Department/Unit Standards and Criteria for Retention, Tenure and Promotion

Department of Mathematics

Date Submitted: May 1, 2019

Introduction

The following are the criteria for level of accomplishment in each of the categories for promotion to the rank of Associate Professor and Professor. The mathematics department expects that successful candidates for promotion to Professor demonstrate leadership in at least one of the three categories of Teaching, Scholarly/Creative Activities, and Service. Examples of leadership include but are not limited to the items listed within "Indicators of Excellence and Leadership" in Section 1.a., within "Evidence of Leadership" in Section 2.a., and within "Leadership" in Section 3.b.

The outcome for promotion (Acceptable/Unacceptable) is determined by the table in Section IX.2.c. of Appendix J.

1. Teaching/Librarian/Counseling Effectiveness:

   a. List activities to be assessed for determination of teaching excellence (See Appendix J, Section IX.B.1.a-c).

   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. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the Mathematics Department. 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:

   • Evaluations of course materials (syllabi, exams, handouts, etc.) by faculty
   • Conference presentations on pedagogical issues

Level of Accomplishment

All candidates for tenure and promotion at all levels 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 sustained set of noteworthy successes over the review period. As described in the introduction of this document, candidates for promotion to Professor must demonstrate leadership in one or more of the areas of assessment (Teaching,
Scholarly/Creative Activities, and Service). Candidates for promotion to Professor seeking to demonstrate leadership in Teaching should document an accumulation of "Indicators of Excellence and Leadership." Again, the accumulation will not reflect a one-time achievement but, rather, a sustained 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.

1. 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
2. Evidence of accessibility to students, including weekly office hours.
3. Cooperation in departmental efforts to assess and improve courses with which the faculty member has been involved
4. Cooperation in departmental efforts to assess major programs with which the faculty member has been involved
5. Clear communication of course objectives, policies and grading criteria made easily accessible to students
6. Evaluation/Assessment practices consistent with department student learning outcomes.
7. Appropriate preparation for all class meetings
8. Complete coverage of required course content

**Indicators of Excellence**

9. Consistently earning overall student evaluation scores of 4 out of 5 or more while upholding department academic standards
10. Receiving a notable teaching award
11. Submitting a grant application that would directly support the teaching mission of the university
12. Providing support work for a grant that supports the teaching mission of the university
13. 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
14. Directing successful independent or directed study courses, as indicated by the quality of the completed product of the students' work while taking the course
15. Maintaining/updating a course through substantial related readings, scholarship, and/or travel
16. Conducting workshops or seminars that substantially enhance teaching within the department, university, or profession
17. Participating in departmental efforts to assess, standardize, improve, and monitor the delivery of courses with which the faculty member has been involved
18. Preparing high-quality teaching materials such as students' solution manuals, worksheets, handouts or class-related website
19. 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
20. Implementing effecting strategies to create inclusive learning environments in which all students are invited to participate and succeed

**Indicators of Excellence and Leadership:**

21. Successfully developing and offering new courses responsive to curricular needs
22. Coordinating the instruction of multiple section courses
23. Mentoring peers in teaching
2. Scholarly/Creative Activities:

a. List the activities to be assessed for determination of scholarly/creative activities (See Appendix J, Section IX.B.2.a-f). Boyer’s model of scholarship should inform the list.

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 Assess

For the granting of tenure, the Department expects a faculty member to provide evidence of an on-going scholarly program. The mathematics department takes a broad view of scholarly activity in accordance with Boyer’s model. Each faculty member is required to demonstrate contributions to knowledge in his or her area of specialization. It is expected that a faculty member will provide evidence of his or her efforts towards the dissemination of original research in peer-reviewed publications. Submission of extramural research grant proposals are highly encouraged. Contributions made during any service credit years granted to a faculty member will have equal standing to HSU-based contributions. The timing of contributions is not critical, but evidence of scholarly activity during employment at HSU must be present.

These and other contributions shall be in accordance with areas specifically indicated below. They are organized in two categories. No relative importance or weighting is implied by the order within each category.

Category I Contributions

[1] Peer Reviewed Publications

Peer Reviewed Publications include academic journal papers or similar publications that represent original contributions to knowledge in education, mathematics, statistics or their application as well as peer-reviewed books, book chapters, textbooks, review articles, symposium proceedings and the like that primarily compile, organize and analyze material from the field. For the purposes of RTP, a contribution is considered “published” when a journal or editor has communicated that the manuscript has been accepted. For any co-authored publications, the specific role of the faculty member in generating the final product should be indicated.

In exceptional instances a single notable publication may be counted as two Category I contributions. The significance of the paper should be documented by letters of support from other researchers, and the faculty member should have played a lead role in the research. However, it is important to note that in mathematics the order of authorship does not necessarily indicate level of contribution.
PI or Co-PI of funded extramural grants that support original research, whether for instrumentation, personnel, student research stipends, educational opportunities, or operating expenses. Co-PIs should specifically indicate the contributions they made to the proposal. Exceptional size and longevity of funded grants may carry additional weight towards fulfilling the requirements for tenure.

Masters theses on which the faculty served as the thesis advisor or co-advisor. A limit of 1 supervised thesis may be counted towards Category I, additional supervised theses count as Category II contributions. A Masters thesis is considered complete when all committee members have signed it.

