

**DEPARTMENTAL STANDARDS AND PROCEDURES FOR FACULTY
EVALUATIONS 2009-2010
(EVAL-4)**

DEPARTMENT OF MATHEMATICS

The following are guidelines developed by the above-named department to assist the candidate in meeting the tenure and promotion standards set forth in the University Handbook, Section XII. Candidates are also expected to consult the University EVAL-4 (<http://provost.cnu.edu/faculty.html>) for guidance. The University Handbook is the final authority on matters of tenure and promotion.

The Mathematics Department expects all members of the departmental faculty to be effective teachers, to be actively involved in their discipline, and to perform professional service to the department and to the university. As variations along the route to tenure and promotion are possible (and generally encouraged), specific weights cannot be assigned to the three evaluation components. However, to offer some guidance for the allocation of a faculty member's time, typical ranges for the relative importance of each component are given below.

A. Teaching Effectiveness (40% - 50%)

The Mathematics Department considers teaching to be the most important factor in the evaluation of departmental faculty. Each member of the departmental faculty is expected to support the department's educational mission by teaching courses across all levels of the curriculum – from introductory level courses taken to satisfy the Mathematical Literacy component of the Liberal Learning Foundations through advanced level courses taken by mathematics majors to satisfy major requirements.

The standards for the evaluation of teaching effectiveness are:

a. Course Development and Planning

- Syllabus
 - Identification of appropriate objectives
 - Designation of texts and related readings
 - Identification of required assignments
 - Definition of standards for grading, attendance and student responsibilities
- Management of Course Content
- Incorporation of innovative teaching strategies (as appropriate)

b. Evaluation Methods for Student Performance

- Instruments used to measure performance (exams, quizzes, homework, projects, classroom participation)
- Appropriateness of assessment tools with respect to course material
- Timely grading, return and review of exams and assignments

c. Teaching Beyond the Classroom

- Mentoring undergraduate research projects (MATH 499)
- Participation in the department's Independent Learning Activity program (MATH 451)
- Participation in student problem solving seminars

d. Fulfillment of Other Teaching Responsibilities

- Meeting classes on time and for the full allotment of time
- Meeting deadlines for submission of syllabi and grades
- Posting and holding appropriate office hours
- Timely distribution of student evaluations along with compliance with established procedures for administration of student evaluations

e. Classroom Evaluation

- Pattern of satisfactory student evaluations as measured by numerical results on IDEA surveys
- Pattern of positive comments by students on IDEA surveys
- Pattern of satisfactory peer evaluation by way of classroom observation by members of the departmental faculty (where applicable)

f. Professional Support of Teaching

- Private study of advanced material
- Formal coursework at an appropriate level
- Journal readings
- Participation in professional meetings, seminars and colloquia
- Original research (both publishable and less formal)

B. Professional Development (25% - 40%)

The Mathematics Department believes that conducting scholarly and/or pedagogical research is an essential component of a faculty member's performance. By the end of the probationary period, a faculty member should be able to present a well-defined and developed scholarly program that is both productive and intellectually engaging. Peer-reviewed work is expected for tenure and promotion, and the DRC will examine the dossier for this evidence.

Accomplishments in the area of professional development can be demonstrated by a combination of some of the following, or similar, scholarly activities:

- Publication of peer-reviewed journal articles (the Mathematics Department believes that single-authored and multiple-authored materials are equally valuable)
- Authorship and / or editorship of books or monographs (the Mathematics Department believes that single-authored and multiple-authored materials are equally valuable)
- Publication of peer-reviewed conference proceeding articles (the Mathematics Department believes that single-authored and multiple-authored materials are equally valuable)
- Refereeing or reviewing manuscripts for professional journals
- Refereeing or reviewing grant proposals
- Preparing reviews for the Mathematical Reviews Database or other indexing databases
- Submission of grant proposals (the Mathematics Department believes that single-authored and multiple-authored materials are equally valuable)
- Presentations at professional conferences
- Publication of problems in mathematical journals or other peer-reviewed venues
- Submission of solutions to problems appearing in mathematical journals or other problem solving venues
- Attendance at professional conferences and / or workshops
- Attendance at seminars / colloquia

C. Professional Service (15% - 25%)

Professional service to the university and to the department is vital to maintaining critical functions and to cultivating collegiality across campus and is therefore required of all faculty. Engagement in professional service to the community is valued, though not required, by the Mathematics Department and can be used to supplement other service activities. In the early stages of the probationary period, the Department anticipates that the faculty member's focus will be on departmental service, with university service being accomplished primarily through commitment to the Liberal Learning Curriculum. In particular, the faculty member is advised not to devote too much time to service to the detriment of establishing a scholarly program. In the latter stages of the probationary period, the Department expects the faculty member to expand university service activities and lay the foundation for an on-going program of future service, and encourages the faculty member to engage in community service.

