

DEPARTMENT OF MATHEMATICS & STATISTICS

Standards of Performance for Tenure and Promotion

This document specifies the Standards of Performance required for promotion and tenure within the Department of Mathematics & Statistics. These standards reflect the department's commitment to excellence in teaching, scholarship, and service. Candidates meeting these requirements will have met all the general requirements listed in the University's Academic Policy Statement 900417, revised May 4, 2022, "Faculty Reappointment, Tenure and Promotion." It is emphasized that these are minimum requirements for tenure and promotion, and merely meeting these standards does not guarantee that the candidate will automatically receive a positive vote for recommendation for tenure and/or promotion.

I. Tenure and Promotion to Associate Professor.

Each probationary faculty member's performance will be reviewed annually by all the tenured faculty of the department. A record of this evaluation will be shared with the faculty member and a copy of that evaluation will become part of the permanent tenure file of that faculty member.

To be recommended for "Tenure and Promotion to Associate Professor" a probationary faculty member must demonstrate excellence in teaching, and competence, with the potential for excellence, in research and scholarship. In addition, the faculty member must demonstrate a commitment to service.

A. Teaching.

Excellence in teaching is a fundamental commitment of the department. During the probationary period, the evaluation of excellence in teaching is divided into four separate components pertaining to preparation, instruction, student achievement, and professionalism.

1. Preparation.

Each faculty member is expected to properly prepare for courses. The following standards are expected:

- The faculty member has course syllabi that include: (1) course objectives, (2) course requirements, to include course materials, types of assignments, and methods of assessments, (3) the grading system, and (4) all university-required policies.
- The faculty member actively pursues professional growth as a teacher.

Documentation: Course syllabi, peer evaluation and/or other appropriate documents, including those provided by the faculty member.

2. Instruction.

Each faculty member is expected to teach in a manner that is conducive to student learning. The following standards are expected:

- The faculty member facilitates learning in a clear, organized, and appropriate manner.

- The faculty member uses appropriate instructional strategies.
- The faculty member uses technology appropriately in the classroom.
- The faculty member holds high expectations of students through well-planned and well-defined assignments.
- The faculty member develops instructional materials appropriate to the courses.

Documentation: Student evaluations, formative or summative teaching evaluations by one or more tenured faculty, and/or other appropriate documents, including those provided by the faculty member.

3. Student Achievement.

Student achievement should be evaluated by the faculty member in an effective and constructive manner. The following standards are expected:

- The grading system is fair and clearly stated in the syllabi.
- Course assignments are purposeful and appropriate to course objectives; and the assignments are introduced with reasonable time for completion.
- Evaluation tools are appropriate and announced in a timely manner.
- Students receive feedback about assignments and evaluations in a reasonable time.
- The faculty member is sensitive to special needs of individual students.

Documentation: Student evaluations and other appropriate documents, including those provided by the faculty member.

4. Professionalism.

Each faculty member is expected to adhere to a standard of professionalism in the preparation and delivery of courses. The following standards are expected:

- The faculty member is punctual in meeting classes and holds office hours.
- The faculty member adheres to course syllabi.
- The faculty member is consistent in demonstrating quality teaching.
- The faculty member has a civil demeanor, and uses conduct that is respectful, in the classroom.
- The faculty member collaborates with colleagues with regards to curriculum and departmental issues.

Documentation: Student evaluations, formative or summative evaluations by one or more tenured faculty, and/or other appropriate documents provided by the faculty member.

During the annual review the tenured faculty, and the chair, will evaluate the teaching of the probationary faculty member with regards to each of the four components above. Strict adherence to the standards indicated is expected. Of particular importance is evidence of continued professional growth as a teacher, evidence of quality teaching and ongoing collaboration with colleagues concerning the curriculum and departmental issues.

B. Research/Scholarship.

The responsibilities of an academic scholar in mathematics, mathematics education, or statistics include the creation and dissemination of scholarly works and developing an environment in which these activities are perpetuated. Each probationary faculty member should be continuously engaged in scholarly activities throughout the probationary period. During the probationary period, a large portion of scholarly activity should be devoted to research that may lead to publishable results within the discipline, but probationary faculty are encouraged to participate in scholarly activities that enhance the academic status of the department, engage students in scholarly endeavors, or provide resources to facilitate scholarly activities. All of these are important contributions to the mission of the department. Meeting the research and scholarship standards for tenure and promotion will be determined by three sources of evaluation.

1. Evaluation of Research Program by Tenured Faculty.

Each probationary faculty member is required to maintain an active research program that has the potential to produce publishable results in the discipline.

Recognizing that such a research program in some content areas does not guarantee publication on an annual basis, a research agenda and a synopsis of research activities emphasizing the progress and promise of the work should be provided annually for the tenure file.

