DEPARTMENT OF PHYSICS
COLLEGE OF NATURAL SCIENCES AND MATHEMATICS
CALIFORNIA STATE UNIVERSITY, FULLERTON

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# DEPARTMENT STANDARDS

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CALIFORNIA STATE UNIVERSITY, FULLERTON

DEPARTMENT OF PHYSICS

DEPARTMENT STANDARDS

I. INTRODUCTION

In order to have an educational program of highest quality, the Department of Physics is committed to maintaining a high level of competence in its faculty members. In determining the retention, tenure and promotion of academic personnel, the Department adheres to the policies outlined in University Policy Statement (UPS) 210.000 and evaluates faculty on the basis of (1) teaching performance, (2) scholarly and creative activity, and (3) professional, University and community service. The Department feels that responsible personnel decisions must rely upon sound judgment as well as set guidelines. Furthermore, we, as physicists, feel best qualified to judge professional competence in physics.

1. DEVELOPMENT PLAN OR DEVELOPMENTAL NARRATIVE

The terms “development plan or developmental narrative” refer to either the preliminary or the final development plan or narrative, as described in UPS 210.000, that is in effect at the time of evaluation. References in this document to “development plan” apply to faculty who have a development plan prior to fall semester 2002 and “developmental narrative” applies to faculty who began their first probationary year in fall semester 2002, or later. The development plan or narrative complements, but does not replace, the Departmental Personnel Standards. The development plan or narrative shall be used to guide the faculty member to meet the Departmental Personnel Standards. The development plan or narrative shall be included in the faculty member’s portfolio.

2. DESIGNATION OF MENTORS

In accord with UPS 210.000, a tenured faculty member will be designated as a mentor for each newly appointed probationary faculty member. The mentor will be designated by the department chair after consulting with the probationary
faculty member. The probationary faculty member or the mentor may request the department chair to make a change of assigned mentor at any time.

3. ELECTION OF THE DEPARTMENT PERSONNEL COMMITTEE

The Department Personnel Committee (DPC) shall consist of three members and an alternate. Committee members and the alternate shall be elected from the pool of eligible faculty within the department. Eligibility criteria to serve on the DPC are defined in UPS 210.000.

II. PERSONNEL EVALUATIONS

1. TEACHING PERFORMANCE

The Department strongly concurs with the University Mission and Goals Statement that learning is preeminent. To effectuate active learning, effective teaching is of paramount importance. Information available from sources indicated below shall be used to evaluate an individual member's instructional performance according to the criteria outlined in UPS 210.000:

A. Evaluation Basis

a. Faculty self-review narrative of teaching plans (limited to 1000 words according to UPS 210.00), pedagogical methods, class preparation, availability to students and assessment of student learning.

b. Summaries of student rating of instruction (SRI) evaluation questionnaires, raw data and written student comments contained in the SRI. Student opinions of instruction contribute significantly to the evaluation of a faculty member's teaching effectiveness. However, they shall not be used by any level of evaluation as the sole measure of teaching effectiveness. Patterns of objective responses and written comments obtained in different courses over several semesters shall be considered more informative than isolated, individual comments. Peer evaluation of teaching
performance shall address those student opinions of instruction contained in responses to objective questions on student evaluation forms and contained in written comments on these forms. The evaluation shall take into consideration factors such as the number of different courses taught, the number of new preparations assigned to the faculty member, and the characteristics of the classes taught (size, level, required or elective, experimental or traditional pedagogy, etc.). The evaluation also shall take into account the faculty member’s overall level of experience and his or her efforts to improve teaching performance.

c. Class visitation by members of the DPC and the chair of the department. At least one announced and one unannounced visitation by a representative of the DPC, (to be appointed by the DPC) shall take place during either of the two semesters that precede the review.

d. Evidence of active involvement and interactions with students outside of class (e.g. advising, tutoring, serving as a mentor, and supervised research).

e. Any additional material related to teaching, such as course outlines, syllabi, examinations, grade summaries, ongoing professional development as a teacher and other class material.

B. Other Contributions

Recognition will be given to other contributions to physics instruction that are evidenced, for example, by the following:

a. Development of new courses, programs or laboratory experiments.

b. Innovations in teaching and learning.

c. Teaching a variety of lower and upper division or graduate courses

d. Research and public lectures, etc. related to teaching physics.

e. Preparation of laboratory manuals or similar materials.

f. Honors and distinctions received for excellence in teaching.

g. Directing students in independent study not related to the faculty’s research.
h. Advisement and mentoring beyond that required by departmental assignments.

Evaluation of a faculty member's teaching performance represents, to a large degree, the subjective judgment of the individual's students and colleagues.

2. SCHOLARLY AND CREATIVE ACTIVITY

The Department of Physics expects its faculty to engage in active and productive research programs in fundamental or applied studies in physics, physics pedagogy (physics education) or related areas. The Department encourages its faculty to involve students in their research projects. The Department expects its faculty to seek support for their research from internal and external funding agencies by submitting proposals regularly to such funding agencies. The Department recognizes that changes in the direction of a faculty member's program of research or scholarly activities may occur owing to new discoveries, funding opportunities, and other factors. However, the Department expects that the faculty member's program of research or scholarly activity will remain broadly consistent with the department standards.

