

**Retention, Tenure, Promotion, Post Tenure Review
CWU Mathematics**

Approved by Mathematics Department: October 21, 2019

Approved by Dean of the College of the Sciences: December 19, 2019

Approved by Provost: January 22, 2020

1. Departmental Procedures

Personnel Committee

The Personnel Committee will consist of three (3) tenured members of the Department of Mathematics (the Department Chair is not eligible to serve) in accordance with the CBA. Personnel Committee terms shall be staggered with a length of three years. There are no term limits.

The Personnel Committee is charged with reviewing all faculty members for reappointment, tenure, promotion, merit awards (or other professional review processes), and post tenure review.

When required, the Department Chair may select ad hoc members of the Personnel Committee in cases where current committee members are ineligible or incapable of serving.

Under unusual circumstances, the Personnel Committee may be expanded to five (5) members if this is mutually agreeable to both the Department Chair and the candidate. In this case, the additional two candidates must be acceptable to both the Department Chair and the candidate. If suitable candidates cannot be agreed upon, the committee will remain at three (3) members.

2. Teaching

Teaching Expectations

Expectations of faculty in the Department of Mathematics:

- Teach classes, including upper-division and lower-division, as assigned by the Chair.
- Update courses and curriculum as needed.
- Contribute to department efforts to develop, improve, and assess courses and programs. Participation on committees tasked with establishing departmental standards shall be considered service.
- Participate in the Student Evaluation of Instruction process and maintain the results of all student evaluations.
- Initiate and document peer evaluation of their instruction and participate in the peer evaluation of others.
- Reflect on student, peer, and self-evaluations of teaching and use these evaluations to improve teaching and student learning.

Documenting and Measuring Teaching Effectiveness

Teaching is the most important factor in evaluating faculty members. In conformance with University Faculty Criteria Guidelines and NWCCU accreditation standards, all teaching faculty are evaluated using multiple methods that typically include: student evaluation of instruction; peer evaluation through classroom observation; review of syllabi and/or course materials; self-reflection and reflective statements; department/program supervisor (chair/program director) evaluation; assessment of student learning objectives. The instruments and results of evaluation are to be included in the professional record portfolio submitted for review. Teaching effectiveness is to be measured on the basis of:

- A reflective statement containing thoughtful and responsive self-assessments of instruction, course design, development of appropriate instructional techniques, and professional development activities.
- Student evaluations of instruction (SEOIs) for every course with five or more students.
- Peer teaching evaluations conducted approximately once a year. These evaluations could be direct classroom observations or review of syllabi, course materials, and assessment of student learning objectives.

- Review of syllabi, course materials, and assessment of student learning objectives conducted by the Department Personnel Committee and the Department Chair.

Effective Teaching

The Department Personnel Committee and the Department Chair will each make assessments of a faculty member's teaching effectiveness through the University and College review process. To be considered an effective teacher a faculty member must do all of the following:

- Participate in all University, College, and Department evaluation processes.
- Assemble an organized portfolio containing the necessary documentation for evaluation (see above).
- Document thoughtful response to patterns of sub-standard student evaluations and/or comments (sub-standard is typically viewed as assessment items which average below a 3.0 on the SEOI).
- Document thoughtful response to instructional concerns raised during any peer evaluations.
- Show improvement on instructional concerns raised during prior review-cycles.
- Demonstrate a pattern of effective teaching and a promise of sustained productivity in the classroom, as one's time at CWU increases.

Excellent Teaching

Excellent teaching means that a faculty member has met all criteria for effective teaching and, in addition, has demonstrated excellence by documenting further teaching successes such as:

- A sustained pattern of high SEOI scores and positive student comments.
- Consistently positive peer evaluations of instruction.
- Awards recognizing excellent teaching.
- Published scholarship informed by classroom practice.
- Successful curriculum development efforts.
- Mentoring student(s) and/or student groups in independent study and research projects.

3. Scholarship

Many activities may constitute scholarship and the department encourages diverse pursuits “in order to tap the full range of faculty talent ... [and afford] flexible career paths that avoid narrow definitions of scholarship” (*Scholarship Assessed*, Glassick, et al., 1997).

The University Faculty Performance Standard provides several examples of **Category A** products. Examples of such Category A scholarly products follow. In all cases, the item must be of significant scholarly content as viewed by the Personnel Committee:

- A paper published in a peer-reviewed journal
- Book chapter(s)
- Textbook(s)
- An externally funded grant related to the candidate’s duties at CWU, if the faculty member is the principal investigator or co-principal investigator
- Significant and documented scholarship leading to changes in practices of organizations in industry, business, or commerce
- Published, peer-reviewed conference proceedings (to count as Category A, the entire manuscript, not just the abstract, must be subject to peer-review)
- Passing actuarial exams (beyond exam P and FM)
- Achieving an actuarial credential (ASA, FSA, ACAS, etc.)
- Innovative curricular material, published in appropriate online platforms, that is subject to authentic peer-review (to count as Category A, the faculty member should be able to document the peer-review and revision process employed).

