

WKU MATHEMATICS DEPARTMENT PROMOTION AND TENURE GUIDELINES

Approved by the Mathematics Department

August 18, 2016

I. FACULTY PROMOTION

A. Introduction:

The guidelines established in this document supplement the general guidelines for promotion in the Faculty Handbook and of the Ogden College of Science and Engineering. Any potential candidate for promotion should consult both documents in preparing her/his application. The department wants all faculty members to succeed. Hence, the purpose of this document is to insure that the expectations with regards to tenure and promotion are clearly defined and are understood by the candidate. However, in instances of unresolved conflicts between documents, the policies and procedures in the Faculty Handbook and College regulations override this departmental document.

If a faculty member evaluating a candidate for promotion and tenure cannot participate in the discussion and promotion and tenure vote, then an absentee vote can be submitted to the departmental secretary prior to the meeting and shall be counted as an eligible vote. The absentee vote shall not contain any comments, but just be an overall “yes” or “no” vote for promotion or tenure. However all eligible faculty members are encouraged to attend the candidate’s promotion and tenure meeting and to participate in the discussion and submission of comments. It shall not be possible to submit a vote after the promotion and tenure meeting has concluded.

Different Job Descriptions within the Same Department:

When a faculty member is hired, he/she is usually employed either in mathematics, statistics or mathematics education. This document acknowledges the differences by providing different criteria for evaluations in the area of Research/Creative Activity for the mathematician, statistician, and the mathematics educator. **The areas of Teaching Effectiveness and University/Public service will remain the same for all job categories.**

Recognizing that interests of individuals change over time, a faculty member hired in one of these job categories can request in writing to be evaluated in a different category under the following conditions:

- The department head agrees
- Teaching assignments over the past three years reflect the change in category (i.e., candidate is teaching courses similar to those already assigned to faculty members in that category)

A faculty member who is denied promotion in one category cannot immediately apply in another category.

B. Documenting Teaching Effectiveness:

Promotion Committee Evaluation:

The Promotion Committee (see the faculty handbook for the composition of the promotion committee for the different ranks (associate professor, professor, instructor II, and senior instructor)) will designate two faculty members of higher rank to separately observe at least one period of the candidate's class. The observations will occur one year prior to the year in which the candidate applies for promotion. If the designated reviewers deem necessary, one or both may observe more than one period of the candidate's class.

The designated reviewers each must write a letter that summarizes the observation made during the candidate's class period. The letters should follow the format outlined by the *Instrument for Faculty Review of Teaching* provided in this section.

The evaluation letters should extend beyond a general evaluation of the candidate's teaching and should include a critical analysis of the candidate's potential to contribute to the teaching mission of the College and the University. The letters will be given to the department head to be placed with the candidate's promotion materials.

Optional Peer Evaluation:

In addition to the above evaluation letters, the candidate can ask different members of the faculty to observe her/his class and then write a letter that summarizes the observation made during the candidate's class period. The letters should follow the format outlined by the *Instrument for Faculty Review of Teaching* provided in this section. The candidate can ask as many faculty members as he/she wishes to write peer evaluation letters and then choose which ones to include in the promotion and/or tenure documents.

Instrument for Faculty Review of Teaching (Formative)

Name of faculty member _____ Date _____

Course number and name _____

Name of evaluator _____

1. Please write a brief non-evaluative description of the class you visited. Was it a large lecture, a small class, or a discussion? What material was covered? What methods were used to present the material (e.g., lecture, or slides, dialogue between instructor and students)? How was the time apportioned?

2. Please write an evaluation of this class session. Your evaluation should include responses to the following questions: (It may be that not all questions are applicable for the particular class period under discussion. In such cases, the question does not need an answer.)

a) How well was the material organized?

b) How clearly was it presented?

c) Did the instructor have a thorough knowledge of the material?

d) Were faculty-student interactions lively and interesting?

e) Did the instructor encourage critical thinking?

f) Was time well utilized?

g) Did the instructor communicate enthusiasm and interest in the subject?

h) If discussion took place, how well did the instructor moderate it?

i) How did the instructor respond to students' questions and comments?

