



Department of Physics
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Academic Advancement Standards for Professors of Teaching in the Department of Physics

The three criteria for academic advancement within the Professor of Teaching Series ([APM - 285](#)) are **(1) Teaching excellence; (2) professional and/or scholarly achievement and activity, including creative activity; and (3) University and public service.** See [APM 210-3](#) for full detail on UC's standards. The Department of Physics further defines these standards below.

Teaching excellence

Teaching professors are evaluated primarily on their teaching effectiveness, which must be demonstrated consistently as they progress through levels of advancement. This excellence in teaching is reflected in key areas: **engaging and inclusive classroom teaching** and **mentoring**. Faculty should address in their teaching statement how they have achieved in each of these areas.

Engaging and inclusive classroom teaching: Teaching Professors are expected to establish a sustained pattern of effective instruction. Effective teaching is marked by the use of evidence-based approaches, incorporating student-centered activities such as active learning, and equity-minded practices that fosters an environment that supports all students. Faculty should also make use of data on teaching effectiveness, learning outcomes, or student experiences to guide their ongoing improvement. Evidence of teaching excellence may include but is not limited to the following:

- Use of classroom methods and course structure that helps students achieve learning goals and promotes academic growth and learning for all students in the classroom
- Data on effectiveness from peer or campus assessments, surveys, or student assignments
- Center for Engaged Teaching evaluations
- Student evaluations (SETs), with particular attention to the written comments, while being cognizant of the limitations of quantitative ratings.
- Teaching Professors are also expected to demonstrate that their teaching has evolved and improved over time.

Mentoring: Teaching Professors should begin mentoring or training a diverse population of undergraduate and/or graduate students and foster a supportive learning environment for all students. Examples of mentoring may include but are not limited to:

- mentoring summer Graduate Teaching Scholars during their summer teaching positions
- mentoring Instructional Assistants
- serving as thesis committee members
- serving as research advisor for undergraduate and graduate students
- engaging undergraduate and graduate students in curricular development

Professional and/or scholarly achievement and activity, including creative activity

We look for evidence of achievement, leadership, and/or influence on the campus or beyond of professional and/or scholarly activities. For teaching professors these are likely to focus on the departmental mission of further improvement of students' educational experience, going beyond the standard teaching effort expected from all faculty. These activities are generally expected to involve the development and the implementation of novel creative teaching techniques and approaches, research into student learning and achievement, curriculum development, as well as knowledge and skill transfer of such approaches to other instructors and teaching assistants within the Physics department and beyond.

Curricular innovation: Excellence in this area includes but is not limited to leadership in improving student learning through the creation of new course content, the enhancement of course infrastructure, the re-structuring of courses to include evidence-based and inclusive practices, or the development of new lab modules or courses.¹

Administrative work (e.g., of learning centers and teaching programs) and community outreach work are also relevant, as are presentations of seminars or lectures at other institutions or professional societies, or participation in scholarly activities. Relevant evidence can be found also in other records of participation in intensive programs of study — in order to be a more effective teacher and scholar, with the goal of enhancing one's teaching and scholarly responsibilities. Non-exclusive examples of evidence include any documentation of the development of or contributions to:

- (i) Original materials designed to improve learning outcomes;
- (ii) Evidence-based design and evaluation of educational curricula or pedagogy;
- (iii) Administration and evaluation of a teaching program or a learning center;
- (iv) Systematic quality improvement programs and evaluation of their implementation;
- (v) Development and evaluation of community outreach or community-oriented programs.
- (vi) Discipline based scholarship in relation to, or relevant to, Physics and/or Astronomy.
- (vii) Keeping abreast of current pedagogical developments in the field.
- (viii) Participation at, and contributions to, academic conferences, where sessions on pedagogical research and techniques are prominent.
- (ix) Professional work that allows them to maintain a mastery of their subject area, provided that such professional work enhances directly the teaching mission of the Department of Physics.
- (x) Participation in professional development activities such as workshops, courses or seminars on teaching and learning that furthers their expertise in a particular pedagogical area and allows them to refine and enhance their teaching practices.
- (xi) Responding to feedback (from students, colleagues and/or mentors) on their teaching through the development of pedagogical/professional goals.
- (xii) Ongoing pursuit of further academic qualifications relevant to their position.

¹ Some faculty may design a new course or substantial curriculum, though opportunities for such innovation will vary depending on the courses assigned and department's needs.

University and Public Service

Faculty are expected to participate in the governance of the Department, Division, and/or University through committee or other administrative work. Most Department of Physics faculty also participate in service outside UC San Diego in a variety of ways. The service expectations of faculty rise as they advance in rank and step: while Assistant professors are expected to serve in no more than one committee per year, Distinguished Professors are expected to devote significantly more time to service to the university and the profession. In evaluating service contributions, it is important to consider time committed and impact, understanding that time demands vary significantly from one committee to the next, and by the role played in the committee. Participation in faculty meetings and attendance to department functions, including the weekly colloquium are important contributions to the department.

UC San Diego is committed to excellence and equity in every facet of its mission. Contributions in all areas of faculty achievement that promote diversity and equal opportunity are encouraged and given due recognition in the academic personnel process and are evaluated and credited in the same way as other faculty achievements. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities. Mentoring and advising of students, postdocs, staff, and faculty members, particularly from underrepresented and underserved populations, should be given due recognition in the teaching or service categories of the academic review process.

Revised: 2024-12-18

Effective date: TBD