While the Mathematics Department recognizes a broad range of scholarly achievements, publications in “predatory journals” will not be considered a part of an individual's scholarly record. Stable and reliable lists of these journals are hard to find and maintain but the department chair or the college dean can provide up to date resources for concerned faculty.

Faculty members should also complement activities like those above with other scholarly activities that correspond to the other products identified by the University Faculty Performance Standard, herein referred to as **Category B** activities. The Department of Mathematics recognizes Category B products as those which *undergo external dissemination yet may not be subject to the level of peer-review and scrutiny as Category A products*. Examples of Category B activities include the following:

- Presentations at regional, national, or international meetings.
- External colloquium/seminar presentation relating to recent scholarly activity.
- Lead investigator on an unfunded external grant submission.
- Collaboration with students in scholarly activities leading to a publication or a conference presentation.
- Major technical report (e.g., grant-related final reports).
- Manuscript of curricular innovations available through a national clearinghouse (e.g., Wolfram, NCTM, MAA, AMS, SERC).

Documentation of Scholarship

The candidate must provide evidence of successful scholarship. Such evidence includes:

- A copy of all published manuscripts.
- A letter of acceptance should accompany recently accepted manuscripts that have not been published.
- A URL for the journal site should accompany online publications.
- For funded grants, include a copy of the proposal and the funding agency's acceptance letter.

Effective Scholarship

The Department of Mathematics recognizes the difficulty of quantifying the amount of scholarship required for tenure, promotion, or post-tenure review considerations. A candidate's Workload Plans together with prior evaluation letters should be used to guide the progress and document the success being made in this area.

Historically, rates of publication in mathematics are modest compared to other sciences (AMS, *The Culture of Research and Scholarship in Mathematics: Rates of Publication*)¹. Although rare, one publication of high quality may be sufficient for tenure and promotion. A careful determination of a faculty member's scholarship, balancing both the quality and quantity of work produced, will be done by the Department Personnel Committee and Department Chair. Candidates wishing to

¹ see <http://www.ams.org/profession/leaders/culture/CultureStatement06.pdf> and <https://www.ams.org/profession/leaders/culture/JointResearchandItsPublicationfinal.pdf>

submit only one publication for consideration must first inform both the Chair and Personnel Committee.

To be deemed *effective* in the area of scholarship one must:

Engage in scholarly activity as evidenced by Category A and Category B products in accordance with one's Workload Plan as measured by the Department Personnel Committee and the Department Chair.

Excellent Scholarship

To be considered an excellent scholar, the faculty member must exceed the requirements of effective scholarship. In most cases, this can be accomplished via a significantly larger number than required of Category A and Category B accomplishments during the review period. In exceptional circumstances, a single publication of high impact (a groundbreaking paper or major book) may in itself be sufficient. Achieving an actuarial credential (ASA, FSA, ACAS, etc.) can be used as evidence of excellent scholarship. The decision and recommendation of whether a faculty member's scholarship is excellent is made by the Department Personnel Committee and Department Chair.

4. Service

Service to the department, college, university and profession is expected. In many cases, service to the community is also recognized by the Department of Mathematics as strengthening one's professional portfolio. Faculty members are responsible for providing documentation of service activities.

The Department of Mathematics has the following standard committees and service positions (with historical workload units).

- Department Chair (36 wlu)
- Actuarial Science Program Director (3-5 wlu)
- Secondary Mathematics Education Program Director (3-5 wlu)
- Mid-Level Mathematics Education Program Director (3-5 wlu)
- Math Honors Program Director (3 wlu)
- Mathematics Program Director (3-5 wlu)
- Applied Mathematics Program Director (3-5 wlu)
- Course Coordinator (1-3 wlu)
- Department Personnel Committee Chair (2 wlu)
- Department Personnel Committee Member (1 wlu)
- WeBWork Support (1 wlu)
- Mount Stuart Mathematics Seminar Organizer (1 wlu)
- Search Committee Chair (2 wlu)
- Search Committee Member (1 wlu)

Program Director positions will receive 3 wlus yearly but can justify up to 5 under various circumstances such as first year as an advisor/director, heavy curriculum revision, or starting of a new major or program.

In addition, when positions attract a large applicant pool (>200 applicants), the Departmental Search Committee Chair for tenure-track positions carries a load of 3 wlu and Committee Members for tenure-track positions carry a load of 2 wlu This is above the union-negotiated minimums because searches in the field of mathematics often involve a significant number of candidates (often over 350 candidates for each position).

The Department often employs short-term (1 quarter) ad hoc committees for much of its business (for example, textbook adoption committees, committees to make program changes, committees to aid in accreditation of programs or the university). It is not typical for these committees to have a workload unit attached to them as they are often created well after workload plans have been submitted and approved and are often included under the title of “Departmental Service as Requested” in the workload plan.