C. Documenting Research/Creative Activity and Addressing Regional Stewardship:

The candidate must provide evidence of the creation of an individual research program that indicates that the candidate is engaged in one or more areas of mathematics. The candidate must show that he/she is actively pursuing research in some subfield of mathematics. The candidate must provide evidence of research resulting in publications, grants, or presentations in his/her focused area of research and/or in his/her collaborative work. He/she may also be involved in various creative activities.

Review of Research by Outside Experts:

As part of the promotion process, the candidate's research and scholarly activity is to be evaluated by at least three reviewers from outside the department. The candidate is asked to provide a list of at least five suitable external reviewers by February 15 of the year in which the candidate applies for tenure and/or promotion. The candidate's doctoral advisor and co-authors of recent publications (within the last five years), or co-PIs of recent grants (within the last five years) or collaborators of on-going work cannot be on that list, and at most two people on that list can be co-authors or co-PIs. In addition, the candidate should indicate who is a co-author/co-PI and when the cooperation ended.

In addition to the list of possible reviewers, the candidate must submit PDF files of papers relevant to the review and any other documents that the candidate considers relevant to the evaluation of scholarly and creative activity.

Selection of Reviewers:

A committee of the department head and two departmental members who are full professors will select the reviewers. These two faculty members will be elected by the tenured and tenure-track faculty at the beginning of the academic year and will select reviewers for all candidates that apply for promotion and/or tenure in the following academic year. **The committee will select three reviewers from the list of five names the candidate provided and will solicit a review of the research and scholarly activity of the candidate.**

Note that for mathematics educators, the key component to his/her scholarly activities will be the candidate's contributions to mathematics education, and the reviewers will be instructed accordingly. The reviewers will be asked to evaluate research and creative activity as a unified whole. That is, the reviewers will be asked to evaluate whether the candidate has shown sufficient contribution to mathematics education to be promoted at a regional university where the primary roles of mathematics

educators are educating future teachers, improving the teaching ability of current teachers, and improving mathematics achievement of students at all levels.

The department head will initiate contact with the selected reviewers, will receive the candidate's reviews, and will place them with the candidate's promotion and/or tenure materials. If the department head fails to secure the commitment of at least three reviewers to serve in this capacity, the candidate will be notified and will be given the opportunity to provide additional names of possible reviewers who meet the same criteria as the reviewers provided for the initial list.

Regional Stewardship:

Faculty members can participate in regional stewardship activities that make a meaningful contribution to WKU's responsibility to provide faculty expertise to improve the regional community. The Kentucky Council on Postsecondary Education defines *Regional Stewardship* or public engagement as follows:

Regional Stewardship is a partnership between [WKU] (or some part of [WKU]) and an external constituency. Such a partnership is a relationship between the university and an external entity or entities to work together towards a common goal. All parties involved have specified responsibilities. The partnership involves mutual definition of regional need/opportunity, planning to address the need/opportunity, and accountability. It typically involves resources from all partners and is tied to outcomes and metrics for measuring those outcomes.

(For this definition and for more information, see the CPE website <http://cpe.ky.gov/NR/rdonlyres/D38137B6-92FE-44F4-9A5F-F519E3447BFF/0/RegionalStewardshipProgramTerminology.pdf>.)

Any applicant who believes that he/she has engaged in regional stewardship activities that are substantial can request that the outside reviewers also consider these activities. In this instance, the candidate needs to assemble materials that permit the outside reviewers to judge the quality and merit of these activities. It is possible that as such, the regional stewardship activities will be considered as a major part in the Research/Creative Activity category of the candidate.

