

Standards and Criteria for Retention, Tenure and Promotion - Template Humboldt State University

Department of _____ MATHEMATICS _____

Date Re-submitted: __May 15, 2009

The members of the Department of MATHEMATICS approved the following teaching, scholarly/creative, and service activities as applicable to the Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook (Effective AY 2008-2009). NOTE: This version of Appendix J is available on the UFPC web site: <http://www.humboldt.edu/~acadsen/UFPC/ufpcindex.htm>

1. Teaching/Librarian/Counseling Effectiveness:

Introduction

The mission of the Humboldt State University Mathematics Department is to provide excellent instruction in mathematics, statistics, and quantitative reasoning...

Math Department Goal 1: (All Students): To provide students with quantitative reasoning skills and enhanced mathematical and statistical literacy for productive citizenship.

Math Department Goal 2: (Students in client disciplines): To provide students with a mastery of concepts necessary for effective work within their disciplines.

Math Department Goal 3: (Mathematics majors and minors): To provide students with a strong foundation suitable for teaching, pursuit of a career in a quantitative discipline, or graduate study.

Activities to Assess

Ratings in the teaching effectiveness category reflect not only classroom performance, but also advising activities and pedagogical activities that pertain to improving the delivery of mathematics or statistics courses. Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluation by peers. Strong student evaluations will carry the greatest weight when accompanied by evidence that the faculty member maintains departmental academic standards. Additional substantiation that might be considered includes, but is not limited to, the following:

- Evaluations of course materials (syllabi, exams, handouts, etc.) by faculty
- Evidence of reasonable grading standards that are consistent with those of the department
- Conference presentations on pedagogical issues
- Evidence of student success in subsequent related mathematics or statistics courses, including those taught by departmental faculty other than the one being evaluated

Level of Accomplishment

All candidates for tenure and promotion must earn an "excellent" rating. To do so, the faculty member should meet all conditions listed under "Essential" and have an accumulation of "Indicators of Excellence".

The accumulation will not reflect a one-time achievement but, rather, a set of noteworthy successes over the review period.

Essential

Essential performance in this category is based on evidence of a demonstrated commitment to teaching. Related criteria include all of the following:

- Effective teaching as indicated through evidence such as student evaluations of courses (average score approximately 4 out of 5 or higher for a majority of questions / courses), peer evaluations, letters from recent graduates or former students, or other relevant data
- Evidence of accessibility to students, including weekly office hours
- Cooperation in departmental efforts to assess and improve courses with which the faculty member has been involved
- Cooperation in departmental efforts to assess major programs with which the faculty member has been involved
- Clear communication of course objectives, policies and grading criteria made easily accessible to students
- Evaluation/Assessment practices consistent with department student learning outcomes
- Appropriate preparation for all class meetings
- Complete coverage of required course content

Indicators of Excellence

- Consistently earning high student evaluation scores while upholding department academic standards.
- Successfully developing and offering new courses that are determined to be needed by either the department or student demands. Success may be measured, for example, by the extent for which the course consistently meets enrollment numbers compared to relative courses.
- Receiving a notable teaching award
- Submitting a grant application that would directly support the teaching mission of the university
- Providing support work for a grant that supports the teaching mission of the university
- Assuming difficult teaching assignments and achieving positive results. The challenge to the instructor, for example, may arise from the subject matter itself, the instructor's lack of familiarity with the subject matter, the audience involved or the number of different preparations.
- Directing successful independent or directed study courses, as indicated by the quality of the completed product of the students' work while taking the course
- Maintaining/updating a course through substantial related readings, scholarship, and/or travel
- Conducting workshops or seminars that substantially enhance teaching within the department, university, or profession
- Participating in departmental efforts to assess, standardize, improve, and monitor the delivery of courses with which the faculty member has been involved
- Preparing high-quality teaching materials such as students' solution manuals, worksheets, handouts or class-related website
- Successfully expanding teaching approaches by introducing projects that go beyond the typical homework assignment, attending meetings or seminars to enhance or expand teaching styles, successfully implementing those teaching styles in the classroom

2. Scholarly/Creative Activities:

Introduction

Math Department Goal 4: To promote active involvement of every faculty member in scholarly activities that extends knowledge in the discipline, the teaching of the discipline, or the application of the discipline. Collaboration is encouraged, especially with students.

Activities to Access

The following four categories are to be used to assess a faculty members on-going scholarly and creative activity. There is no expectation that faculty members will have contributions in each of the four categories below, and there is no expectation that faculty members will have examples of each of the activities in any given category listed below. The order in which the categories are listed does not indicate a preference of one category over another. Further, documented examples of research scholarship and creative activity to be assessed are not limited to those listed.