Non-tenured faculty members are discouraged from taking significant leadership roles for two reasons: first, such roles may decrease the candidate’s ability to meet teaching and scholarly requirements, and second, significant leadership roles may lead to situations where the faculty member must make decisions which are unpopular with those who will review the candidate’s tenure application.

Effective Service

While there is no expectation that candidates will agree to serve on every departmental or university committee to which they are invited, effective service includes a willingness to serve on departmental and external committees within their service workload.

Effective service would include multiple commitments in at least two areas of service (Departmental, University, Professional/Community). A non-exhaustive list follows:

Departmental Service

- Organizing and advising groups of CWU students (for example, advising student clubs or sponsoring students in the MCM competition)
- Membership on a department committee.

University Service

- Membership on a recognized university committee or task force outside of the department.

Professional/Community Service

- Article reviewer for a scholarly journal.
- Membership on an advisory committee for an external organization.
- Outreach activities for K-12 education.

Excellent service

Excellent service extends the notion of effective service to include either leadership roles or exceeding the workload units assigned to service in the candidate's workload plan. Candidates will be considered to have performed excellent service when consistently involved in valuable performance in activities such as:

- Exceeding general duties as Department Chair
- Exceeding general duties as a program Director
- Serving as a Chair on standing university committee
- Serving as an Executive Officer for a regional or national organization
- Leading regional, national, or international student activities
- Editor for a scholarly journal.

Documentation of Service

Documentation for service work is sometimes difficult to obtain. However, if a significant number of workload units are being assigned to service outside of the university, some indication of time spent on the activity should be included.

5. **Criteria for Tenure, Promotion and Post Tenure Review**

Criteria for Tenure and Promotion to Associate Professor

The CBA identifies the minimum qualifications for the academic rank of Associate Professor. The COTS Policy Manual stipulates that review of tenure-track faculty for promotion centers on the three performance areas of teaching, scholarship, and service.

To be considered for tenure and/or promotion to Assistant Professor in the Department of Mathematics, a candidate should:

- Meet University and College requirements pertaining to academic degree held and professional academic experience.
- Be an *effective* teacher.
- Be an *effective* scholar and establish a pattern of scholarship that indicates the promise of ongoing activity.
- Produce at least one Category A product that was initiated or at least substantially conducted while at CWU.
- Have demonstrated *effective* service.

Criteria for Promotion to Professor

To be considered for promotion to Professor in the Department of Mathematics, a candidate should:

- Meet University and College requirements pertaining to academic degree held and professional academic experience.
- Be an *excellent* teacher.
- Have demonstrated *excellent* scholarship.
- Have demonstrated *excellent* service.

Tenured Associate Professors will be regularly evaluated as part of the Post-Tenure Review Process. Due to these less frequent evaluations, more responsibility is placed on the tenured Associate Professor to ensure that reasonable and expected levels of teaching, scholarship, and service are being maintained. In particular, candidates should note that there might be no formal reviews before they are eligible for promotion to Professor.

Post Tenure Review and Merit

A faculty member will receive a positive post-tenure review provided they have maintained *effective* teaching, scholarship, and service (possibly modified based on approved Workload Plans).

Merit will be awarded to faculty who have met the criteria stated in the CBA.

6. Review of Full-Time Non-Tenure Track Faculty

Procedure

The Personnel Committee and Department Chair will review Full Time Non Tenure Track (FTNTT) faculty members on an annual basis in accordance with the Collective Bargaining Agreement (CBA). At that time, each FTNTT faculty member will compile a portfolio with the following items:

- Syllabi from all classes taught in the period under review and sample classroom materials;
- Complete results of student evaluations (SEOIs) for all classes taught in the period under review;
- An optional statement on the faculty member's philosophy of education as it pertains to their current workload; and
- A classroom observation from a tenure-track faculty member during the period under review.

The Chair of the Personnel Committee and Department Chair will then evaluate the candidate's portfolio according to established University timelines. The results of the process will be used for the purposes of rehiring and as a vehicle for improving the quality of the individual's classroom instruction.

Non-tenure track faculty members are expected to maintain the standard of effective teaching.

Merit for Senior Lecturers

Senior lecturers' contractual duties are typically restricted to teaching, although if other duties are explicitly referred to in their Letter of Appointment, those duties should be evaluated when determining merit. To qualify for merit, senior lecturers must have a sustained record of effective teaching and have demonstrated teaching excellence by

- A sustained pattern of high SEOI scores and positive student comments and
- Consistently positive peer evaluations of instruction.

Approved by vote of the tenured/tenure track faculty, October 21, 2019.

Chair, Department of Mathematics

Date

Dean, College of the Sciences

Date

Provost and Vice President for Academic and Student Life

Date