

Reappointment, Tenure, and Promotion Standards for Physics Teaching Faculty

6.1 Teaching

6.1.1 See the College and School Standards.

6.1.2 An excellent teacher challenges, involves, and motivates students; brings excitement to the learning process; exemplifies scientific inquiry; creates an open and supportive atmosphere; is responsive to students' needs; reflects on teaching praxis; and contributes to curriculum development. The Physics Program recognizes that there are many ways to achieve excellence in teaching and encourages each faculty member to develop his or her own distinctive way of doing so. It is incumbent upon the faculty member to present evidence of teaching excellence. Excellence in teaching is broadly characterized by:

6.1.2.1 Thorough and current command of the subject matter and effective teaching techniques and methodologies in physics.

which may include program courses at all levels, General Studies courses, and independent studies.

6.1.2.3 The ability to organize course material and to communicate this information effectively, as reflected, for example, by the development and evaluation of comprehensive syllabi, activities, assignments, projects, and tests.

6.1.2.4 See the College and School Standards.

6.1.3 Where appropriate, additional measures of teaching excellence may be included, as indicated in the College and School policies.

6.2 Scholarly and Creative Activity

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to scholarship or creative activity enriches teaching and is important for sustaining excellence wherever teaching takes place (in the classroom, in the teaching laboratory, or in tutorials). Scholarly work may be performed on or off campus. The candidate is encouraged to involve students in his or her research program, if feasible.

6.2.2 See the College and School Standards.

6.2.3 See the College and School Standards.

6.2.4 As stated in the College and School Standards, it is always the case that the burden is on the candidate to document the excellence of his or her work. In cases of shared or multiple authorship, clarification of the degree of the candidate's participation

is expected. In cases of conference, workshop presentations, or proceedings, clarification should be provided with regard to the selectivity of the review process. Broad considerations for the evaluation of scholarly and creative activity include:

6.2.4.1 The capacity to bring scholarly projects to completion, which may be demonstrated by a publication and presentation record, periodic grant reports, patent applications, and manuscripts submitted for publication (for projects that have not yet resulted in publication, inclusion of current unpublished manuscripts accompanied by comments from knowledgeable peers, who may be external to the College, is appropriate)

6.2.4.2 See the College and School Standards.

6.2.4.3 Judgments of the worth and significance of the candidate's scholarship, given the laboratory space and equipment available, provided by knowledgeable peers; professional organizations; funding agencies; conference organizers; and refereeing panels.

6.2.4.4 Appropriate incorporation of the candidate's work into the classroom or teaching laboratory, the record of citations, implementation in public or institutional policies, student involvement in the research program, presentations, and publications.

6.2.4.5 See the College and School Standards.

6.2.4.6 The Physics Program understands excellence in a variety of scholarly activities to embody the following:

6.2.4.6.1 See the College and School Standards.

6.2.4.6.2 Articles and other scholarly works should be published in appropriate journals. The quality and importance of the journal may be judged by knowledgeable faculty. College publications such as laboratory manuals and other teaching materials should be evaluated by knowledgeable peers, who may be external to the College. The quality of material submitted to or contained in government documents should be judged by the level of its pre-publication review. The main criteria should be the quality of the work, not the number of publications and presentations.

6.2.4.6.3 Scholarly activity that involves students as co-authors and co-presenters is valued regardless of the venue.

6.2.4.6.4 See the College and School Standards.

6.2.4.6.5 See the College and School Standards.

6.2.4.6.6 Other forms of scholarly activity appearing in emerging media, such as online journals, websites, forums, and blogs, may be included, provided the quality of the work is evaluated by knowledgeable peers, who may be external to the College.

6.2.4.6.7 See the College and School Standards.

6.2.4.6.8 Professional activities undertaken as a practitioner or consultant, including but not limited to serving as a peer reviewer or an external program or department reviewer, serving on editorial boards of scientific or other professional journals and publications, and conducting contract research.

6.2.4.6.9 See the College and School Standards.

6.2.4.6.10 Grants or monetary awards from governmental or non-governmental organizations and subject to external peer review that are funded, reviewed as fundable, or receive positive reviews from the external evaluators and the College faculty are considered examples of scholarship.

6.2.4.6.11 See the College and School Standards.

6.3. College and Community Service

6.3.1 A faculty member in the Physics Program may contribute to the achievement of the College's mission by effectively collaborating in activities at the Program, School, or College level. The Program evaluates these contributions based on their quality rather than their number. Contributions outside of the Program may require the capacity to work collaboratively with other members of the College, profession and other off-campus communities and may include activities related to the College's Foundation or Alumni Association.

6.3.2 See the College and School Standards.

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