D. Criteria for Promotion Recommendations: Tenure Eligible Mathematician

1. Areas of Performance:

- a. **Teaching Effectiveness:** Documentation of teaching effectiveness must address the following areas:
 - i. Evidence of effective presentation of appropriate material whether by lecture, discussion, assignment and recitation, demonstration, student inquiry or other means.
 - ii. The candidate should elaborate on the format of courses taught (e.g. lecture, online, discovery, exploratory) and on the location of courses taught (e.g. extended campus, IVS, study abroad, study away). The candidate should indicate the number and level of courses taught (introductory, upper level, graduate).
 - iii. Evidence of effective teaching habits, including posting current course syllabi, beginning class on time, returning papers in a timely manner, maintaining a clear and consistent grading policy, posting and being available for office hours, and treating students in a fair, impartial and respectful manner.
 - iv. Evidence of effective communication with students of varied levels of interest and backgrounds in mathematics, whether the students are pursuing a major, minor, or master's degree in mathematics, fulfilling the mathematics requirement of their field of study or completing the minimum general education requirement.
 - v. Evidence of appropriate assessment procedures such as tests and grading practices.
 - vi. Evidence of student learning and of efforts to challenge and develop critical thinking skills in students.
 - vii. Evidence of professional development in the area of teaching, such as: development of new course(s). Investigation and adoption of new teaching methods and technologies.
 - viii. Evidence of student mentoring, such as: developing and supervising of student teaching assistants, mentoring student internships, projects, and/or research or serving on student committees or advising student organizations.

The points above can be documented by submitting some of the following items together with explanations of how they address the above criteria: (It is the candidate's responsibility to choose the actual materials that provide documentation. All the items below are optional).

- A statement of teaching philosophy
- Official student evaluations. Using median scores of these evaluations the candidate could show patterns of ratings that compare favorably with the university, college, or departmental scores. The candidate could also show improvements of several items over the candidate's career at WKU.
- Letters of support from current/past students.
- Evidence of attention to recurring comments on evaluations by peers or students.
- Evidence of retaining students in classes.
- A sample of syllabi
- A sample of graded exams from a variety of courses at different levels. Student names are to be deleted. Exams should show a range of grades from A to F.
- Samples of materials used to supplement instruction
- Samples of handouts/graded work involving technology
- Brief descriptions of supervised student research or learning projects.
- Evidence of teaching awards.

As outlined in **Section I.B** above, the candidate must provide two letters of peer evaluation to support the documentation of effective teaching. To be considered for promotion to the indicated level, the candidate must meet the appropriate standards in the area of teaching effectiveness.

- b. **Research/Creative Activity:** Evidence in these areas may include, but is not limited to the following:
- i. Publishing research articles in professional journals.
 - ii. Obtaining grants (internal/external) to support research activity.
 - iii. Publishing expository articles, survey papers, or monographs in professional journals or annuals within the discipline.
 - iv. Publishing mathematics books or monographs (related to research or to teaching.)
 - v. Presenting and attending conferences. The candidate is expected to have given presentations at conferences such as those organized by the AMS, MAA, NCTM, ASA, SIAM, and etc. The candidate can indicate if any presentation was by invitation.

- vi. Refereeing research articles for a journal. Being an editor or associate editor of a journal.
- vii. Giving colloquia or seminars at other universities or at WKU.
- viii. Engaging in Regional Stewardship. See **Section I.C** above for a description.
- ix. Involving undergraduates and graduate students in research and creative activity.
- x. Local and national recognition in the area of research/creativity.

It is expected that in addition to item *i*, the candidate will be able to show substantial activity in some of the other items *ii – x* above.

Number of Required Publications (Guidelines for the Mathematician):

There are no absolute stipulations regarding the minimum number of publications that the candidate needs to have. While evidence of research productivity is required, it will not be assessed solely in terms of how many publications or accepted refereed works the candidate has. In their assessment and evaluation of the research output, the committee will take into account various factors, including, but not limited to, the quality of the publications, quality of the journals, reviewers' opinions, grants and in some cases, teaching loads. While the process is holistic, the candidate is encouraged to have an active and sustainable research program which leads to publications. At the time of submission of their applications for tenure or promotion, candidates must have some publications or accepted papers. To clarify, having a small number of publications will not automatically lead to a denial of promotion or tenure, and having a large number of publications will not automatically lead to granting promotion or tenure. The candidate should bear in mind that while having good quality publications will positively impact their promotion and tenure assessment, a good all-around performance in several areas (including research) will also be in her/his favor.

- c. **University/Public Service:** Documentation of service must address some of the following areas. The candidate should provide evidence to indicate her/his effectiveness in service. (For example, it does not suffice to simply state that the candidate was a member of a committee, but the candidate should also indicate what this committee accomplished and what his/her contribution was.) Evidence may include, but is not limited to the following:
 - i. Attendance at faculty meetings.

