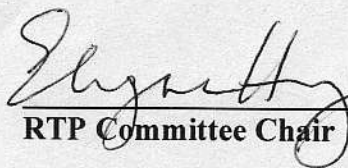
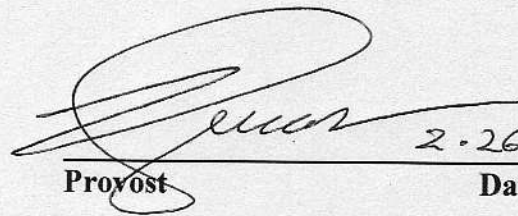


PROGRAM PERSONNEL STANDARDS

APPROVAL FORM

Discipline: Mathematics and Physics


RTP Committee Chair 2/22/07
Date


Provost 2-26-07
Date

MATHEMATICS and PHYSICS PROGRAM

Program Personnel Standards

INTRODUCTION

The Mathematics and Physics Program is committed to achieving excellence in teaching, student learning, research and scholarship, and University service and development. The Program encourages peer collaboration, faculty research, experimentation, assessment, and continuous evaluation of academic quality. Consistent with the mission of the University, the Program places a high value on student learning, interdisciplinarity, collaboration, innovation, and faculty development, research and service.

This document provides guidelines for the retention, tenure and promotion processes for Mathematics and Physics Program faculty members. Faculty members should also review the “University Retention, Tenure and Promotion Policy and Procedures, SP 06-11” document and the CFA/CSU Collective Bargaining Agreement before beginning the review process. Nothing in this PPS is intended to contradict these superseding documents.

The PPS document shall be revised every five years or earlier at the request of the University President or by simple majority vote of the Mathematics and Physics full-time tenure-track faculty. This document will go into effect when approved by the University RTP Committee and the Provost.

1. Program Personnel Committee (PPC).
 - A. All tenured Mathematics and Physics faculty are members of the Program Personnel Committee (PPC). The committee shall consist of at least three voting members. The Program Chair is not a member of the PPC. If the program does not have three tenured faculty members, (a) tenured faculty member(s) from other program(s) shall be invited to serve on the PPC.
 - B. The Program Chair will conduct a separate review of the faculty member’s file as part of the review sequence.

A. TEACHING

Evaluation of Mathematics and Physics faculty members for retention, tenure and/or promotion shall be based on the following criteria:

Required Element

1. Appropriateness of instructional methods and materials demonstrated through course materials, including but not limited to syllabi, assignments, projects, and other supplementary materials provided by the candidate, and the candidate’s narrative on teaching.

- A. Methods are appropriate to the respective course content and objectives.
- B. Materials selected are appropriate for the topic and reflect current issues or scholarship in the field.
- C. Syllabi include course outcomes, requirements, and grading policies.

Required Element

- 2. Peer Reviews of Teaching demonstrated by written evaluation by a tenured member of the faculty of CSUCI. Evaluations will assess the pedagogical effectiveness of teaching methodology, course materials and classroom presentation, and offer constructive suggestions for improvement as appropriate.

Required Element

- 3. Students' Evaluations of Teaching Using Senate-approved Forms.

A. Student evaluations reflect the candidate's ability to successfully organize, present, and assess the content of the course, to communicate effectively, and to engage students in the concepts and issues under discussion.

B. Situations which affect student evaluation scores should be explained in the teaching narrative, particularly for courses with unique circumstances, unusual difficulties, experimental teaching methods, and courses offered for the first time. Evidence of continual reflection on teaching and improvement in instruction supported by increased student ratings or consistently high ratings are considered an essential part of the faculty performance evaluation in this category.

Additional Element

- 4. Demonstrates consistent improvement and/or excellence in teaching.

A. Teaching and/or advising awards, pedagogy development and improvement, curriculum improvements, students' involvement in contests and conferences, supervision of student projects, post-graduate education, or other recognition/communication from students.

B. Materials should demonstrate a pattern of continued improvement.

C. Evidence of development of and/or involvement in regional or national student conferences, contests and education research, field trips, student groups, clubs, student projects, and colloquia.

D. Attendance at various professional development events and workshops, consultation with colleagues, involvement with the Faculty Development Office, and/or development of grants designed to improve teaching effectiveness.

