

Criteria for Mathematics Department Personnel Actions

Mathematics Department Evaluation Philosophy (based on APSU Policy 5:060 IV)

The following are general criteria to be used in evaluating a faculty member for retention, tenure, and promotion in the Department of Mathematics in the areas listed below according to the personnel action under consideration. This list is not exhaustive, and the selection and relative importance of each of these criteria will vary with the type of personnel action under request. It should also be recognized that common sense and flexibility need to be used in the application of criteria. Faculty members truly outstanding in one (1) area but less active or successful in others may well be contributing more to the well being of the Department, College, or University than someone adequate in all areas but outstanding in none. The following list provides the reasonable expectations for evaluative criteria for mathematics faculty under review.

I. Faculty Retention Years 1-3

A. Effectiveness in Academic Assignment (APSU Policy 5:060 IV.A.)

Faculty members are expected to be effective teachers. This should be demonstrated by classroom performance and by other activities which promote learning. The components for evaluation in this area should include several sources and competence in these areas must be demonstrated.

1. Teaching Effectiveness

a. Student evaluations of instruction should be generally better than the average of the maximum and the minimum possible ratings. In addition to the University-wide evaluation, the Department may wish to implement its own evaluation of instruction. Unfavorable ratings on either evaluation may result in remediation opportunities such as attending classes of other instructors. Such opportunities should be approved by the Department Chairman. Latitude will be given regarding teaching evaluations in experimental sections.

b. Peer Review of Instruction

- i. Consistently favorable classroom observations. (At least two peer evaluations are required during each personnel review through tenure.)
- ii. Evaluation of course materials (syllabus, assignments, activities, projects and/or assessments)

c. Effective academic advisement.

- i. After the first or second year the candidate should serve as an advisor as needed by the department.
- ii. The candidate should seek opportunities to gain a knowledge of policies and procedures that affect

student registration, degree requirements, and progress toward graduation.

- d. Effective interaction with colleagues to meet departmental goals.

If available, evidence of the following will contribute to a positive evaluation in effectiveness in academic assignment:

- e. Direction of or involvement with undergraduate and/or graduate research
- f. Assisting students in applying for REU's or other student research opportunities;
- g. Course contribution and curricular development or improvement
- h. Outstanding student accomplishment under faculty supervision
- i. Evidence of successful contribution to student development outside the classroom
- j. Promotion of positive image of mathematics
- k. Involvement with students which leads to student participation in professional organizations, meetings, competitions and publications
- l. Direction of an independent study course
- m. Workshops for students

2. Non-teaching assignments (APSU Policy 5:060.IV.A.2.)

Evidence of administrative or supervisory duties as dean, department chair/director, program coordinator, or other special activities for which reassigned time is given.

B. Scholarly and Creative Achievements (APSU Policy 5:060. IV. B.):

Although teaching is the primary component to be considered, each faculty member is expected to be actively involved in scholarly and creative activities. These activities may take on many forms including discovery of new results, applications of existing knowledge, expository writings, or other public displays of scholarly activities. When personnel decisions are based upon assessment of contributions in multiple areas (academic assignment, scholarly and creative activities, and professional contributions), it should be noted that national guidelines in the area of mathematics call for a teaching assignment of not more than three courses per term or in some cases two courses. However, evidence of participation in some scholarly and creative activities are required. Examples of evidence that contribute to a positive evaluation in this area of evaluation follow.

1. Primary Contributions

- a. Refereed papers or articles in state, regional, national, or international journals or refereed conference proceedings;

- b. Textbooks;
 - c. Significant contribution to a published work (e.g. textbook or software) or discipline related scholarly book;
 - d. Significant textbook ancillary publication;
 - e. Funded external grant submission;
 - f. Presentation or paper at regional, national, or international conferences with low acceptance rates.
2. Secondary Contributions
- a. Articles or papers in local, state, regional, national, or international professional journals or professional conference proceedings;
 - b. Presentation or paper at local, state, regional, national, or international levels;
 - c. Direction of student research that leads to a student publication or student presentation at a state, regional, national or international conference;
 - c. Monographs;
 - d. Book reviews;
 - e. Poster session at local, state, regional, national, or international levels;
 - f. Invited or juried request from nationally or regionally recognized members or groups to provide workshop, symposia, short course or similar activity;
 - g. Funded internal grant submission or nonfunded external grant submission;
 - h. Other significant professional contributions.
3. Research or Creative Activities in Progress: evidence of any of the items mentioned in this section I.B of evaluation or similar activities in progress.
4. Other Items
- a. Significant contribution to curriculum development of mathematics and/or related course work;
 - b. Significant contribution to pedagogy and delivery of mathematics and/or related course work;
 - c. Discipline related consulting activities;
 - d. Research/Scholarly/Creative activities in collaboration with colleagues from the department, college, or university.

C. Professional Contributions and Activities:

Service to the department, the discipline, the university and the community are components of evaluation for professional contributions and activities. Evidence of a faculty member's contribution in this area of evaluation might include examples of assistance to the field of mathematics, local community and the larger society. Service should include participation in organizations and on committees, although more significance will be attached to formal and

informal leadership than mere membership. As available, evidence of the following will contribute to a positive evaluation in this area.