2. Evaluation of Other Scholarly Activity by Tenured Faculty.

In addition to research activity probationary faculty members are expected to participate in other scholarly activities such as:

- writing expository articles in appropriate periodicals,
- presenting scholarly results,
- authoring instructional materials that are disseminated to other institutions,
- pursuing grants for research-oriented projects,
- supervision of student research.

This is not an exhaustive list of activities, but probationary faculty members are urged to consult with the tenured faculty about other scholarly activities. The expectation is that each faculty member has at least one quality accomplishment (as determined by the tenured faculty) in this area each year.

3. External Evaluation of Research Program.

Although the tenured faculty members evaluate the research programs of each probationary faculty member on an annual basis, there is a requirement to produce externally refereed results. This requirement ensures that the quality of the probationary member's research is on a level with that expected by the discipline at large. It is expected that the research agenda of the probationary faculty member will produce refereed publications on a schedule comparable to that of active researchers in the member's professional area of mathematical science at similar institutions. It is recognized in the mathematical sciences that the period of review for papers submitted for publication is often lengthy. For this reason, it may be impossible to achieve several publications within the probationary period. It is expected that the probationary faculty member will have submitted results for publication, and that his/her research agenda indicates further submissions soon.

A secondary means for external evaluation of research is the securing of, and/or participation in, grants for research-oriented projects. Such projects may not result in refereed publications, but some formal documentation of the research conducted should be provided.

C. Service.

The appropriate level of service is defined in relation to the needs of the department, college, university, and discipline. Although probationary faculty members are encouraged to focus primarily on teaching and research/scholarship, some level of service is expected in the following areas:

1. Involvement with Students.

All faculty are expected to interact professionally with students at the university. The level of interaction may vary but may involve, for example:

- advising,
- teaching individual independent study courses,
- master's thesis, capstone projects, practicums, internships
- teaching honors courses,
- working with student organizations.
- or other activities described by the faculty member.

Activities which involve significant interaction should be documented by the faculty member.

2. Participation in Curriculum Planning and Development.

Although probationary faculty are typically not assigned to major committees, or appointed to positions of authority regarding curriculum development, probationary faculty are expected to be active in ongoing curriculum development activities in the department by participating in one or more of the following:

- textbook decisions,
- departmental meetings regarding curriculum decisions,
- development of new course syllabi to support growth and revision of the curriculum;
- other activities relevant to curriculum development.

Participation in such activities should be documented by the faculty member.

3. Service to the Professional Community.

A probationary faculty member's involvement in service to the professional community ordinarily will be limited. However, when a probationary faculty member is involved in such activities, these activities should be documented. Such activities include:

- Implementing grants for providing professional development, equipment acquisition, and financial support for students.
- Providing professional consultations and/or program reviews.
- Giving presentations to high school and two-year college clubs and organizations.
- Organizing workshops, seminars, and conferences.

- Conducting recruitment visits and presentations.
- Writing reviews of scholarly works.

4. Committee Service.

A probationary faculty member's appointment to university, college, and departmental committees will be limited. However, when appointed a faculty member is expected to serve in a productive and timely manner.

During the annual evaluation the tenured faculty, and the chair, will evaluate the probationary member's service to the department, university, and/or community. While evidence of appropriate service is expected, it is also important that such service does not hinder the probationary member's quality of teaching nor his/her research agenda.

II. Promotion to Professor.

A candidate seeking promotion to the rank of "Professor" must demonstrate the highest level of attainment in the three areas of Teaching Effectiveness, Research and Scholarship, and Service. The tenured full professors of the department will base decisions for promotion to professor in the Department of Mathematics and Statistics on standards for each of the four areas as described below.

A. Teaching.

Excellence in teaching is a fundamental commitment of the department. The candidate for promotion to professor, regardless of their instructional workload, must demonstrate excellence in all four qualities listed in section A of part I (Tenure and Promotion to Associate Professor) of this document. Evidence of this excellence should be documented by university sponsored student evaluations, course syllabi, and other documents provided by the faculty member.

B. Research and Scholarship.

All candidates for promotion to professor must demonstrate an ongoing commitment to research and scholarly activity. Such commitments should include:

- Evidence of an active personal agenda for research and scholarly activity,
- memberships in professional organizations,
- participation in professional conferences and meetings,
- presentations of scholarly work at conferences, meetings of professional groups, and/or departmental colloquia,
- activities that enhance the academic status of the department, college, and university efforts to engage students in scholarly endeavors,
- efforts to support and stimulate scholarly activities by other faculty within and external to the department.

The candidate should have a record of sustained research activity as evidenced by publication of refereed papers on a regular basis, publication of books, and/or receipt of external research grants or contracts, or external reference letters. There should also be a record of presentations of scholarly work at professional conferences.

C. Service.

All candidates for promotion to professor should have a record of sustained service in the four areas listed in section C of Part I of this document. Candidates should have a favorable record of service and leadership within the department and the college. It is also expected that there be sustained active service to the university and/or professional communities.