

California State University, Dominguez Hills

DEPARTMENT OF PHYSICS DEFINITIONS AND STANDARDS
FOR RETENTION, PROMOTION, AND TENURE

June 1, 2015

DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE

INTRODUCTION

Initial appointments to tenure-track positions within the Department of Physics (the "Department") at California State University, Dominguez Hills (the "University") are contingent on the completion of a terminal degree in an appropriate discipline. This will normally be Physics, although individuals with degrees in other fields will be considered on a case-by-case basis. Typically, new faculty members will have completed a regimen of postdoctoral training beyond the terminal degree, although the Department may waive this requirement in exceptional cases.

When being considered for tenure and/or promotion, faculty will be evaluated separately in areas broadly termed "Teaching", "Scholarship", and "Service". In keeping with the general understanding of the importance of teaching effectiveness at the California State University, the "Teaching" category will be given the highest weight.

TEACHING

The teaching philosophy of the Department recognizes the importance of student engagement, visual and verbal demonstrations, and practice of mathematical calculations employing proven physical relationships. The scientific method requires a theory to be supported by the analysis of experimental and statistical evidence in order to be considered valid. The teaching of physics emphasizes the connection to experiment whenever possible, using demonstration to establish logical norms; that is, the development of physical intuition.

Teaching activities include, but are not limited to:

- Classroom instruction
- Course/curriculum/program development
- Development and employment of new forms of pedagogy
- Development of laboratory experiments (with written instructions)
- Supervision of independent study or directed research students

Evaluation of teaching includes, but is not limited to:

- Successful teaching experience at the University or at other universities for a sufficiently long period of time to judge the quality of the individual's instruction. Normally, five years of teaching is considered sufficient for review in the sixth year.
- Consistently positive Perceived Teaching Evaluations ("PTEs") from students – normally, 80% or more of the students rating the individual in the top two rankings ("Strongly Agree" and "Agree") and positive teaching narratives.
- Examination of evidence of curriculum development as demonstrated by the creation of new courses or significant revisions of existing courses.
- Evidence of effective pre-post testing, demonstrations, student engagements, classroom calculations, worksheets, homework, student projects, and student presentations
- Upgrading teaching techniques to employ new and powerful mathematical or computational tools and/or internet graphics and videos
- Demonstration of positive learning outcomes from students enrolled in the courses taught by the individual
- Participation in on-campus, CSU systemwide, or national workshops on teaching effectiveness and/or integration of new instructional methods and/or technologies
- Currency in the discipline of physics as demonstrated by class syllabi, courses that incorporate new topics and data, and the use of current texts and readings

- Development of effective general-use teaching materials, such as demonstrations and laboratory experiments
- Evaluation of lecture ability by peer visit
- Evaluation of the work of independent study and directed research students

SCHOLARSHIP

The mission of the Department encourages scholarship that adds to the general body of knowledge of physics, or develops a new application of that knowledge to physics or closely related fields which are thereby enhanced by the inclusion of a physics perspective. In this, the dissemination of knowledge must also be considered; new knowledge is useful only if it is shared and acknowledged by the community.

Evidence of scholarship includes, but is not limited to:

- Publication as author or co-author of original research in a peer-reviewed publication
- Authorship as PI on an application for an external grant, especially if it is successful
- Publication of a peer-reviewed book monogram or chapter
- Publication of an invited conference proceeding
- Authorship as PI on an application for an internal grant, especially if it is successful
- Presentation of a contributed paper at a conference
- Supervision of students performing research projects
- Collaborative professional interactions with other campuses, with government laboratories, and/or with industry
- Creation of textbooks or other educational materials to be used in the larger community

Evaluation of the quality of scholarship includes, but is not limited to:

- Assessment of the contribution of the individual to the body of knowledge of physics, based upon publication in peer-reviewed journals, conference proceedings, books, and contributed papers
- Assessment of how highly regarded the individual's research program is, based upon the level of external and internal funding support received.
- Assessment of the quality and quantity of work performed by students mentored by the individual
- Evidence of collaborative professional interactions with other campuses, with government laboratories, and/or with industry
- Evidence of broad usage of textbooks or other educational materials used beyond the University
- Evaluation of the quality of the work of mentored student research projects

SERVICE

The mission of the Department encourages service that advances the University's mission. We recognize the importance of shared governance to the effective functioning of the University, without which the mission of the University cannot be achieved.