A. Evaluation Basis

Evidence of the activity and productivity of a faculty member's research program may include:

a. Publication of research papers in refereed journals\(^1\). Descriptive indication of faculty member's contributions to co-authored works shall be considered.

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\(^{1}\) Because of wide variations in the scope of research projects in physics, a particular single outstanding paper may be equivalent to more than one publication. This determination will be based on the DPC's judgment that the published work reported required the development of an extensive series of laboratory measurements, or required an extensive series of theoretical or computational investigations or physics education research, or covered several different topics in such a manner as to be equivalent to more than one ordinary publication.
b. Review articles. (A review article is defined as an authoritative article that reviews the state of a certain area of research.)

c. Contributions to books, monographs or treatises.

d. Receipt of extramural or intramural grant or grants; extramural grants shall be given greater weight in evaluation. Descriptive indication of faculty member's contributions to co-authored grants will be considered.

e. Writing or production of an extensive work (such as a text-book, laboratory manual, teaching media, instructional technology and software development, etc.) with an intended audience beyond that of the CSUF campus. A work that has been accepted for publication after peer review by a qualified expert in the same field as the author is the best test of the quality of the research.

f. Presentation of papers at professional conferences.

g. Evidence of proposal submission to extramural funding agencies.

B. Student Involvement

Recognition will be given to active supervision, involvement, and assistance of students in the faculty's research/creative activities as evidenced by:

a. Student authorship as sole-author or co-author in a refereed publication.

b. Conference report/seminar given by a student or by the faculty with credit given to a student based on the latter's significant contributions.

c. Directing students in independent study related to faculty's research, with a detailed study plan and final report.

3. PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE ACTIVITIES

Indications of professional activities may include:
a. Active\(^2\) membership and, in particular, leadership in professional societies.

b. Active\(^2\) participation at (department) colloquia, professional meetings, seminars, institutes.

c. Presentation of papers at other academic institutions.

d. Refereeing manuscripts for publications.

e. Appointment to government or private panels.

f. Consulting for public and private agencies.

h. Visiting academic appointments.

It is expected that each faculty member will be engaged in Department, College and University committee work and actively contribute to the welfare and growth of the Department, College and University. Recognition will be given to extraordinary service to the Department, College, University and/or Community.

In summary, the Department of Physics will recommend for tenure and promotion only those individuals who have demonstrated evidence of sustained interest and commensurate abilities in teaching and scholarly research as described in Sections II.1 and II.2, above. Professional, University and service activities generally complement the major activities of teaching and research. Neither professional activities nor distinguished service can replace inadequate performance in teaching and/or research.

III. CRITERIA FOR PERSONNEL ACTIONS

1. CRITERIA FOR RETENTION

The decision to retain (reappoint) a probationary faculty member is an affirmation that satisfactory progress is being made toward tenure; therefore, a probationary faculty member will not be retained if the cumulative progress toward tenure is insufficient to indicate that requirements for tenure appear likely to be met.

\(^2\) The word "active" means contributory support by the faculty (e.g. delivery of a paper or contributing to discussion during such meetings or involvement in the organizing/setting up such events or in participatory membership). It excludes the process of passively registering or attending events as a bystander.
A faculty member must show evidence of teaching performance as shown by student and peer evaluations and comments, course material, and involvement and interactions with students outside of class. Overall teaching performance in the first probationary year will be judged by the DPC and department Chair as based on Section II.1.A a-e. For subsequent probationary years, average student evaluations\(^3\) of the faculty member (as defined under Section II.1.A.a) since the previous full review must not be less than 85% of the previous 6-semester department average\(^4\). Other contributions to teaching will be taken into consideration (See Section II.1.B).

A faculty member must show evidence of research or creative activities that are consistent with the department standards and that will lead to publishable results in refereed journals. For experimentalists, this means setting up a research program, submitting several grant applications and, where possible, obtaining preliminary data. For theoreticians this means a publication or progress towards a publication, and submitting several grant applications.

A faculty member must show evidence of service activity in addressing the needs of the Department, College and University (see section II.3).

2. TENURE AND/OR PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR

The faculty member's teaching performance is demonstrated through student and peer evaluations and comments, course material, and involvement and interactions with students outside of class consistent with the department standards. In particular, average student evaluations (as defined under Section II.1.A.a) for the previous 4 semesters must not be below 95% of the previous 6-semester departmental average. Other contributions to teaching that are consistent with the department standards will be taken into consideration.

\(^3\) Throughout this section "average student evaluations" shall refer to scores of the average of questions 1-10 on the student rating of instruction (statistically weighted by the number of students in each class that was taught by the faculty member).