Additional Element

5. Participation in curriculum development and assessment of student learning: creation and/or the significant revision of new courses, curricula, or programs; development or use of assessment tools; syllabi developed; materials presented to Curriculum Committee; listings in catalogs.

A. Courses developed show alignment with the Mathematics and Physics Program goals and/or the University Mission; e.g., improvements include meeting accreditation requirements, national and international quality of education standards, and introduction of interdisciplinary, multicultural, service-learning, student-centered, and/or international elements.

B. When appropriate, curriculum incorporates technology to enhance the effectiveness of course activities and materials, to provide different perspectives on the curriculum, and/or to improve communication among course participants.

Additional Element

6. Uses modern or advanced software techniques for teaching purposes that enhance students' learning experiences and enhance their postgraduate outcomes and employment.

Additional Element

7. Preparing laboratory facilities, exercises, and manuals to support and enhance teaching methods, informing and educating students in a laboratory setting.

B. SCHOLARLY ACTIVITIES

Evaluation of Mathematics and Physics faculty members for retention, tenure and/or promotion shall be based upon the following criteria:

1. Engagement in an ongoing program of research and scholarship that demonstrates faculty intellectual and professional growth in the field, and that contributes to its applications (including interdisciplinary), and/or pedagogy. Dissemination of scholarly work to appropriate publications and audiences.

2. Examples of Evidence of Performance:

Required Elements

- Publications in one's field in refereed journals or refereed conference proceedings, and/or
- Publication of peer-reviewed books, book chapters, or other peer-reviewed media.

As a general guideline, over a 5-year period, candidates should have at least 3 peer-reviewed publications published or accepted for publication in their field, which can include related interdisciplinary applications.

Mathematics publications usually list authors in alphabetical order, and full credit is given to all the authors, unless otherwise specified. In Physics, on collaborative publications candidates are expected to be main authors, i.e. one of the first names listed or the last (including corresponding authors).

Additional Elements

In weighing the merit demonstrated by additional elements, the PPC shall consider the work inherent in producing the item(s) under consideration.

- Publication of book chapters, books, films, videos, CD ROMs, DVDs or other electronic media
 - Planning for and preparing grant proposals
 - Awarded grants, fellowships, prizes, or other honors
 - Earning patents or establishing copyrights
 - Presentations at professional conferences
 - Organizing conferences, meetings, institutes in the field
 - Organizing, chairing, and participating in colloquia, seminars, symposia, and conferences
 - Development of field-related software
 - Preparing laboratory experiences
 - Writing lab manuals
 - Significant leadership responsibilities in professional organizations
 - Reports of consulting assignments related to teaching and/or to scholarship
 - Creating, editing or reviewing articles/cases/chapters/course materials for conferences, academic journals and publications
 - Editorial work on publications in the field
 - Media contributions that advance teaching and/or scholarship
 - Research reports
 - Working on commissions, fellowships, and/or industrial contracts in the field
3. Professional growth shall be measured in terms of consistent progress towards new and ongoing goals, as reflected in the PDP.

C. PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE

1. Faculty members are expected to participate in shared governance through service on the Program Committees, Senate Committees, Task Forces and/or University Committees and Task Forces.
2. Faculty are expected to participate in Program-related activities such as development of courses, labs, minors, and/or degree options, student and lab supervision, assessment

issues, teachers' preparation programs, advising, serving on the Program Personnel Committee, and other areas of Program service.

3. Faculty are encouraged, but not required, to serve the community beyond the University by participating in outreach activities, public presentations, readings and/ or performances, fundraising, serving as members or on Boards of Directors of community groups or not-for-profit organizations, and/ or other activities.
4. Faculty are required to serve on at least one campus serving committee (including task forces, *ad hoc* committees, senate, university related community organizations), and provide service to the program.

