The accompanying pages represent the latest step in the development of an APT document for the Department of Mathematics. The initial genesis of such a document was in response to Dean Robert McLean’s request that all departments in the School of Letters and Sciences discuss, approve, and publish criteria governing personnel decisions. Such discussions were conducted in department meetings during the Spring 1998 semester, with the final version approved by the faculty at that time. This document was submitted to Dean McLean.

In response to Vice President Flanagan’s call for an update of all existing departmental APT documents by the end of the Spring 1999 semester, our department took a fresh look at the earlier APT guidelines. This review was conducted in the context of the changing mission and focus of the College, emphasizing student success and increased retention, as well as in response to the Faculty Roles and Rewards document approved by the Faculty Senate before the end of the Fall 1998 semester. A draft of the APT criteria, taking into account discussion by all the full-time faculty in the department, was completed in May 1999. That document has been further refined, in response to comments from both Dean Maggiotto and Vice President Flanagan.

**APT PROCESS:**

**Determination of the APT Committee:**

The composition of the department’s APT committee has been in accord with College guidelines. When the department was larger, the committee consisted of at least five members. Given the current size of our faculty, the minimum size has been reduced to three members. Service on this committee is on a voluntary basis; however, each member must be approved by a majority of the full-time faculty in the department. The two individuals receiving the largest proportion of favorable votes are elected for a two year term and are expected to fulfill that commitment. The remaining members serve one year terms. The objective is to ensure a level of consistency from one year to the next.

**Personnel decisions:**

Favorable personnel decisions, such as DSI, renewal, tenure and promotion require majority vote by the members of the APT committee. Applicants must provide copies of annual reports (including Chair evaluation and signature pages) covering the appropriate years. A letter of application addressed to the President of the College summarizing the highlights of the candidate’s contributions in no more than two pages must also be included.

The following represents a revision of the 1/12/00 APT document. This document was discussed, amended and approved by Mathematics Department faculty.

DRAFT – 05/25/99
REVISED – 12/20/99
REVISED – 01/12/00
REVISED – 03/07/00
REVISED – 03/09/00
REVISED – 11/30/00
DEPARTMENT OF MATHEMATICS
GUIDELINES FOR RENEWAL, TENURE AND PROMOTION

RENEWAL:

The applicant will be recommended for renewal if there is strong evidence of continuous progress in teaching, scholarship, and service appropriate to the applicant’s years of credited service and rank.

For First Renewal of an Assistant Professor with No Prior Service Credit:

1. The candidate must demonstrate (through a teaching portfolio as described in the guidelines for tenure and promotion) competency in teaching with a commitment to ongoing improvement.

2. The candidate must have demonstrated progress in a research agenda, as indicated by such things as paper(s) submitted for publication and presentations at conferences.

3. The candidate must serve on one departmental committee and have initiated service to students in the form of such things as advisement, mentorship, and work with student groups.

For Second Renewal of an Assistant Professor:

See the requirements for tenure at this rank, except that the requirement for scholarship is modified to be at least 2 refereed publications.

Renewals for Candidates at Other Ranks or with Prior Service Credit:

See the requirements for tenure at the appropriate ranks.

TENURE:

Teaching:

At the Assistant Professor rank: demonstrated competency of teaching, evidenced in a comprehensive teaching portfolio which documents statement of teaching philosophy and focus, student evaluation data, student outcomes and accomplishments, improvement of teaching, teaching-related activities beyond the classroom, and peer evaluation. Teaching evaluation will be carried out by considering appropriate areas, as listed in the attachment, “Areas of Consideration for Teaching Evaluation.” The peer evaluation will be conducted by a department faculty committee which will:

1. observe class sessions on several occasions, including, if possible, courses at different levels;
2. examine course-related materials: course syllabi and first-day handouts, class handout material, exams, quizzes (including graded examples of the A, C, and E levels), grade distributions, and student evaluations.

3. seek essay-style written input from current and, if possible, past students, and determine if students have been successful in follow-up courses;

4. evaluate effectiveness of both teaching and advisement/mentoring, and write a summary report.

Scholarship:

At the Assistant Professor rank, criteria include

1. at least 3 refereed publications (in print or accepted for publication), with the number depending on the extent and quality of the scholarship. There must also be a record of continuing scholarship demonstrated by publication since appointment at the College;

2. demonstration of scholarship through activities such as awards, fellowships, grants, conference attendance, invited lectures, workshop participation, and communication with scholarly peers.

Service:

At the Assistant Professor rank:

1. service on standing committees of the department;

2. participation in college wide activities for which departmental representation is required;
3. initiation of involvement in college, community, and/or regional professional services.

At the Associate Professor rank: see Promotion to the Rank of Associate Professor.
At the Professor rank: see Promotion to the Rank of Professor.

PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR AND TENURE

Teaching: demonstrated mastery of teaching, evidenced in a comprehensive teaching portfolio which includes statement of teaching philosophy and focus, student evaluation data, student outcomes and accomplishments, improvement of teaching, teaching-related activities beyond the classroom and peer evaluation. Teaching evaluation will be carried out by considering appropriate areas, as listed in the attachment, “Areas of Consideration for Teaching Evaluation>” The peer evaluation will be conducted by a department faculty committee which will:

1. observe class sessions on several occasions, including, if possible, courses at different levels.
2. examine course-related materials: course syllabi and first-day handouts, class handout material, exams and quizzes (including graded examples of the A, C, and E levels), grade distributions, and student evaluations;

3. seek essay-style written input from current and, if possible, past students, and determine if students have been successful in follow-up courses;

4. evaluate effectiveness of both teaching and advisement/mentoring, and write a summary report.

Scholarship: a record of scholarship since appointment at the College that extends beyond the level of scholarly activity resulting in the doctoral dissertation. Typically this would consist of:

1. 3-5 refereed publications (in print or accepted for publication), with the number depending on the extent and quality of the scholarship. Of these publications, at least one must demonstrate scholarship beyond doctoral dissertation results or in new areas of investigation;

2. activities such as awards, fellowships, grants, conference attendance, invited lectures, workshop participation, and communication with scholarly peers;

Service: a record of activities that display productivity, initiative, and leadership. This record can be demonstrated by the following:

1. leadership on departmental committees by chairing standing committees or coordinating service activities;

2. representation of the Department in activities at the College level and regular service on College-wide committees;

3. continuing activity in a regional or national professional organization.

**PROMOTION TO THE RANK OF PROFESSOR**

Teaching: demonstrated leadership in teaching and excellence in teaching effectiveness evidenced in a comprehensive teaching portfolio which includes statement of teaching philosophy and focus, student evaluation data, student outcomes and accomplishments, efforts made to improve teaching, teaching-related activities beyond the classroom, and peer evaluation. Teaching evaluation will be carried out by considering appropriate areas, as listed in the attachment, “Areas of Consideration for Teaching Evaluation.” The peer evaluation will be conducted by a department faculty committee which will:

1. observe class sessions on several occasions, including, if possible, courses at different levels;
2. examine course-related materials: course syllabi and first-day handouts, class handout material, exams and quizzes (including graded examples at the A, C, and E levels), grade distributions, and student evaluations;

3. seek essay-style written input from current and, if possible, past students, and determine if students have been successful in follow-up courses;

4. examine any new courses proposed and any new or revised courses taught, and examine the persons role in any revision of the mathematics curriculum;

5. examine the review made at the time of promotion to Associate Professor and note the extent of any changes made during the period between the review for promotion to Associate Professor and the review for promotion to Professor;

6. evaluate effectiveness and quality of both teaching and advisement/mentoring, and write a summary report.

Scholarship: a record of scholarship since appointment at the College that extends beyond the level of scholarly activity required for promotion to the rank of Associate Professor. Typically this would consist of:

1. 3-5 refereed publications (in print or accepted for publication) since appointment at the rank of Associate Professor, with the number of publications depending on the extent of the candidate’s contribution and the quality of the scholarship. These publications should contain results that demonstrate extensive scholarship and are of significance in the discipline, as shown by reviews, comments, or citations in the work of others.

2. activities such as awards, fellowships, grants, conference attendance, invited lectures, workshop participation, and communication with scholarly peers.

Service: an extensive record of activities that display productivity, initiative, and leadership. This record can be demonstrated by the following:

1. leadership on department committees by chairing standing committees or coordinating service activities;

2. effectiveness of service as a departmental representative at the College level and excellence of contributions outside the Department;

3. sustained productivity and excellence of service to College-wide committees and activities;

4. significant contributions to regional or national organizations related to the College, the Department, or the profession.
AREAS OF CONSIDERATION FOR TEACHING EVALUATION

1. Instructor’s expertise in subject matter area and ability to apply this expertise effectively both in and outside the classroom.
2. Effectiveness of materials used in courses.
3. Appropriateness of material covered to level of course and consistency of the material with official course registration outline.
4. Clarity of goals and objectives and appropriateness for the level of the course.
5. Clarity of student requirements; consistency between grading policies and learning expectation.
6. Relevance of exams, quizzes, homework assignments, and projects to course objectives and level of expectation; extent to which these promote student learning and gauge student progress.
7. Student perception of relevance of instructor’s expectation to course requirements and fairness of evaluation of students work.
8. Student perception of amount learned and instructor’s overall contribution.
9. Instructor’s awareness of and concern for individual students progress.
10. Instructor’s level of enthusiasm for the course and students.
11. Instructor’s ability to foster an academic environment that encourages students to think analytically and become creative.
12. Instructor’s ability to instill in students the desire to continue learning and to give appropriate direction.
13. Effectiveness of innovative teaching strategies that enhance students learning environment.
14. Availability of instructor to assist students outside of class.
15. Evidence of effort to continue to improve teaching.
16. Evidence of continuing effort to upgrade content and materials of courses taught.
17. Contributions to curricular development through new courses or revision of existing courses.
18. Effectiveness of and commitment to advisement/mentoring of students.
19. Evidence of instructor’s effort in expanding repertoire of courses to teach.
20. Instructor’s effort to enhance overall academic environment in the Department or the College.

11/2000