- ii. Serving on departmental committees. In particular, the candidate should point out items accomplished by the committee and if the candidate was the chair of the committee.
- iii. Serving on college or university committees (WKU or other universities), councils, or the university senate. In particular, the candidate should point out items accomplished by the committee and if the candidate was the chair of the committee.
- iv. Serving as academic advisor or as advisor to a student organization. Sustained efforts directed at recruitment of new students to the department.
- v. Serving as an officer, committee member, or editor in appropriate professional organizations.
- vi. Organizing sessions at professional meetings or conferences
- vii. Refereeing non-research articles; reviewing journal articles within the discipline for abstract services; or reviewing books within the discipline for a publisher.
- viii. Obtaining grants (internal and/or external) that help the department in its mission.
- ix. Work with K-12 schools. Providing service to schools, including professional development for teachers, presentations to teachers or students at a school, organization of mathematics contests, or similar activities.
- x. Providing service to local, state, or national government boards, agencies, or commissions, including providing service to business or industry as a technical expert or a member of a policy advisory board.
- xi. Engaging in international activities such as providing service to other universities or recruiting international students.
- xii. Participation in programs/activities that enhance the goal and reputation of the department, such as service to local, state, and national governmental agencies and commissions or service to community groups and the public.
- xiii. Awards for service.

2. Levels of Performance:

a. Promotion to Professor:

- i. **Teaching Effectiveness:** Evidence in this area should encompass the areas listed in this document in **Section I.D.1.a** above. The candidate must provide a tangible record of exceptional and high-quality performance according to department/division standards. In addition, the candidate must show evidence of a strong commitment

towards excellence in teaching and must show an established and sustained record of effective teaching.

- ii. **Research/Creative Activity:** The evidence listed in this document in **Section I.D.1.b** must show that the candidate is a productive researcher and that the candidate has a well-defined focus and purpose in her/his research area. In addition, the review letters must provide evidence that shows that the candidate has established and sustained a high-quality, individual research program. The review letters must show that the candidate has become an established expert in some subfield of mathematics. Also, the candidate must have a solid record of attending and presenting at conferences.
- iii. **University/Public Service:** The candidate must show high-quality performance in at least four of the aforementioned service areas listed in **Section I.D.1.c**.

b. Promotion to Associate Professor:

- i. **Teaching Effectiveness:** Evidence in this area should encompass the areas listed in this document in **Section I.D.1.a** above. The candidate must provide a tangible record of excellent performance according to department standards as outlined in **Section I.D.1.a**. In addition, the candidate must show evidence of a strong commitment towards excellence in teaching and must show an established record of effective teaching.
- ii. **Research/Creative Activity:** The evidence listed in this document in **Section I.D.1.b** must show that the candidate is a productive researcher and that the candidate has a specific focus in her/his research area. The review letters must provide evidence that shows that the candidate is on her/his way to establishing an individual research program that has a well-defined focus and purpose. In addition, the candidate must have a solid record of attending and presenting at conferences.
- iii. **University/Public Service:** The candidate must show high-quality performance in at least three of the aforementioned service areas listed in **Section I.D.1.c**.

E. **Criteria for Promotion Recommendations: Tenure Eligible Statistician**

1. Areas of Performance:

- a. **Teaching Effectiveness:** See **Section I.D.1.a** of this document.
- b. **Research/Creative Activity:** Evidence in these areas may include, but is not limited to the following:

- i. Publication of articles in refereed professional statistical/probability journals.
- ii. Collaborative work (statistical consulting) leading to presentation of results at multistate, national, or international conferences and/or publications in other disciplines.
- iii. Publication of expository articles or papers in annuals, or monographs.
- iv. Publication of textbooks or chapters in textbooks, professional yearbooks, or monographs within the discipline.
- v. Presentations at regional, national, or international conferences (ASA, IBS, IMS, ISI, NISS, or other professional statistics or mathematics organizations).
- vi. Refereeing research articles for a journal and/or being an editor or associate editor of a journal.
- vii. Obtaining grants (internal and/or external) to support research activity.
- viii. Giving colloquia or seminars at WKU or other universities.
- ix. Engaging in Regional Stewardship. See **Section I.C** above for a description.
- x. Involving undergraduates and graduate students in research and creative activity.
- xi. Local and national recognition in the area of research/creativity.

