

Dear Friends,

I have compiled a report on my progress as an instructor, scholar, steward, and advisor for Whittier College during the period of 2021-2022. The following is a reflection on the development of my educational and scholarly practices, and the service I have performed for the College as a mentor, advisor, and committee member. I strive to perfect my teaching abilities, and I am pleased to report that my students are learning and growing at Whittier, and achieving success in the professional world. In our last communication, after my second major PEGP report (delayed to the fifth year due to the pandemic), you asked me to reflect on my pedagogical practices. In particular, you suggested four concrete topics on which I could reflect in respect to my teaching practices. First, you asked me to describe my interpretation of the learning process. Second, you asked me to describe how I incorporate tools and practices in my courses. Third, you asked me to describe how the tenets of my teaching philosophy help us to achieve the learning objectives that we set for our courses. Finally, you asked me to focus on the *why* behind specific teaching decisions as opposed to the *how*. You also posed similar questions about the *learning focuses* that I have provided in the past.

With these four simple questions in mind, I have taken what I think is the most straightforward and concise approach to the structure of my teaching philosophy. I reflected on what practices I actually use most often in my teaching, and answered each of the four questions above for all practices. This exercise has been useful and enlightening, as it has encouraged me to think carefully about how the central principles of *order* and *shared meaning* are reflected in the subject of physics, and the instruction of physics. It is my hope that this exercise provides you with useful insight into modern physics instruction. I have also reflected on the *learning focuses* I have provided in the past. These ideas were derived originally from my colleagues in my department, but I have since modified them and made them my own. In reflecting on how I conduct my courses, I have come to the conclusion that these learning focuses simply guide my course content selection, and my course creation process. How I conduct my courses, and the *why* behind specific teaching decisions I make are driven primarily by the tenets of my teaching philosophy.

Turning to my scholarship, I have many new accomplishments to share with you. Four recent experiences come to mind as examples. First, I have finally published in *Physical Review D*, the flagship peer-reviewed journal in my field in the United States. As far as I can tell, I am the first professor at Whittier College to achieve this. This publication was the culmination of two years of work with an undergraduate student who has become a dear friend. This result marks the first time a professor from my department has published in *Physical Review* in the last 16 years¹.

¹See, for example, S. Zorba *et al.* “Fractal-mound growth of pentacene thin films.” Phys. Rev. B **74**, 245410 (2006).