\(^4\) The "6-semester department average" is a quantitative standard which allows for long-term changes in the departmental average over time, and constitutes the average of all semester-by-semester department average evaluations obtained over the most recent 6 semesters, a period chosen to smooth out short-term variations in the physics department average.
The faculty member must be actively involved in research or scholarly activities that are consistent with the department standards, and where possible should involve students in his or her research. This progress in research must be demonstrated by the presentation of papers at meetings of recognized scientific societies, and the preparation of manuscripts for publication in refereed scientific journals and submission of grant proposals to extramural funding agencies. Three or more publications based on work completed since the faculty member's appointment at CSUF (or during the period of prior service credit if granted, but weighted appropriately, according to UPS 210.000, as compared to publications achieved during years of appointment at CSUF) shall have been accepted by a refereed journal. The faculty member is also expected to have applied for extramural research funding. The faculty member must present evidence of active participation in professional activities, and service to the department, college, university and community.

3. PROMOTION TO THE RANK OF PROFESSOR

Persons of this rank are expected to make on-going contributions to the knowledge in their disciplines, or to reevaluation or reinterpretation of existing knowledge. Therefore, in evaluating persons for promotion to the full professorial rank, the faculty member must meet all the criteria and standards described above for promotion to associate professor and, in addition emphasis will be placed on total scholarly activity and teaching as determined by the criteria outlined below.

Persons to be recommended for promotion to professor must show a continuing level of activity in their research or creative accomplishments (as defined under Personnel Evaluations II.2.A, a-e) including 3 or more publications since the faculty member's promotion to the rank of Associate Professor. Additionally, active participation in professional meetings is required.

5 It is normally expected that the faculty member will have succeeded in obtaining extramural research support although in some areas of research such support is not critical and/or readily available.
The faculty member's teaching performance should be demonstrated through student and peer evaluations and comments, course material, and involvement and interaction with students outside class. In particular, average student evaluations (as defined under Section II.1.A.a) for the period since the faculty member's promotion to Associate Professor ordinarily must not be below the previous 6-semester department average. Other contributions to teaching will be taken into consideration.

The faculty member is also expected to have demonstrated continued professional activities and service to the department, college, university and community.

4. EARLY TENURE

Only those faculty who are judged superior by the Department in all teaching, scholarly activities and service, as determined by the criteria outlined below, will be recommended for early tenure.

To be considered for early promotion and tenure, the faculty member shall have a superior⁶ record of research publications in refereed journals. The majority of research described shall have been done entirely or nearly entirely during the residence of the faculty member at CSUF; in addition the faculty member shall be a major contributor or senior author of the works described. Finally, clear evidence of the ability of the faculty to receive and maintain grant/contract support from extramural funding agencies through refereed, competitive research proposals is required. Superior performance in scholarly or creative activities is thus evidenced by a substantial, ongoing record of publications in peer-reviewed publications and by extramural grant support.

Superior teaching is evidenced by student and peer evaluations and comments, teaching material, and involvement and interactions with students outside of class. Because superior performance in both teaching and scholarly research is expected, superior teaching performance here requires that average student evaluations (as defined under Section II.1.A.a) should be at least 10% above the

⁶“superior” represents prominence exceeding in both quality and quantity when judged by both the DPC and at least one outside receiver familiar with the research area of the faculty member.
previous 6-semester department average (when averaged over the entire period since appointment). When applicable, other contributions to teaching will be taken into consideration in determining the overall teaching performance. Superior service is evidenced by continuing productivity in the service of the University, community and profession. Superior service, as recognized by a majority of the DPC and chair, may also be taken into consideration.

5. EARLY PROMOTION

Early promotion from the rank of Assistant Professor to Associate Professor without the granting of tenure requires that the faculty member has met objectives consistent with the department standards for the entire probationary period and is judged superior by the department in both teaching and scholarly activities. Recognition of superior contributions by a majority of the DPC and chair, based on Section II.1.B, a-h, and strong peer reviews as indicated by classroom visitations may be used to indicate superior performance. Superior teaching performance also requires average student evaluations (as defined under Section II.1.A.a) for the previous 4 semesters to be at least 5% higher than the previous 6-semester department average (when averaged over the entire period). Other contributions to teaching will be taken into consideration. Superior performance in scholarly or creative activities must also be evidenced by a substantial record\(^7\) of publications in peer-reviewed publications and by intramural grant support. Early promotion from the rank of Associate Professor to the rank of Professor requires that the faculty member has met all of the requirements for promotion to rank of professor covered in section 3. In addition, the faculty member must show superior performance in teaching and scholarly activity. Superior teaching performance requires average student evaluations for the previous 4 semesters to be at least 5% higher than the previous 6-semester department average (when averaged over the entire period). Other contributions to teaching will be taken into consideration. Superior performance in scholarly or creative activities must be evidenced by a substantial, ongoing record of publications in peer-reviewed publications and by extramural grant support.

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\(^7\) "substantial record" here normally means "at least 4 publications" but the number expected depends on the quality of the individual publications
Superior service must be evidenced by documented contributions or productivity to his/her profession, University and community.