Scholarship of *discovery activities* include:

- Peer-reviewed books (including textbooks), journal articles, monographs, proceedings, presentations or other similar peer-reviewed activities
- Non-peer-reviewed books, journal articles, monographs, proceedings, presentations, or other similar non-peer-reviewed activities
- Funded and submitted external (to HSU) grant or contract proposals
- Funded and submitted internal (to HSU) grant or contract proposals
- Evidence of involvement of undergraduate and graduate students in scholarship of discovery activities
- Evidence of collaboration with other individuals in scholarship of discovery activities
- Student and/or faculty oral or poster presentations based on student/faculty research and presented at regional/national meetings with collegial evaluations

Scholarship of *integration activities* include:

- Developing educational media
- Writing for non-specialists
- Sponsoring colloquia and forums
- Shaping a core curriculum
- Integration of professional experiences in classrooms

Scholarship of *application activities* include:

- Consultation with and/or providing technical assistance to the community and/or organizations
- Promoting experiential learning and professional development

Scholarship of *teaching activities* include:

- Designing new courses
- Preparing and Presenting a conference paper on a pedagogical issue
- Publishing research in teaching and learning
- Creation of course software
- Creation of technology-mediated instruction
- Developing innovative pedagogy

Levels of Accomplishment

In order to achieve any given level of performance, it is expected that during the period of evaluation for tenure and/or promotion, faculty members meet all criteria listed in the corresponding level, or clearly document extraordinary performance in some criterion to compensate for the absence of another.

Minimum Essential

- Evidence of on-going scholarly/creative activity as demonstrated by examples of activity in the four categories to be assessed
- Positive critical collegial review of the candidate's efforts in the area of scholarship/creative activity

Good

- Evidence of on-going scholarly/creative activity as demonstrated by examples of activity in the four categories to be assessed
- Positive critical collegial review of the candidate's efforts in the area of scholarship/creative activity
- Acceptance of one peer-reviewed publication or other equivalent external peer recognition
- Evidence of undergraduate or graduate student involvement in research projects
- Funding of an internal or submission of an external grant proposal or equivalent activity

Excellent

- Evidence of on-going scholarly/creative activity as demonstrated by examples of activity in the four categories to be assessed
- Positive critical collegial review of the candidate's efforts in the area of scholarship/creative activity
- Acceptance of two or more peer-reviewed publications, or a single publication recognized by colleagues to be significant
- Evidence of undergraduate or graduate student involvement in research projects
- One funded external grant proposal or equivalent activity

3. Service

Introduction

Math Department Goal 5: To provide the campus and broader community with access to expertise in mathematics education, statistics, mathematical modeling, and pure and applied mathematics.

Math Department Goal 6: To promote active involvement of faculty in campus, regional, state, national and international organizations leading to improvements in education, management and understanding of complex systems, and progress toward a just and equitable society.

Activities to Assess

All faculty are expected to contribute to the effective operation of the department, college, and university, and strive, in the broadest terms, to promote the disciplines of mathematics and statistics in society. Evidence of faculty contributions over the period of evaluation for tenure and/or promotion is collected through written letters from colleagues inside and outside of the university, students, community members, and discipline-related professionals.

Levels of Accomplishment

Minimum Essential

Minimum and essential performance in this category includes each of the following:

- Regularly participate in department committees and meetings
- Participate in the department's advising responsibilities as assigned (excludes first-year faculty)
- Demonstrate a pattern of service activities, which may include but is not limited to
 - Conduct of advising duties considerably above the normally expected level (20 students)
 - Community service activity (including K-12 schools) that involves the faculty member's expertise or enhances the reputation of the department or the university
 - Service on college or university committees
 - Service in a special capacity for the department (e.g., library liaison, MAA/AMS liaison, etc.)
 - Service in local, regional, state, or national mathematics organizations and/or events

Good

Good performance in this category includes satisfaction of the criteria for "Minimum Essential" and the pattern of service activities includes at least 2 activities which show breadth **or** leadership.

Breadth

Service activities include **both** departmental and non-departmental activities that contribute directly to department goals 5 and 6. Activities that demonstrate breadth outside of the department may include, but are not limited to

- Service on *active* college or university committees (typically requiring at least 10 hours per semester)
- Service on Master's committees for students outside of the department
- Service on active committees of a professional organization
- Consulting services offered to the campus or community
- Service on boards or task forces of professional or governmental organizations in the community, region, state, or nation
- Reviewing or refereeing work in mathematics or statistics, including journal articles, textbooks, grant proposals, and the like.

Leadership

Service activities include leadership roles in either departmental or non-departmental activities that contribute directly to department goals 5 and 6. Activities that demonstrate leadership may include, but are not limited to

- Chairing an active committee at the department, college, or university level
- Chairing or leading a service activity in the community
- Chairing a committee or holding office in a regional, state, or national organization.
- Coordinating curriculum developments across departments that have a demonstrably significant impact on the academic program
- Organizing community-outreach events (including K-12) or services in mathematics or statistics
- Organizing conferences or related professional activities.

Excellent

Excellence in service requires satisfaction of the criteria for "Minimum Essential" and the pattern of service activities includes at least 5 activities that reflect breadth (at least 2) **and** leadership (at least 2) qualities that are described above.

Approval:

Ad-Hoc Committee University Review Committee

Date