

COLLEGE OF NATUARAL and BEHAVIORAL SCIENCES  
DEPARTMENT OF MATHEMATICS  
DEFINITIONS AND STANDARDS  
FOR REAPPOINTMENT, PROMOTION, AND TENURE  
DATE 1/22/13

**DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE**

**INTRODUCTION**

Faculty members of the Department of Mathematics are expected to meet criteria in the three areas of Teaching, Scholarship, and Service. This section defines the items by which faculty members will be judged, and subsequent sections describe specific levels of achievement required for tenure or promotion.

**TEACHING**

Teaching is central to the mission of the Mathematics Department at CSUDH. Faculty members are expected to demonstrate effectiveness in achieving student learning.

**Ways of Demonstrating Teaching Effectiveness**

Effectiveness is measured through a variety of means. Course evaluations must be included in accordance with academic affairs requirements. A statement of one's own teaching principles and methods, course content (including syllabi and course materials) and exams, other artifacts of teaching, such as lecture notes, projects, or assignments, and the use of a variety of teaching and learning methods, are all appropriate for demonstrating classroom effectiveness. A faculty member under review may request that another faculty member observe one's teaching and submit notes or summary comments as evidence of teaching practices. In addition, activity beyond the classroom may be used to demonstrate effectiveness. Such activity could include evidence of motivating students to pursue further study of mathematics, supervision of independent study projects or theses, or arranging for students to attend professional meetings.

**SCHOLARSHIP**

Scholarship and creative activity in mathematics can take many forms. We discuss some of the goals of scholarly activity and some of the forms that this activity can take.

**I. Goals of Scholarship**

- A. Contribute to the discipline of mathematics or mathematics education via publication.
- B. Engage in externally funded projects to support research, dissemination or application of research, or training of teachers or faculty.
- C. Contribute to mathematics or mathematics education through engagement

- with colleagues.
- D. Engage students in mathematics.
- E. Maintain one's engagement in mathematics or mathematics education so as to enhance one's teaching and enthusiasm for mathematics.

## **II. Ways of Demonstrating Scholarly Activity**

In this section we discuss ways of demonstrating scholarly activity. Each of these is a way of meeting one (and possibly more) of the goals above.

1. Examples of ways to meet goal A include:
  - i. Publish a research monograph or a paper in a peer-reviewed journal.
  - ii. Publish a translation of a mathematics article.
  - iii. Publish a paper in the proceedings of a professional conference.
  - iv. Publish a review of a textbook or research volume.
  - v. Publish a textbook, monograph, or book about mathematics or mathematics education.
  - vi. Publish a chapter in an edited volume or other publication in mathematics or mathematics education.
2. Examples of ways to meet goal B include:
  - i. Serve as the Principal Investigator (PI), Co-PI, Project Director, or otherwise be part of the named personnel on an externally funded grant, such as one from the state or federal government or a private foundation.
  - ii. Make a significant contribution to the work of an externally funded grant.
  - iii. Serve as a mathematical or mathematics education consultant to a public or private institution or industry.
  - iv. Apply for or write, or be part of a team that applies for, a grant.
3. Examples of ways to meet goal C include:
  - i. Present at a conference, workshop, or seminar in mathematics or mathematics education.
  - ii. Organize and conduct a workshop or conference in mathematics or mathematics education for the purpose of research or training.
  - iii. Serve as a referee for a journal.
  - iv. Serve on the editorial board of a professional journal, serve as the editor of a journal, or edit a book in mathematics or mathematics education.
  - v. Serve as a reviewer for grant proposals to state or federal agencies
  - vi. Receive recognition from the discipline of mathematics or mathematics education through citations of one's work, invitations to give keynote addresses, or receiving an award from an organization for work in mathematics or mathematics education.
  - vii. Hold office in a professional organization in mathematics or mathematics education
  - viii. Serve on the committee of a professional organization in mathematics or mathematics education
4. Examples of ways to meet goal D include:
  - i. Publish problems or problem solutions in refereed problem sections of mathematics journals, such as those in the American Mathematical Monthly,

- Mathematics Magazine, and the College Mathematics Journal.
- ii. Supervise students in independent study leading to presentations at local, regional, or national conferences, such as the CSUDH Student Research Day and MAA Section Meetings.
- iii. Develop written course notes for students
- iv. Design and teach a new course, particularly one that uses new technologies, introduces students to modern applications of mathematics, or is cross-disciplinary
- 5. Examples of ways to meet goal E include:
  - i. Complete further graduate coursework in mathematics or a related field
  - ii. Participate in a professional seminar or workshop organized by others
  - iii. Regular attendance at professional meetings

**SERVICE**

Service is the professional responsibility of every faculty member. Active involvement in the work of the department, college, or university is expected.