1. Service to Campus: If available, evidence of the following will contribute to a positive evaluation in professional contributions and activities.
 - a. Committee work or other administrative service
 - i. Service on University committees
 - ii. Service on College committees
 - iii. Service on Departmental committees
 - b. Service on Faculty Senate or special task forces
 - c. Participation or leadership in the university's governing and policy-making process
 - d. Faculty advisor to a student organization
 - e. Support of departmental activities
 - f. Support of university activities
 - g. Evidence of leadership and support within department, college and/or the university
2. Service to one's discipline. If available, evidence of the following will contribute to a positive evaluation in professional contributions and activities.
 - a. Active membership in appropriate organizations at state, regional, national, or international levels
 - b. Leadership in appropriate organizations at state, regional, national, or international levels
 - c. Serving as referee or editor for discipline publications
3. Service to the community: If available, evidence of the following will contribute to a positive evaluation in professional contributions and activities.
 - a. Participation in university community projects
 - b. Discipline contributions to the community, especially within the university service area
 - c. Contributions to providing a link between the university and business & industry, especially within the university service area
4. Evidence of continuing professional development and growth
 - a. Maintaining and improving discipline expertise through attending seminars, workshops, short courses, symposia and professional meetings
 - b. Maintaining and improving discipline pedagogy skills

II. Faculty Retention Years 4-5 Unless Being Reviewed for Tenure.

The areas of evaluation and associated activities are the same as those found in Part I. of this document. However, sustained activity is necessary for a positive evaluation for retention during years four and five.

III. Tenure (APSU 5:060.III.A)

Tenure is only awarded to those members of the Department of Mathematics who have exhibited professional excellence and outstanding abilities sufficient to demonstrate that their future services and performances justify the degree of permanence afforded by academic tenure. In addition, all criteria identified in APSU Policy 5:060.III must be met to qualify for consideration of tenure to the Department of Mathematics.

The areas of evaluation and associated activities evaluated for tenure are the same as those found in Part I of this document. However, sustained activity and demonstrated potential for future activity is necessary for a positive evaluation for tenure. The following items from Part I are necessary for faculty under consideration for tenure:

- Tenure for Faculty with Professorial Rank
 - I.A.1 (Effectiveness in Academic Assignment)
 - One item from section I.B.1 (Primary Contributions)
 - Either an *additional* item from section I.B.1 or three items from section I.B.2 (Secondary Contributions).
- Tenure for Faculty with Instructor Rank
 - I.A.1 (Effectiveness in Academic Assignment)
 - One (1) item from section I.B.1 (Primary Contributions) or two (2) items from section I.B.2 (Secondary Contributions).

IV. Promotion to Assistant Professor

Promotion to Assistant Professor requires evidence of potential ability to maintain activities in academic assignment and/or scholarly & creative achievement and/or professional contributions and activities. In addition, all criteria identified in APSU Policy 5:061.IV.B. must be met to qualify for consideration of rank of assistant professor in the Department of Mathematics.

The areas of evaluation and associated activities evaluated for promotion to Assistant Professor are the same as those found in Part I. of this document. The following items from Part I. are necessary for faculty under consideration for promotion to assistant professor:

- I.A.1 (Effectiveness in Academic Assignment)
- Average of one item per year of service at instructor level from Section I.C

V. Promotion to Associate Professor

Promotion to Associate Professor requires documented evidence in ability to excel in two of the areas of academic assignment, scholarly and creative achievements, and professional contributions and activities. In addition all criteria identified in APSU Policy 5:061.IV.C must be met to qualify for

consideration of rank of Associate Professor in the Department of Mathematics.

Specifically, the areas of evaluation and associated activities evaluated for promotion to Associate Professor are the same as those found in Part I. of this document. The following items from Part I. are necessary for faculty under consideration for promotion to Associate Professor:

- I.A.1. (Effectiveness in Academic Assignment)
- One item from section I.B.1 (Primary Contributions)
- Either an *additional* item from section I.B.1 or three items from section I.B.2 (Secondary Contributions).
- Average of two items for every year rank at assistant level from I.C. (professional contributions & activities)

VI. Promotion to (Full) Professor

Promotion to professor requires documented evidence of teaching excellence, as well as superior contribution to student development or scholarly & creative achievement. Promotion to full professor is recognition of superior achievement with every expectation of continuing contribution to the university and the larger academic community. In addition, all criteria identified in APSU Policy 5:061.IV.D must be met to qualify for consideration of rank of Professor in the Department of Mathematics.

Specifically, the areas of evaluation and associated activities evaluated for promotion to professor are the same as those found in Part I. of this document. The following items from Part I are necessary for faculty under consideration to the rank of professor.

- I.A.1. (Effectiveness in Academic Assignment)
- One item from section I.B.1 (Primary Contributions) since the last promotion.
- Either an *additional* item from section I.B.1 or three items from section I.B.2 (Secondary Contributions) since the last promotion.
- Average of three items for every year rank at associate level from I.C. (professional contributions & activities)

VII. Expectations for Tenured Faculty Not Subject for Promotion Review

Though APSU Policy 5:060 was not written to address post-tenure review, the areas of evaluation identified in this policy are appropriate for use in post-tenure review. Therefore, the activities appropriate for post-tenure review are contained in Part I of this document.

- Expectations should be comparable to highest rank attained.
- Superior performance in one area of evaluation (academic assignment, scholarly & creative achievements or professional contributions & activities) can supersede the preceding criteria.

