

Department of Mathematics & Statistics

Criteria for Personnel Actions

Department of Mathematics and Statistics Evaluation Philosophy

(based on APSU Policy **1:025**)

The following are general criteria for evaluating faculty members for retention, tenure, and promotion in the Department of Mathematics and Statistics. This list is not exhaustive, and the selection and relative importance of each of these criteria will vary with the type of personnel action. It should also be recognized that common sense and flexibility need to be used in the application of the criteria. Faculty members truly outstanding in one area but less active or successful in others may well be contributing more to the well-being of the department, college, or university than those found adequate in all areas but outstanding in none. Latitude may be given by the department committee and department chair depending on assigned workload.

Faculty are evaluated in three areas: effectiveness in academic assignment; research, scholarship, and creative activities; professional contributions and activities. Effectiveness in academic assignment is the primary condition for retention, tenure, and promotion. However, faculty are expected to meet departmental expectations in each of the three areas. In all areas, faculty are expected to demonstrate excellence in their responsibilities, a commitment to continued professional growth, and a willingness to collaborate productively with other faculty members.

Reviewers may comment on job-related concerns or performance patterns whether specifically enumerated in these criteria or not. In such cases, candidates must address these in all future e-dossiers until such concerns are alleviated. These situations may play a significant role in future retention, tenure, or promotion decisions.

The following list provides reasonable expectations for evaluative criteria for mathematics and statistics faculty under review.

I. Faculty Retention Years 1-3

A. Effectiveness in Academic Assignment (APSU Policy **1:025**)

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) Peer Review of Instruction.

Peer reviews of instruction must be carried out according to the frequency and process as outlined in the current APSU RTP Procedures and Guidelines. The reviews should be consistently favorable.

- b) Evidence of effective teach through review of course materials including but not limited to syllabi, assignments, activities, projects, and lecture videos.
- 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 demonstrate a knowledge of policies and procedures that affect student registration, degree requirements, and progress toward graduation.
- d) Student evaluations shall be used as a formative, supportive tool rather than as a criterion for evaluating faculty. Candidates will reflect upon their evaluation results in the form of a narrative, describing opportunities for growth and possible future goals, which will be used for purposes of RTP evaluations.
- e) Effective interaction with colleagues to meet departmental goals.

2. Effectiveness in academic assignment

If available, evidence of the following will contribute to a positive evaluation in along the way to tenure:

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

B. Research/Scholarship/Creative Activities (APSU Policy 1:025):

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. By the end of their third year, faculty are expected to average at least one primary or secondary contribution per year. Examples of evidence that contribute to a positive evaluation in this area of follow.

1. Primary Contributions.

Candidates shall explain the significance of their contributions in multi-authored works or collaborations.

- a) Refereed papers or articles in state, regional, national, or international journals or refereed conference proceedings. Articles in open access journals will only be considered for this category if those journals are endorsed in the Directory of Open Access Journals (DOAJ) or hosted by a reputable, non-predatory publisher such as Springer, Taylor and Francis, Elsevier, and Wiley.
 - b) Direction of student research that leads to a student-authored publication in a reputable, refereed journal meeting the same standards as in section 1.a above.
 - c) Significant contribution, including sole authorship, to a published textbook or discipline-related scholarly book.
 - d) Significant textbook ancillary publication.
 - e) Funded external grant submission (to exclude travel grants and similar low-impact, low-labor awards).
 - f) Two juried presentations or papers at regional, national, or international conferences.
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 presentation at a state, regional, national, or international conference.
 - d) Publication of a monograph.
 - e) Publication of a book review.
 - f) Presentation in a poster session at local, state, regional, national, or international levels.
 - g) Invited or juried request from nationally or regionally recognized members or groups to provide workshop, symposia, short course, or similar activity.
 - h) Funded external, low-impact, low-labor grant.
 - i) Funded internal grant submission or nonfunded external grant submission (to exclude low-impact, low-labor grant).
 - j) Completion of significant discipline-related credentialing (e.g., passing actuarial or other exams, completing an additional graduate degree or graduate certificate).
 - k) Other significant professional contributions.
3. Research or Creative Arts in Progress:
Evidence of progress towards any of the items mentioned in this section (1.B) of evaluation.
4. Other Items
The following may count as progress in research/scholarship/creative activities on the path toward tenure, but do not fulfill tenure or promotion requirements.