It is expected that the candidate will show substantial activity in at least one of the areas *i* or *ii* above, as well as in some of the other areas.

c. **University/Public Service:** See **Section I.D.1.c** of this document.

2. Levels of Performance:

a. Promotion to Professor:

- i. **Teaching Effectiveness:** Evidence in this area should encompass the areas listed in this document in **Section I.D.1.a** above. The candidate must provide a tangible record of exceptional and high-quality performance according to department/division standards. In addition, the candidate must show evidence of a strong commitment towards excellence in teaching and must show an established and sustained record of effective teaching.
- ii. **Research/Creative Activity:** The evidence listed in this document in **Section I.G.1.b** must show that the candidate is a productive researcher and that the candidate has a well-defined focus and purpose in her/his research area. This research can be in his/her focused area of statistics and/or in his/her collaborative work through

statistical consulting. In addition, the review letters must provide evidence that shows that the candidate has established and sustained a high-quality, individual research program and/or that his/her collaborative work is important, substantial, and sustainable.

iii. **University/Public Service:** The candidate must show high quality performance in at least four of the aforementioned service areas listed in **Section I.D.1.c**.

b. Promotion to Associate Professor:

i. **Teaching Effectiveness:** Evidence in this area should encompass the areas listed in this document in **Section I.D.1.a** above. The candidate must provide a tangible record of excellent performance according to department standards as outlined in **Section I.D.1.a**. In addition, the candidate must show evidence of a strong commitment towards excellence in teaching and must show an established record of effective teaching.

ii. **Research/Creative Activity:** The evidence listed in this document in **Section I.G.1.b** must show that the candidate has achieved scholarly accomplishments through productive research. This research can be in his/her focused area of statistics and/or in his/her collaborative work through statistical consulting. The reviewers' letters must support that the candidate is on his/her way to establishing an individual research program and/or that his/her contribution in collaborative work is important.

iii. **University/Public Service:** The candidate must show high-quality performance in at least three of the aforementioned service areas listed in **Section I.D.1.c**.

F. Criteria for Promotion Recommendations: Tenure Eligible Mathematics Educator

1. Areas of Performance:

a. **Teaching Effectiveness:** See **Section I.D.1.a** of this document.

b. **Research/Creative Activity:** For the mathematics educator, the key components to his/her scholarly activities are the contributions to mathematics education. Thus, the candidate must provide evidence of research and/or creative activity which results in publications or in the improvement of future teachers, current teachers, or K-12 students. The candidate must demonstrate that she/he is aware of current issues in mathematics education and is using that knowledge to better the education community. Evidence in these areas may include, but is not limited to the following:

- i. Service in an advisory capacity to school districts, state agencies, or national agencies on matters concerning mathematics education.
- ii. External grants providing professional development to current teachers, pre-service teachers, or other educators over a period of at least one year.
- iii. Curriculum development for K-12 schools (e.g., original or innovative techniques for teaching a unit) or development of curricular materials for university teacher-preparation courses (e.g., materials for classes for which there is no appropriate textbook).
- iv. Publications in refereed research journals; research grants, research monographs.
- v. Publications of non-research materials in journals of major professional mathematics and education organizations; textbooks; chapters of textbooks or professional yearbooks or monographs within the discipline.
- vi. Presentations at multi-state, national, or international conferences (RCML, AMS, MAA, NCTM, AMTE, and etc.).
- vii. External grants that lead to publication in a professional journal of a major mathematics or education organization.
- viii. Refereeing research articles for the journal of a major professional organization; serving as editor or associate editor of a professional journal.
- ix. Giving colloquia or seminars at WKU or other universities.
- x. Engaging in Regional Stewardship. See **Section I.C** above for a description.
- xi. Involving undergraduates and graduate students in research and creative activity.
- xii. Local and national recognition in the area of research/creativity.

c. University/Public Service: See **Section I.D.1.c** of this document.