The criteria for evaluating professional service are:

a. Service to the University

- Commitment to the Liberal Learning Curriculum; can be demonstrated by
 - Teaching a First-Year Seminar
 - Teaching lower level mathematics courses (up to and including MATH 140) that satisfy the Mathematical Literacy Component of the Liberal Learning Curriculum
 - Teaching Area of Inquiry courses
- Membership (elected or appointed) on University-wide committees or participation as a Master Advisor
- Commitment to University recruitment initiatives; can be demonstrated by
 - Participating at University Open Houses
 - Participating as a Setting Sail Advisor
- Assumption of additional responsibilities necessary to the function of the University

b. Service to the Department

- Commitment to advising (as a designated major advisor or on an ad hoc basis) mathematics majors
- Commitment to major on-going departmental initiatives; can be demonstrated by
 - Participating in the Annual High School Mathematics Contest
 - Attending / participating in Department Colloquium series
 - Attending / participating in student activities (Pi Mu Epsilon, Math Club)
- Membership on Departmental committees
- Assumption of additional responsibilities necessary to the function of the Department

c. Service to the Community

This component of professional service can be demonstrated by a variety of different activities; for example:

- Performance of public educational activities
- Consultation (whether compensated or not); e.g., scientific consultant to the media
- Membership on public advisory boards or panels
- Judging of science fairs or New Horizons mentorship projects
- Participation in professional and / or civic organizations
- Organization of symposia or conferences

Evaluation for Awarding of Tenure / Promotion to Associate Professor

The standards by which a candidate will be evaluated for the awarding of tenure and promotion to the rank of Associate Professor are as follows:

1. A history of positive teaching evaluations by students and peers;
2. A clearly defined scholarly program with a documented history of productivity (three or four products of scholarship is a typical benchmark) and evidence of maturation as a scholar;
3. A history of engagement through departmental and university service.

Evaluation for Promotion to Full Professor

A Professor is expected to have a significant level of academic stature, the respect of colleagues in his/her discipline, and to be active in his/her professional development. The Full Professor, by virtue of his/her experience and skill, will be evaluated on the basis of a combined record in the areas of teaching effectiveness, professional development, and service performance. The candidate must demonstrate substantial achievement in teaching and in at least one other area. His/her performance in the third area must be acceptable. Evaluation of the candidate will be on the entire professional record, but will emphasize performance since promotion to (or appointment at) the rank of Associate Professor.

Teaching. In order to demonstrate substantial achievement (excellence) in teaching, the candidate must offer evidence of several of the following, or similar, achievements:

- Peer reviews of teaching, letters from former students and teaching portfolios may be used as evidence to demonstrate this skill. Student evaluation of teaching is also employed as evidence of teaching effectiveness, but should be considered relative to other courses of similar size, level, and audience taught by other departmental faculty.
- Development of textbooks or other published instructional materials, Internet-based and/or computer-based instructional materials.
- Innovative teaching strategies.
- A record of directing undergraduate student research.
- Organization of training programs to improve the quality of K-12 teaching, particularly when externally funded.
- Organization of programs to improve the quality of undergraduate instruction, particularly when externally funded.
- Receipt of an award or recognition for teaching excellence.
- Curriculum and programs development and reviews.
- Other supporting evidence may be included.

Professional Development. The candidate for promotion to Full Professor is expected to offer evidence of several of the following, or similar, achievements:

- Research or scholarship in recognized, peer-reviewed journals.
- Independent assessment of the significance and quality of the published research.
- Obtaining external funding.
- Invitations to present special seminars, lectures or addresses.
- Invitations to contribute to symposia.
- Authorship of review articles.
- Authorship and/or editorship of books or monographs.
- Publishing problems or sending solutions to published problems in math journals.
- Invitations to referee or review professional literature or grant proposals.
- Receipt of career development awards, senior faculty fellowships or grants.
- Organization of symposia, conferences, etc.
- Consultation.
- Other supporting evidence may be included.

Service. The senior faculty membership is expected to provide leadership through service within the department, the university, and the community. Appropriate examples of service commensurate with professorial rank are:

- Appointments or elections to university-wide committees or service in the Faculty Senate.
- Leadership within the department.
- Service on public advisory panels, boards or workshops.
- Election to civic or professional organizations.
- Consulting service, whether compensated or not.
- Professional service to media as a scientific consultant, or broadcast or telecast participant.
- Public educational activities.
- Other supporting evidence may be included.