

COLLEGE OF NATURAL AND BEHAVIORAL SCIENCES
DEPARTMENT OF MATHEMATICS
DEFINITIONS AND STANDARDS
FOR REAPPOINTMENT, PROMOTION, AND TENURE
DATE 8/1/19

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. Satisfactory teaching evaluations may be an aggregate of 55% 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 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. Observations of the faculty member's teaching by a tenured faculty member will be used as evidence of teaching practices. Evidence of student learning will include grade distributions, and may include exam scores and sample scored student exams. Student learning will be considered satisfactory if evidence indicates performance is reasonably close to, or better than, other sections of the same course taught by different instructors over recent years.

Faculty members are also expected to demonstrate a commitment to effective teaching by remaining current in the field of teaching mathematics. Ways to maintain currency include attending faculty development sessions (either through the Faculty Development Center on campus, or elsewhere), attending conferences or seminars on mathematics or the teaching of mathematics, or taking courses in mathematics, mathematics education, or closely related fields.

Faculty, particularly tenure-track and tenured faculty, may also demonstrate effectiveness outside of the classroom by mentoring students in independent study or research projects.

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.

STANDARDS FOR REAPPOINTMENT (LECTURER)

INTRODUCTION

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

TEACHING

Successful teaching must be demonstrated across the years considered through classroom effectiveness and fulfillment of contractual teaching obligations, including but not limited to: holding required classroom meetings and office hours, and submitting grades on time, as well as currency in the field of teaching mathematics. Classroom effectiveness should include satisfactory performance in all of the following: teaching evaluation ratings by students, narrative evaluations by students, classroom practice as measured by observations and other materials (such as handouts) submitted by the faculty member, exam construction, course delivery (for instance, assignments and interaction with students), and student learning. A faculty member candidate for reappointment should also demonstrate responsiveness to any critiques of teaching from previous evaluations from students and reviews from the department or chair.

SCHOLARSHIP

Scholarship is not required or expected of lecturer faculty unless explicitly included as part of job responsibilities.

SERVICE

Service is not required or expected of lecturer faculty unless explicitly included as part of job responsibilities.

STANDARDS FOR REAPPOINTMENT (TENURE TRACK)

INTRODUCTION

Faculty members will be reappointed if they demonstrate satisfactory progress toward meeting the standards for tenure and promotion.

TEACHING

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.

SCHOLARSHIP

A faculty member should make progress toward meeting scholarship criteria for tenure, and in particular should have at least evidence of work in preparation.

SERVICE

A service record including at least service at some level by the third year is expected.

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 satisfactory teaching evaluation ratings, positive narrative evaluations, and evidence of satisfactory exam construction and course delivery. 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 must at least meet the standard for tenure in other areas.

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 satisfactory teaching evaluation ratings, positive narrative evaluations, and evidence of satisfactory exam construction and course delivery. 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 satisfactory teaching evaluation ratings, positive narrative evaluations, and evidence of satisfactory exam construction and course delivery. 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 while at least meeting the criteria for promotion to full professor in the other areas.

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.

STANDARDS FOR POST-TENURE REVIEW

INTRODUCTION

Post-tenure review comes with the expectation of ongoing progress in the areas of teaching, scholarship, and service over the review period.

TEACHING

Successful teaching must be demonstrated across the years considered through classroom effectiveness and possibly including activity outside the classroom. Classroom effectiveness should include satisfactory teaching evaluation ratings, positive narrative evaluations, and evidence of satisfactory exam construction and course delivery. A faculty member under post-tenure review should also demonstrate responsiveness to any critiques of teaching from previous RTP evaluations at the department level.

SCHOLARSHIP

An additional peer-reviewed publication in the review period (examples under Ways of Demonstrating Scholarly Activity II.1.) meets the expectation for post-tenure review. In cases where there are no publications, achievements under II.2 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 during the post-tenure review period 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.



Department Chair

9/3/19


Date



Dean



Provost and Vice President of Academic Affairs



Date



Date

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