3. Levels of Performance:

a. Promotion to Professor:

- i. **Teaching Effectiveness:** Evidence in this area should encompass the areas listed in this document in **Section I.D.1.a** above. The candidate must provide a tangible record of exceptional and high-quality performance according to department/division standards. In addition, the candidate must show evidence of a strong commitment towards excellence in teaching and must show an established and sustained record of effective teaching.

- ii. **Research/Creative Activity:** The candidate must show evidence of publications and/or scholarly activities to improve mathematics education for at least one school district level with the potential for improvement beyond the district level. The reviewers' letters should provide evidence that the candidate's research and/or scholarly activities are sufficient to have impact beyond the level of a few local school districts. Further, the reviewers' letters should provide evidence that the candidate has made research contributions that have utility in many schools or districts, has been involved in decision-making at the state level or beyond, or has been involved in professional development activities for teachers that have the potential to be effective in other settings throughout the nation or internationally.
- iii. **University/Public Service:** The candidate must show high-quality performance in at least four of the aforementioned service areas listed in **Section I.D.1.c**.

b. Promotion to Associate Professor:

- i. **Teaching Effectiveness:** Evidence in this area should encompass the areas listed in this document in **Section I.D.1.a** above. The candidate must provide a tangible record of excellent performance according to department standards as outlined in **Section I.D.1.a**. In addition, the candidate must show evidence of a strong commitment towards excellence in teaching and must show an established record of effective teaching.
- ii. **Research/Creative Activity:** The candidate must show evidence of publications and/or scholarly activities with the potential to improve mathematics education on at least a local level. The reviewers' letters should provide evidence that the candidate's research has added new knowledge or perspective to the field or that the candidate's scholarly activities have the potential to make an impact on some aspect of mathematics education to a significant number of individual teachers in at least one school or school district.
- iii. **University/Public Service:** The candidate must show high-quality performance in at least three of the aforementioned service areas listed in **Section I.D.1.c**.

G. Criteria for Promotion Recommendations: Tenure Eligible Pedagogical Faculty

a. Areas of Performance:

- i. **Teaching Effectiveness:** See **Section I.D.1.a** of this document.

- ii. **Research/Creative Activity:** The university does not require pedagogical faculty to engage in scholarly research. The Department of Mathematics values all relevant scholarly activities; therefore a pedagogical faculty member is encouraged to contribute to the understanding and practice of teaching, and to bestow their contributions in publications, at conferences, in presentations, etc.
- iii. **University/Public Service:** See **Section I.D.1.c** of this document.

b. Levels of Performance:

i. Promotion to Professor:

1. **Teaching Effectiveness:** Evidence in this area should encompass the areas listed in this document in **Section I.D.1.a** above. The candidate must provide a tangible record of exceptional and high-quality performance according to department/division standards. In addition, the candidate must show evidence of a strong commitment towards excellence in teaching and must show an established and sustained record of effective teaching.
2. **Research/Creative Activity:** The candidate may provide evidence of publications and/or scholarly activities.
3. **University/Public Service:** The candidate must show high-quality performance in at least four of the aforementioned service areas listed in **Section I.D.1.c**.

ii. Promotion to Associate Professor:

1. **Teaching Effectiveness:** Evidence in this area should encompass the areas listed in this document in **Section I.D.1.a** above. The candidate must provide a tangible record of excellent performance according to department standards as outlined in **Section I.D.1.a**. In addition, the candidate must show evidence of a strong commitment towards excellence in teaching and must show an established record of effective teaching.
2. **Research/Creative Activity:** The candidate may provide evidence of publications and/or scholarly activities.
3. **University/Public Service:** The candidate must show high-quality performance in at least three of the aforementioned service areas listed in **Section I.D.1.c**.

