to the University, such as University-based outreach. Faculty are encouraged to submit other evidence of successful service, (e.g. community service) and to explain in their portfolio how such service informs their teaching, creative activity, and/or professional activity, as appropriate.

Professional Activity:

All faculty are expected to remain active in their disciplines, regardless of rank, as this activity informs good teaching and provides avenues for creative activity. Professional activity generally includes interactions with the larger professional community outside of the University. It includes (but is not limited to):

- Active membership in professional organizations;
- Attendance and participation in regional, national, and international symposia and conferences;
- Reviewing of texts and serving as a reviewer for journals or grant applications;
- Partnerships and service with local, state, and national agencies and organizations appropriate to one's discipline.
- Attending talks, webinars, and workshops appropriate to one's discipline.

Faculty are encouraged to submit other evidence of successful professional activity, and to explain in their portfolio how their service informs their teaching, creative activity, and/or service, as appropriate.

II) For Professional Assessment (Sexennial Evaluation)

The faculty member submitting materials for Professional Assessment (Sexennial Evaluation) should submit a short narrative addressing each of the four categories of assessment (load credit, creative, service and professional activities) with some sample evidence for each category. No peer teaching evaluation is required.