Category II Contributions

Seed grants for research, etc., awarded by on-campus selection committees.

Non-peer-reviewed technical reports presented in completion of contracts that have a substantial scholarly value (and are not simply a bureaucratic exercise).

[6] Software Instructional Materials
Non-peer-reviewed 'courseware', tutorials, or software developed for innovative instruction or specialized research uses. These contributions shall be evaluated based on evidence of value to the discipline.

[7] Other Non-Peer-Reviewed Publications
A scholarly contribution that is available to the public in print or digital format. Examples include reviews of scholarly articles published on MathSci Net, self-published course materials, and published final grant reports.

[8] Extramural Meeting Presentations
Published or unpublished abstracts from papers or posters presented at regional, national or international meetings, conferences, or symposia (including such meetings when they are held on campus).

[9] Academic Seminars
Departmental Colloquia at HSU or elsewhere.

[10] Other Unpublished Material (limit of 1)
Manuscripts in preparation, grant proposals in preparation, student theses in progress, research data sets, and the like. Such unpublished contributions must be documented and evaluated (e.g., with letters of support from colleagues).

Unfunded extramural grant proposals in support of original research, when such proposals were submitted to established funding agencies for competitive evaluation by peers.

Evidence of Leadership

[12] Extraordinary Scholarship
A significant contribution to an area of mathematical or statistical research documented by letters from leading researchers in the field. These letters should explain how the candidate’s contribution to the field of study is significant.

[13] Sizeable Extramural Grant
PI or Co-PI for exceptional size ($100,000 or greater) funded extramural research grant.

[14] Peer Mentoring in Research
Mentoring peers in research as evidenced in peer letter.

[15] Supervising Undergraduate Research
Consistent pattern of mentoring undergraduate research resulting in publications of papers and/or presentation at regional or national conferences.

Level of Accomplishment
The following criteria for level of accomplishment in Scholarly/Creative Activities apply equally for tenure with promotion to Associate Professor and promotion to Professor. However, as described in the introduction of this document candidates for promotion to Professor must demonstrate leadership in one or more of the areas of assessment (Teaching, Scholarly Activities, and Service). Candidates for promotion to Professor seeking to demonstrate leadership in Scholarly/Creative Activities should document an accumulation of “Evidence of Leadership.” Again, the accumulation will not reflect a one-time achievement but, rather, a sustained set of noteworthy successes over the review period.

b. List activities and level of accomplishment necessary to meet departmental criteria for:

i. Minimum Essential – At least one peer reviewed publication and an average of at least one Category II contribution per year in the review period or most recent six years (whichever is less)

ii. Good - Two Category I contributions, at least one of which is a peer reviewed publication, and an average of at least one Category II contribution per year in the review period or most recent six years (whichever is less). Additional Category I contributions may be substituted for Category II contributions.

iii. Excellent- Three Category I contributions, at least one of which is a peer reviewed publication, and an average of at least one Category II contribution per year in the review period or most recent six years (whichever is less). Additional Category I contributions may be substituted for Category II contributions.

3. Service

a. List activities to be assessed for determination of service (See Appendix J, Section IX.B.3.a-g)).

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.

Tenure track faculty are expected to carry out normal professional duties, such as regularly attending convocation, commencement, and department meetings, majors meetings, writing peer evaluations for colleagues and letters of reference for students, and working collaboratively with colleagues. These activities are not classified as "service activities" but as part of faculty’s collateral responsibilities. Candidates who consistently fail to carry out these duties shall not receive a positive recommendation for tenure/promotion.

As described in the introduction of this document candidates for promotion to Professor must demonstrate leadership in one or more of the areas of assessment (Teaching, Scholarly Activities, and Service). Candidates for promotion to Professor seeking to demonstrate leadership in Service should document an accumulation of at least 4 "Leadership" items. The accumulation will not reflect a one-time achievement but, rather, a sustained set of noteworthy successes over the review period.

b. List activities and level of accomplishment necessary to meet departmental criteria for:


ii. 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 ([4] – [9]) or leadership ([10] – [15]).

iii. 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.

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

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:
[4] Service on active college or university committees (typically requiring at least 10 hours per semester)
[5] Service on Master’s committees for students outside of the department
[6] Service on active committees of a professional organization
[7] Consulting services offered to the campus or community
[8] Service on boards or task forces of professional or governmental organizations in the community, region, state, or nation
[9] 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:

[10] Chairing an active committee at the department, college, or university level
[11] Chairing or leading a service activity in the community
[12] Chairing a committee or holding office in a regional, state, or national organization
[13] Coordinating curriculum developments across departments that have a demonstrably significant impact on the academic program
[14] Organizing community-outreach events (including K-12) or services in mathematics or statistics
[15] Organizing conferences or related professional activities
The following tenure-line faculty of the Department of Mathematics have had the opportunity to review the new/revised department RTP criteria and standards as sent forward in the attached document.

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<th>Name/Date</th>
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<td>Professor Brad Ballinger</td>
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Document forwarded to the Committee on Faculty RTP Criteria and Standards: ________________

Approved by the Committee on Faculty RTP Criteria and Standards: ________________

Documents will reside in the appropriate college office. Final approved documents will be posted on the Academic Personnel Services web page.