D. PROFESSIONAL DEVELOPMENT PLAN

1. A Professional Development Plan (PDP) is the faculty member's agenda for achieving the professional growth necessary to qualify for retention, tenure and promotion.
2. The PDP shall normally be prepared, reviewed, and approved (by the PPC, Program Chair, and the Dean) by the end of the faculty member's first year of appointment.
3. The PDP shall describe the activities and intended outcomes the faculty member expects to achieve during the evaluation period.
4. These narratives shall describe the faculty member's
 - a. professional goals,
 - b. areas of interest,
 - c. resources required, and
 - d. expected accomplishments

in the three evaluation areas (teaching, scholarship, service) to meet the Program Personnel Standards for retention and tenure.

5. The PDP will be reviewed by the PPC, the Program Chair, and the Dean, each of whom will provide written feedback on a timetable to be determined by the Division of Academic Affairs but prior to the end of the faculty member's first full year of service.¹
 - a. In the event the PPC, the Program Chair, or the Dean does not approve the PDP, the faculty member shall revise it and resubmit it within two weeks.
 - b. After re-submittal, if the PPC or the Dean makes further suggestions for modifications, the faculty member may, within two weeks, submit a revised PDP.
6. The PDP can be updated or revised at the faculty member's request.

¹ As stated in the University RTP document, "The plan shall address standards reflected in this document, the University RTP Policies and Procedures, and the Collective Bargaining Agreement. The PDP shall be included with the self-assessment narratives in the faculty member's portfolio that is submitted for retention review during the second year in the tenure track position. If the PPS change during the faculty member's probationary period, the faculty member under review may choose to be evaluated by the new PPS or the one in effect at the time the faculty member's PDP was approved."

E. PORTFOLIO

1. The preparation of the Portfolio is the sole responsibility of the faculty member. The document: "SP 06-11 University Retention, Tenure, & Promotion Policy and Procedures" provides specific Portfolio guidelines. The faculty member should be sure that the Portfolio is current and complete before submission to the PPC. Evaluations, recommendations, and rebuttals, if any, are added at the various levels of review. The portfolio shall contain the following:
 - a. a concise self-assessment of accomplishments in the three areas of evaluation;
 - b. teaching assignments for the period under review: a list of classes with briefly described relevant information, including new preparations, etc.;
 - c. a minimum of one peer review of classroom teaching from each probationary year;
 - d. statistical summaries of student evaluations; it is recommended that a representative sample of student evaluations be included from all classes taught.
2. If material documenting a substantial change in the status of an activity contained in the Portfolio becomes available after the Portfolio is declared complete, this new material may be added with permission from the University RTP Committee.
3. When weaknesses have been identified in earlier review cycles, the faculty member must address these weaknesses explicitly and show appropriate improvement.²

² From the University RTP Document:

1. Retention requires that the faculty member receive at least two "3—Meets Standards of Achievement" evaluations, one of which is in Teaching (Professional Activities for non-teaching librarians and counselors).
2. Tenure requires that performance in two areas be rated at "4—Exceeds Standards of Achievement"—for teaching faculty, one of these must be in the category of Teaching (professional activities for non-teaching librarians and counselors); for non-teaching faculty [librarians, counselors], one of these must be in category one of the PPS—and one category rated at least at "3—Meets Standards of Achievement" as stated in this document and Program Personnel Standards.
3. Early tenure requires that all expectations for the entire probationary period have been met and that performance in two areas be rated at "4—Exceeds Standards of Achievement"—for teaching faculty, one of these must be in the category of Teaching (professional activities for non-teaching librarians and counselors); for non-teaching faculty (librarians, counselors), one of these must be in category one of the PPS—and one category at least "3—Meets Standards of Achievement" as stated in this document and Program Personnel Standards.
4. Promotion to Associate Professor and to Professor (or their equivalents) require that Performance in two areas be rated as "4—Exceeds Standards of Achievement"—for teaching faculty, one of these must be in the category of Teaching (professional activities for non-teaching librarians and counselors); for non-teaching faculty [librarians, counselors and coaches], one of these must be in category one of the PPS—and one category must be rated as at least "3—Meets Standards of Achievement" as stated in approved Program Personnel Standards for the appropriate rank.
5. Because the professoriate entails continual growth and reassessment, the University expects that tenured faculty will continue to strive for excellence in all three areas of performance, and that successful faculty members will display accomplishments, growth, and future potential throughout their careers. Therefore, the decision to grant promotion to the rank of professor shall be based on a record that indicates sustained