- a) Significant contribution to curriculum development of mathematics, statistics, or related course work.
- b) Significant contribution to pedagogy and delivery of mathematics, statistics, 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, University, discipline, 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 fields of mathematics or statistics, the local community, and the larger society. Service should include participation in organizations and/or committees. As roles require widely varying degrees of responsibility, more significance will be attached to those requiring significant time commitments (e.g., formal and informal leadership roles vs. mere membership). Candidates should elaborate on duties and time commitments, when possible, to support their application in this area.

Faculty are expected to support departmental events like Pi Day, math contests, and complete other tasks in support of departmental goals as requested by the chair.

As available, evidence of the following will contribute to a positive evaluation in this area.

1. Service to Campus:
 - 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) Evidence of leadership within department, college and/or the university
2. Service to one's discipline:
 - a) Leadership in appropriate organizations at state, regional, national, or international levels.
 - b) Serving as referee or editor for discipline publications.
 - c) Other significant discipline-related service.

3. Service to the community:
 - a) Participation in discipline-related community service projects.
 - b) Establishing or maintaining discipline-related relationships with business and industry.
 - c) Promotion of mathematics or statistics to the public or K-12 students through outreach activities.
4. 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.
 - c) Maintaining professional credentialing, licensing, etc.

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 and progress toward tenure expectations (refer to section III below) is necessary for a positive evaluation for retention during years four and five. In particular, the average of at least one primary or secondary contribution in area B (Research/Scholarship/Creative Activities) per year shall be maintained.

III. Tenure & Promotion to Associate Professor (APSU 1:025)

Tenure is only awarded to those members of the Department of Mathematics and Statistics 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 **1:025** must be met to qualify for consideration of tenure to the Department of Mathematics and Statistics.

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:

- I.A.1 (Effectiveness in Academic Assignment)
- Minimum of 6 items from sections I.B.1 (Primary Contributions) and I.B.2 (Secondary Contributions) combined, at least one of which must be a **peer-reviewed publication**.
- Average of two items each year from level from I.C (Professional Contributions & Activities) since tenure-track appointment.

IV. 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 **1:025** must be met to qualify for consideration of rank of Professor in the Department of Mathematics and Statistics.

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)
- Minimum of 5 items from sections I.B.1 (Primary Contributions) and I.B.2 (Secondary Contributions) combined, **at least two of which must be peer-reviewed publications**. Only accomplishments while of associate professor rank will be considered.
- Average of two items each year from level from I.C (Professional Contributions & Activities) while of associate professor rank.

V. Promotion to Senior Instructor

If a faculty member has completed a minimum of two years of employment at the Instructor level and meets the following criteria for promotion to Senior Instructor as outlined in the APSU Policy 1:025: Policy on Academic Promotion, he/she may request a review for promotion.

Promotion to Senior Instructor requires documented evidence of excellence in the area of academic assignment, as well as excellence in either scholarly and creative achievements or professional contributions and activities. In addition, all criteria identified in APSU Policy **1:025** must be met to qualify for consideration of rank of Senior Instructor in the Department of Mathematics and Statistics.

Specifically, the areas of evaluation and associated activities evaluated for promotion to Senior Instructor 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 Senior Instructor:

- I.A.1 (Effectiveness in Academic Assignment)

- An average of one item per year from I.B.1, I.B.2, or I.C.

VI. Promotion to Master Instructor

If a faculty member has completed a minimum of three years of employment at the Senior Instructor level and meets the following criteria for promotion to Master Instructor as outlined in the APSU Policy 2:063: Policy on Academic Promotion, he/she may request a review for promotion.

Promotion to Master Instructor 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 **1:025** must be met to qualify for consideration of rank of Master Instructor in the Department of Mathematics and Statistics.

Specifically, the areas of evaluation and associated activities evaluated for promotion to Master Instructor 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 Master Instructor:

- I.A.1 (Effectiveness in Academic Assignment)
- An average of one item per year from I.B.1, I.B.2, or I.C.



Caveat: These departmental retention, tenure, and promotion requirements will be adjusted pursuant to contractual provisions. For example, nontenure-track instructors whose contracts do not require workload credits in an area are not obligated to fulfill such duties to achieve promotion.