

The Department of Physics & Astronomy is committed to excellence in teaching. This document outlines departmental teaching expectations for tenured and tenure-track faculty as well as extended-term and extended-term-track academic professional lecturers.

High quality teaching is expected of all faculty. The quality of the teaching will be assessed through some combination of measures such as student evaluations, peer review by faculty, and student performance on instruments chosen by the instructor. While all such factors should be considered in a holistic assessment of teaching, faculty for whom student evaluation scores consistently fall below 3.5 (lower-division) or 4.0 (upper-division) will be encouraged to proactively address any deficiencies (e.g., seek more peer mentoring, solicit help from ECTL staff, etc.).

For reappointment while on the tenure-track or extended-term track, faculty should show success in teaching a modest variety of courses. Ideally junior faculty will teach the same course at least three times and show a progression over time in their teaching effectiveness. Faculty teaching courses that involve teaching assistants should also actively monitor and mentor their TAs.

For consideration of promotion to Associate Professor or Associate Academic Professional Lecturer, faculty will ideally have successfully taught a wide variety of courses, from the introductory sequences to 4000- and 5000-level courses. Their teaching repertoire will also have spanned class sizes from the large lecture format to courses with much smaller student populations. The candidate will also have thoughtfully assessed their teaching and made substantive changes based on these assessments.

For consideration of promotion to Full Professor or Senior Academic Professional Lecturer, faculty must additionally show leadership pertaining to teaching. Leadership in teaching may involve significant curriculum development such as writing a text or lab manual, the formal training of TAs, establishing and implementing peer mentoring principles and guidelines, taking the departmental curriculum in new programmatic directions such as developing new courses, etc.

Every tenured and extended-term faculty member goes through a bi-annual post-tenure review. The department head will use the above guidelines to determine if a faculty member is meeting expectations for teaching.

Academic Professionals teaching five three- or four-credit courses per year will have a 75% teaching allocation. Faculty teaching two three- or four-credit courses per year, formally a 25-33% teaching load, will be assigned a 35% teaching allocation in their job description. The remaining 2-10% gap will be fulfilled through various teaching activities, including participation on graduate thesis committees, assisting with curriculum assessment and/or development, and leading teaching-related workshops or seminars (e.g., TA training; “Teaching Chats”; presentations at the Ellbogen Center for Teaching & Learning), etc. In fact, faculty are expected to be continually involved in curriculum

development.

The mentoring of undergraduate and graduate students entails aspects of both research and teaching. The overarching intention is for all faculty to actively mentor students in research, but we formally consider the mentoring of students in research to fall under our research expectations. This includes traditional mentoring, internships, and independent studies. However, as noted above, we consider participation (not leading) on graduate thesis committees to be teaching.

The department has no specific expectations regarding the development of online courses or obligations to the Outreach School.