Evidence of service includes, but is not limited to:

- Direct service to the Department, either in its governance or in its operation
- Participation as a member of a departmental, college, or university committee
- Participation as a chair of a departmental, college, or university committee
- Participation in service activities of professional organizations
- Participation in outreach or recruitment efforts at the department, college, or university level
- Service as a peer-reviewer for a refereed journal or funding agency
- Service to community-based organizations
- Participation in the organization of scholarly meetings, conferences, and programs

Evaluation of the quality of service includes, but is not limited to:

- Assessment of the contributions of the individual to the department, college, or university based upon the evidence of their involvement in committee work

- Assessment of the contributions of the individual to their professional organizations, either through committee work or as a peer-reviewer
- Assessment of the contributions of the individual to the organization of scholarly meetings, conferences, and programs
- Assessment of the contributions of the individual to the outreach and recruitment efforts of their department, college, or university
- Assessment of the contributions of the individual to their community-based organizations.

STANDARDS FOR REAPPOINTMENT

INTRODUCTION

During the probationary period, a faculty member is expected to develop their skills and their portfolio in all three areas of Teaching, Scholarship, and Service. Retention during this period is contingent upon such development. It is expected that the faculty member will make progress in each category throughout the probationary period, and that the progress made is consistent with achieving the level of a tenured faculty member by the end of the probationary period.

STANDARDS FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

INTRODUCTION

A faculty member under consideration for tenure and/or promotion to Associate Professor shall be evaluated according to the standards of the University in the areas of teaching, scholarship, and service. Untenured faculty members at the rank of Assistant Professor will normally be granted tenure simultaneously with the promotion to Associate Professor. In rare situations, new faculty members will be appointed at the rank of Associate Professor without tenure; the criteria below are solely for the granting of tenure. Untenured faculty members and faculty members at the rank of Assistant Professor must meet or exceed the following standards to be considered for tenure and promotion to Associate Professor.

TEACHING

A faculty member will be expected to have satisfied at least two of the criteria used for the Evaluation of Teaching listed above to be eligible for tenure and/or promotion to Associate Professor.

SCHOLARSHIP

Original research by the faculty member resulting in peer-reviewed publications is essential in the physical sciences. The baseline requirements for tenure and/or promotion to Associate Professor in Physics are the publication as author or coauthor of two peer-reviewed papers in an accepted publication in physics (such as *Physical Review*, among others) or physics education research (such as the *American Journal of Physics*, among others), and the submission of at least one external funding proposal. A faculty member will be deemed to have met the standard in scholarship for tenure and/or promotion to Associate Professor if, in addition to the above, that faculty member has satisfied at least two of the criteria used for the Evaluation of Scholarship.

SERVICE

Service to the University is central to the concept of shared governance. In light of this, it is expected that any faculty member will have some level of standing service to the University, either through membership in a standing committee, or consistent ad hoc committee membership (such as search committees). Additionally, a faculty member will be expected to have satisfied at least one of the criteria used for the Evaluation of Service.

STANDARDS FOR PROMOTION TO FULL PROFESSOR

INTRODUCTION

The promotion to Full Professor is seen as an acknowledgement of an outstanding, sustained level of accomplishment by a faculty member. As such, the requirements are more stringent than those for tenure and promotion to Associate Professor. It is also expected that the achievements will differ from those used to qualify for promotion to Associate Professor not only in quantity, but also in quality. The evaluation of a faculty member for promotion to Full Professor normally takes place during the fifth year as an Associate Professor.

TEACHING

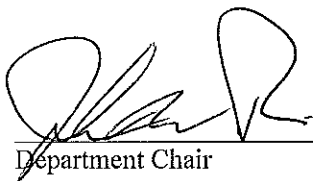
In addition to the standards for tenure and promotion to Associate Professor, a candidate for promotion to Full Professor must have demonstrated continued development in the area of teaching, satisfying at least three of the criteria used for the Evaluation of Teaching.

SCHOLARSHIP

Original research by the faculty member resulting in peer-reviewed publications is essential in the physical sciences. The baseline requirements for promotion to Full Professor in Physics is the publication as author or coauthor of two peer-reviewed papers in an accepted publication in physics (such as Physical Review, among others) or physics education research (such as the American Journal of Physics, among others), and the submission of at least one external funding proposal, while at the rank of Associate Professor. A faculty member will be deemed to have met the standard in scholarship for promotion to Full Professor if, in addition to the above, that faculty member has satisfied at least three of the criteria used for the Evaluation of Scholarship.

SERVICE


Service to the University is central to the concept of shared governance. In light of this, it is expected that any faculty member will have some level of standing service to the University, either through membership in a standing committee, or consistent ad hoc committee membership (such as search committees). Additionally, a faculty member will be expected to have satisfied at least two of the criteria used for the Evaluation of Service.



Department Chair

8-17-15

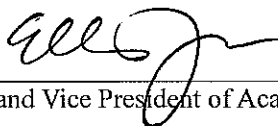
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Date



Provost and Vice President of Academic Affairs

8-28-15

Date

Received

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