**Ways of Demonstrating Service to the University**

Faculty members may be engaged in service to the department, college, university, or CSU system.

<b>STANDARDS FOR REAPPOINTMENT</b>
<p><b>INTRODUCTION</b></p> <p>Faculty members will be reappointed if they demonstrate satisfactory progress toward meeting the standards for tenure and promotion.</p>
<p><b>TEACHING</b></p> <p>A faculty member should meet, or make progress toward meeting, departmental standards for tenure. In particular, the faculty member should demonstrate responsiveness to any critiques of teaching from previous RTP evaluations, and should meet, or make progress toward meeting, satisfactory levels of teaching evaluations.</p>
<p><b>SCHOLARSHIP</b></p> <p>A faculty member should make progress toward meeting scholarship criteria for tenure, and in particular should have at least evidence of work in preparation.</p>
<p><b>SERVICE</b></p> <p>A service record including at least service at some level by the third year is expected.</p>

## STANDARDS FOR TENURE

### INTRODUCTION

A faculty member's credited service period for tenure consideration is the number of years from date of hire at the CSUDH campus plus the number of years for which credit was granted at the date of hiring. Normal consideration for tenure occurs during the sixth probationary year of credited service.

### TEACHING

Successful teaching must be demonstrated across the years considered through classroom effectiveness and possibly including activity outside the classroom. Classroom effectiveness should include strong teaching evaluation ratings, positive narrative evaluations, and evidence of satisfactory exam construction and course delivery. Strong teaching evaluations may be an aggregate of 70% in the two positive categories, Strongly Agree or Agree, across all courses; however, evidence of effectiveness is not judged solely on this number, and in particular the ratings may be lower if there is other evidence of effectiveness in or out of the classroom context. Reviewers will also consider whether the response rate for teaching evaluations is sufficient to make an informed judgment. A faculty member candidate for tenure should also demonstrate responsiveness to any critiques of teaching from previous RTP evaluations at the department level.

### SCHOLARSHIP

Three substantive peer-reviewed publications (examples under Ways of Demonstrating Scholarly Activity II.1.) are sufficient. In cases where this number is not met, achievements under II.2, as well as the quality of items under II.1, and strong evidence under II.3, II.4, or II.5 may be used to judge in favor of the faculty member under review.

### SERVICE

A service record including service on at least two levels is required.

## STANDARDS FOR EARLY TENURE

### INTRODUCTION

A faculty member may request early tenure prior to the sixth year of credited service. A faculty member must be unusually meritorious in teaching and one other area, either research or service, and meet the standard for tenure in the third area.

### TEACHING

*Unusually meritorious teaching* will be construed as successful teaching across the years considered, including classroom effectiveness and possibly activity beyond the classroom. Classroom effectiveness should include teaching evaluation ratings beyond the level required for normal tenure or promotion, positive narrative evaluations, and evidence of satisfactory exam construction and course delivery. Any critique of teaching from the department RTP committee in any year under review must be fully addressed by the faculty member.

#### **SCHOLARSHIP**

For *unusually meritorious scholarship*, a minimum of either: (a) 6 substantive peer-reviewed publications or (b) a combination of 6 items between publications and leading roles on externally funded projects is required.

#### **SERVICE**

*Unusually meritorious service* is defined as service in every year and at least two levels of service in the majority of years of employment, or a record of substantial leadership on one level with additional participation at other levels.

### **STANDARDS FOR EARLY PROMOTION TO ASSOCIATE PROFESSOR**

#### **INTRODUCTION**

A candidate may apply for early promotion during the probationary period. Such application may be made alone or in conjunction with an application for early tenure. A faculty member must be unusually meritorious in teaching and one other area, either research or service, and meet the standard for tenure in the third area.

#### **TEACHING**

*Unusually meritorious teaching* will be construed as successful teaching across the years considered, including classroom effectiveness and possibly activity beyond the classroom. Classroom effectiveness should include teaching evaluation ratings beyond the level required for normal tenure or promotion, positive narrative evaluations, and evidence of satisfactory exam construction and course delivery. Any critique of teaching from the department RTP committee in any year under review must be fully addressed by the faculty member.

#### **SCHOLARSHIP**

For *unusually meritorious scholarship*, a minimum of either: (a) 6 substantive peer-reviewed publications or (b) a combination of 6 items between publications and leading roles on externally

funded projects is required.

