

**Tenure and Promotion Guidelines
Physics and Astronomy Department
Whittier College**

Teaching

Physics and Astronomy Department expects, in general, all its faculty members to teach the full load of courses, unless some other arrangement is agreed upon, with the approvals of the Dean of Faculty and the department. Faculty members are expected to contribute not only to the physics major program but also to our college's Liberal Education program by developing, designing, and teaching Lib-Ed courses such as Connections 1, Connections 2, and Communications 1.

Physics and Astronomy faculty must strive to establish excellent teaching practices regardless of their year or rank, as evaluated and judged by their students and colleagues.

Advising

Physics and Astronomy faculty are encouraged to mentor students at least once during their probation period. In general, all Physics and Astronomy faculty are expected to share the advising load of the department as equitably as the circumstances would allow.

Service

All our faculty must participate in our campus-wide faculty-governance system by serving on faculty committees. Tenure-track faculty are encouraged, but not required, to participate in the major committees. Post-tenure promotion seeking faculty are expected to serve on at least one of the major faculty committees, such as the Faculty Executive Council (FEC) or the Faculty Personnel Committee (FPC).

Research/Scholarship

For Tenure and/or Promotion to Associate Professor

The tenure-track candidate must strive to be a productive researcher/scholar in accord with the relevant Boyer category of scholarship as outlined and explained in the College Faculty Handbook. The Faculty Personnel Committee (FPC) leaves the extent and nature of the research/scholarship demonstration that is expected of every faculty member who is up for tenure to individual departments.

To this end, the following is the expectations, in tangible terms, of the Department of Physics and Astronomy from its tenure-seeking candidate regarding research/scholarship category.

We expect our tenure-track faculty to establish a sustainable research program on campus — although it can be part of a collaboration with external institutions such as research universities and national research labs — that will enable meaningful and high-quality research to take place in our department. To ensure that that is the case, the following requirements exclude any work completed elsewhere by the faculty member prior to his/her appointment by our department. Having said that, the faculty member can engage in research that is a continuation of his/her prior work, and that, if published, will perfectly count toward satisfying the following criteria.

By the end of his/her probationary period, the tenure candidate shall have created at least 3 externally peer-reviewed products. These can be:

- i- Three scientific journal articles in the main research area of the candidate, or
- ii- Two such articles and one external grant for which the candidate is a major and indispensable contributor.

With the approval and discretion of the department, any one of the following would also be an acceptable demonstration of research/scholarship:

- i- One peer-reviewed scientific journal article and one major external grant in the particular research area of the candidate, and two peer-reviewed articles on pedagogy and physics-education topics.
- ii- Two peer-reviewed scientific journal articles, and two peer-reviewed articles on pedagogy and physics-education topics.

The last two scenarios would thus mix the scholarship of discovery with the scholarship of teaching and integration.

In the same context, we also expect the faculty member to engage students in some form of research or projects outside of regular course work.

For Promotion to Full Professor

Regarding the research/scholarship criterion for tenured members seeking promotion to full professor echelon, the Physics and Astronomy Department hitherto did not have any tangible requirement, with the understanding that FPC would itself assess and judge the work of the faculty member in light of Boyer's four categories of scholarship, giving the faculty member the latitude of choosing any single one, or a combination of several, of the four categories of Boyer scholarship. Involving students in research/scholarship activities is also highly encouraged.