H. Criteria for Promotion Recommendations: Promotion Eligible Instructors

a. Areas of Performance:

- i. **Teaching Effectiveness:** See **Section I.D.1.a** of this document.
- ii. **Research/Creative Activity:** The university does not require instructors to engage in scholarly research. The Department of Mathematics values all relevant scholarly activities; therefore an instructor is encouraged to contribute to the understanding and practice of teaching, and to bestow their contributions in publications, at conferences, in presentations, etc.
- iii. **University/Public Service:** See **Section I.D.1.c** of this document.

b. Levels of Performance:

i. Promotion to Senior Instructor:

1. **Teaching Effectiveness:** Evidence in this area should encompass the areas listed in this document in **Section I.D.1.a** above. The candidate must provide a tangible record of exceptional and high-quality performance according to department/division standards. In addition, the candidate must show evidence of a strong commitment towards excellence in teaching and must show an established and sustained record of effective teaching.
2. **Research/Creative Activity:** The candidate may provide evidence of publications and/or scholarly activities.
3. **University/Public Service:** The candidate must show high-quality performance in at least four of the aforementioned service areas listed in **Section I.D.1.c**.

ii. Promotion to Instructor II:

1. **Teaching Effectiveness:** Evidence in this area should encompass the areas listed in this document in **Section I.D.1.a** above. The candidate must provide a tangible record of excellent performance according to department standards as outlined in **Section I.D.1.a**. In addition, the candidate must show evidence of a strong commitment towards excellence in teaching and must show an established record of effective teaching.
2. **Research/Creative Activity:** The candidate may provide evidence of publications and/or scholarly activities.

3. **University/Public Service:** The candidate must show high-quality performance in at least three of the aforementioned service areas listed in **Section I.D.1.c.**

For all ranks (associate professor, professor, instructor II and senior instructors):

- I. **Procedures for Recommending Promotion:** See Faculty Handbook.
- J. **Promotion Recommendation Deadlines:** See Faculty Handbook.

II. FACULTY TENURE AND CONTINUANCE

- A. **Introduction:** Procedures for the tenure and continuance processes are explicitly described in the Faculty Handbook. (See Faculty Handbook.)
- B. **Tenure Appointment Policy:** Decisions concerning tenure will be based on performance in the areas of Teaching Effectiveness, Research/Creative Activities, and University/Public Service. (See Faculty Handbook.)
1. Areas of Performance:
 - a. **Teaching Effectiveness:** Evidence in this area should encompass the areas listed for promotion in this document in **Section I.C** and **Section I.D.1.a** and will serve as evidence for tenure. The candidate must provide a tangible record of excellent performance according to department standards as outlined in **Section I.D.1.a**. In addition, the candidate must show evidence of a strong commitment towards excellence in teaching and must show an established record of effective teaching.
 - b. **Research/Creative Activities:**
 - i. **Guidelines for the Mathematician:** The evidence for promotion as described in this document in **Section I.C** and **Section I.D.1.b** will serve as evidence for tenure. This evidence must show that the candidate is a productive researcher and that the candidate has a specific focus in her/his research area. The review letters must provide evidence that shows that the candidate is on her/his way to establishing an individual research program that has a well-defined focus and purpose. In addition, the candidate must have a solid record of attending and presenting at conferences.
 - ii. **Guidelines for the Statistician:** The evidence for promotion as described in this document in **Section I.C** and **Section I.E.1.b** will serve as evidence for tenure. This evidence must show that the candidate has demonstrated scholarly accomplishments through productive research. This research can be in his/her focused area of statistics and/or in his/her collaborative work through statistical consulting. The reviewers' letters must support that the candidate is on his/her way to establishing an individual research program and/or that his/her contribution in collaborative work is important.
 - iii. **Guidelines for the Mathematics Educator:** The evidence for promotion as described in this document in **Section I.C** and in **Section I.F.1.b** will serve as evidence for tenure. This evidence must show that the candidate is dedicated to mathematics education and has made significant contributions to the improvement of mathematics education. The reviewers' letters must support that the candidate is an

asset to the mathematics education community and has demonstrated his/her ability to improve mathematics education at a district, state, regional, national, or international level.

- c. **University/Public Service:** Evidence for promotion as described in this document in **Section I.C** and **Section I.D.1.c** will serve as evidence in the evaluation for tenure. This evidence should include high-quality performance in at least three of the aforementioned service areas outlined in **Section I.D.1.c**.

2. Policies and Procedures for Continuance (i.e., Evaluation of Non-Tenured Faculty) and for Tenure Recommendations: See Faculty Handbook.

C. **Non-Reappointment or Negative Tenure Recommendations:** See Faculty Handbook.