**SERVICE**

*Unusually meritorious service* is defined as service in every year and at least two levels of service in the majority of years of employment, or a record of substantial leadership on one level with additional participation at other levels.

**STANDARDS FOR PROMOTION TO ASSOCIATE PROFESSOR**

**INTRODUCTION**

Normal consideration for promotion to Associate Professor occurs during the sixth probationary year of credited service.

**TEACHING**

Successful teaching must be demonstrated across the years considered through classroom effectiveness and possibly including activity outside the classroom. Classroom effectiveness should include strong teaching evaluation ratings, positive narrative evaluations, and evidence of satisfactory exam construction and course delivery. Strong teaching evaluations may be an aggregate of 70% in the two positive categories, Strongly Agree or Agree, across all courses; however, evidence of effectiveness is not judged solely on this number, and in particular the ratings may be lower if there is other evidence of effectiveness in or out of the classroom context. Reviewers will also consider whether the response rate for teaching evaluations is sufficient to make an informed judgment. A faculty member candidate for tenure should also demonstrate responsiveness to any critiques of teaching from previous RTP evaluations at the department level.

**SCHOLARSHIP**

Three substantive peer-reviewed publications (examples under Ways of Demonstrating Scholarly Activity II.1.) are sufficient. In cases where this number is not met, achievements under II.2, as well as the quality of items under II.1, and strong evidence under II.3, II.4, or II.5 may be used to judge in favor of the faculty member under review.

**SERVICE**

A service record including service on at least two levels is required.

## **STANDARDS FOR PROMOTION TO FULL PROFESSOR**

### **INTRODUCTION**

Faculty normally shall not be considered for promotion to full professor unless they are tenured. Promotion to full professor requires a demonstrated record of scholarship over several years.

### **TEACHING**

Successful teaching must be demonstrated across the years considered through classroom effectiveness and possibly including activity outside the classroom. Classroom effectiveness should include strong teaching evaluation ratings, positive narrative evaluations, and evidence of satisfactory exam construction and course delivery. Strong teaching evaluations may be an aggregate of 70% in the two positive categories, Strongly Agree or Agree, across all courses; however, evidence of effectiveness is not judged solely on this number, and in particular the ratings may be lower if there is other evidence of effectiveness in or out of the classroom context. Reviewers will also consider whether the response rate for teaching evaluations is sufficient to make an informed judgment. A faculty member candidate for tenure should also demonstrate responsiveness to any critiques of teaching from previous RTP evaluations at the department level.

### **SCHOLARSHIP**

Three substantive peer-reviewed publications (examples under Ways of Demonstrating Scholarly Activity II.1.) are sufficient. In cases where this number is not met, achievements under II.2, as well as the quality of items under II.1, and strong evidence under II.3, II.4, or II.5 may be used to judge in favor of the faculty member under review.

### **SERVICE**

A service record since promotion to associate professor including participation on at least one level of service in most years or substantial contributions on at least one level in the majority of years is expected, and service should include participation on at least two levels.

## **STANDARDS FOR EARLY PROMOTION TO FULL PROFESSOR**

### **INTRODUCTION**

Early promotion to full professor requires that the candidate demonstrate a strong record of achievement to compensate for the brief time period spent as an associate professor. Early promotion to full professor requires that the faculty member meet the criteria for unusually

meritorious in teaching and one other area, either scholarship or service, while meeting the criteria for promotion to full professor in the third area.

### TEACHING

*Unusually meritorious teaching* will be construed as successful teaching across the years considered, including classroom effectiveness and possibly activity beyond the classroom. Classroom effectiveness should include teaching evaluation ratings beyond the level required for normal tenure or promotion, positive narrative evaluations, and evidence of satisfactory exam construction and course delivery. Any critique of teaching from the department RTP committee in any year under review must be fully addressed by the faculty member.

### SCHOLARSHIP

For *unusually meritorious scholarship*, a minimum of either: (a) 6 substantive peer-reviewed publications or (b) a combination of 6 items between publications and leading roles on externally funded projects since promotion to associate professor is required.

### SERVICE

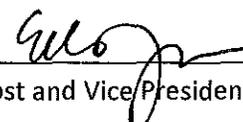
*Unusually meritorious service* is defined as service in every year and at least two levels of service in the majority of years of employment, or a record of substantial leadership on one level with additional participation at other levels.

  
Department Chair

1 May 2015  
Date

  
Dean

5.28.15  
Date

  
Provost and Vice President of Academic Affairs

07/29/15  
Date